

Planned Course Statement

Print Journalism Newspaper

Grades: 10, 11, 12

Prerequisites: *To be eligible for journalism, students should already possess solid writing skills and study habits. Students must complete one semester of Journalism with a “B” or better to join the Newspaper staff as a reporter.*

Schools: Glencoe HS

Credit: Elective

Units: 0.5 per semester

Course Codes: Print Journalism (111011)
Newspaper (111041)

Course Description:

Strong writing skills lie at the heart of journalism. Student journalists, at their best, are storytellers, using literary techniques and background, to tell true stories. Journalism can provide the link between the truths of fiction and the truths of real life and real people.

Print Journalism—*Writing and Reporting* (Semester 1): Students take their writing to a higher level as they learn to write interesting, informative stories for a real audience. They learn to write well-crafted news and feature stories that other people will want to read. To capture the readers’ attention, students learn to write enticing openings; by carefully planning their stories, students develop stronger thinking skills. Students will also develop interviewing skills. Interviewing practice begins with role-play and gradually progresses to actual interviews with sources. Through interviewing, students develop increased poise and confidence. In this class, students will venture out of their comfort zones, become more confident in new situations, and strengthen many life skills; such as critical thinking, problem solving, and meeting deadlines.

Newspaper—*Reporting and Publishing* (Semester 2): Students will develop stories for publishing in the *Crimson Times*. In addition to fine-tuning their reporting skills, they will learn to create attractive pages using design principles. To publish pages, students will learn to use the computer software, Adobe InDesign. As they work together to create an issue of the school newspaper, class members become a staff of editors and reporters. In this team approach, students strengthen valuable life skills, such as decision-making, initiating, communicating, collaborating, and problem solving.

Topics of Study: Click on any term to access specific course standards.

SEMESTER 1—*Print Journalism*

- News elements: How to determine if a story is news worthy
- News lead writing
- News writing
- Learning how to find story ideas
- Researching to find story ideas
- Researching and Writing an Independent news story
- Interviewing
- Feature lead writing
- Feature writing, adding descriptive writing
- Interviewing for a feature story, adding more probing questions, observation, and a secondary source
- Advanced interviewing; interviewing for feature stories

SEMESTER 2—*Newspaper*

- Researching to find a story to be published in the school newspaper
- Setting up appointments and interviewing three sources for story to be published
- Writing, revising, rewriting a story for publication in the school newspaper
- Editing
- Learning how to create an attractive page in the newspaper
- Learning Adobe InDesign skills to produce a page in the newspaper

Additional Course Information

- [Course Standards](#)
- Components of this course allow students to demonstrate [Essential Skills](#) required for graduation.
- See [Material & Resources](#) that might be used in this course.

COURSE STANDARDS

These standards have been created by Hillsboro School District teachers. They are adapted from the Colorado High School Press Association standards and Blue Valley High School Journalism learning targets, Overland Park, Kansas.

SEMESTER 1

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Elements of Journalism

- **PJ.09-12.EJ.01:** Identify news elements, such as timeliness, proximity, prominence, consequence, nearness, emotion, drama, bigness, unusualness, reassurance, and conflict, and use these to determine newsworthy stories and to shape and organize the writing of the story.
 - a. Identify newsworthy events.
 - b. Learn the basic structure and component parts of a news lead and news story.
 - c. Generate Story Ideas.

Research

- **PJ.09-12.R.02:** Use news gathering techniques, such as interviewing students and staff as well as reading professional, current news stories.
- **PJ.09-12.R.03:** Demonstrate good interviewing techniques, prepare for an interview, and conduct interviews skillfully.
 - a. Use verbal and nonverbal techniques to communicate information – particularly important in interviewing, requiring rapid note taking while maintaining a relationship with the person interviewed.
 - b. Demonstrate skill in inferential and evaluative listening.
 - c. Implement objective and skilled interviewing and note taking, to gather information and to insure the accuracy of the information.
- **PJ.09-12.R.04:** Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.
 - a. Determine appropriate primary and secondary sources to use for investigating a story.

Writing

- **PJ.09-12.W.01:** Write news leads.
 - a. Write a summary news lead.
 - b. Learn a variety of news leads, including consequence leads and news leads with a variety of introductory phrases.
 - c. Identify weak and strong leads.
- **PJ.09-12.W.02:** Write news stories and features.
 - a. Organize and write a complete independent news story.
 - b. Recognize inverted pyramid style writing.
 - c. Practice the techniques of effective journalistic writing in news style, incorporating informational writing techniques.
 - d. Practice the techniques of effective journalistic writing in feature style, using both informational and literary writing techniques.
- **PJ.09-12.W.03:** Implement the writing process successfully to plan, revise, and edit written work.
 - a. Apply standard English conventions and appropriate journalistic style to effectively communicate with written language.
 - b. Make choices in writing to develop appropriate vocabulary, sentence structure, and sentence organization.
- **PJ.09-12.W.04:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience. *Journalists communicate with a real-world audience, rather than an audience of teachers.*

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- c. Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- d. Write narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience. *All the options listed are available to the journalist.*

Teamwork

- **PJ.09-12.TW.03:** Meet deadlines for interviewing and writing drafts.

SEMESTER 2

Elements of Journalism

- **PJ.09-12.EJ.02:** Demonstrate credibility, accuracy, and objectivity in reporting.
- **PJ.09-12.EJ.03:** Demonstrate understanding of libel laws.
- **PJ.09-12.EJ.04:** Demonstrate understanding of the implications of the Hazelwood decision on student journalism.

Research

- **PJ.09-12.R.01:** Exercise ethical conduct when interviewing, researching, writing, and documenting sources.
- **PJ.09-12.R.04:** Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.

Writing

- **PJ.09-12.W.02:** Write news stories and features.
 - d. Practice the techniques of effective journalistic writing in feature style, using both informational and literary writing techniques.
- **PJ.09-12.W.03:** Implement the writing process successfully to plan, revise, and edit written work.
 - a. Apply standard English conventions and appropriate journalistic style to effectively communicate with written language.
 - c. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details.
 - d. Evaluate and explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides). *Student journalists routinely review and analyze their performances, based on the real-world expectations of a live audience of readers and viewers.*
 - e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **PJ.09-12.W.04:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Journalists communicate with a real-world audience, rather than an audience of teachers.*
 - e. Implement a purposeful and articulated process to solve problems that arise in the process of developing a story, beginning with finding story ideas, finding sources, setting up

appointments. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process. *Successful journalism grows out of successful problem-solving. Every reporting opportunity begins as a problem.*

Teamwork

- **PJ.09-12.TW.01:** Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.
- **PJ.09-12.TW.02:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of topics and issues (including story selection, progress of interviewing, writing, team development and team needs), building on others' ideas and expressing their own clearly and persuasively.
- **PJ.09-12.TW.03:** Meet deadlines for interviewing and writing drafts.
- **PJ.09-12.TW.04:** Demonstrate tact and professionalism when critiquing others' work.

Publication

- **PJ.09-12.P.01:** Learn and apply design elements that are the components of attractive page design.
- **PJ.09-12.P.02:** Use technology to produce and publish individual writing products, specifically through the developing desktop publishing skills using Adobe InDesign to produce a page with stories, photos, headlines, captions, and ads.

ESSENTIAL SKILLS

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Essential Skills are a requirement for graduation.

Successful completion of this course indicates that a student has demonstrated the Essential Skills that are **checked below**.

	☞ Read and interpret a variety of texts at different levels of difficulty (2012)
✓	☞ Write clearly and accurately (2013)
	☞ Listen actively, speak clearly, and present publicly
	☞ Apply mathematical reasoning in a variety of settings (2014)
✓	☞ Use technology to learn, live, and work
✓	☞ Think critically and analytically
	☞ Demonstrate civic and community engagement
	☞ Demonstrate global literacy
✓	☞ Demonstrate personal management and teamwork skills

Course MATERIALS AND RESOURCES

The following is a sample of core and supplemental materials and resources used in this course. This is not a comprehensive or required list. Please reference the course syllabus, provided by the teacher to your student, or contact the teacher directly, for specific details about materials and resources your student may encounter during the course.

- ☞ Student-authored writings.
- ☞ Professionally-authored writings.