

Course Name: Journalism II

Course#: H1562, H1572

Grades: 10-12

Level: 0

Semester: 5x

Credits: 5

Prerequisite: Journalism I

Course Description:

Journalism II, which is offered as a full-year course, is a workshop for the production of *The Fanscotian*, the school newspaper. Students may take Journalism II as many as three times if they are interested in being a part of the newspaper staff. Students will develop the journalistic writing skills necessary for each section of the newspaper, including news, opinion, feature, entertainment, and sports. A strong emphasis is placed on the development of a sense of ownership and responsibility for the timely, accurate, and ethical production of each issue. Students work together to investigate the potential benefits and pitfalls of online journalism while maintaining a burgeoning online presence. Editors work with advisers to manage students' skills and personalities into a harmonious team in which staff members know the importance of their individual and sectional roles in the production cycle. Editors and those students hoping to earn editorial positions must expect to spend considerable time after school and in the evening preparing the layout for each issue. Students are encouraged to realize their individual talents and abilities in a realistic way in order to make informed post-high-school and career choices.

Course Proficiencies:

The following is a list of proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Use the writing process (prewriting, drafting, conferencing, revising, editing, and publishing) for various articles in all sections of the newspaper. (NJSLS.W.11-12.5; NJSLS.W.11-12.10)
2. Analyze the characteristics, structures, tone and language of the different sections of the newspaper (news, opinion, feature, entertainment and sports) and apply this knowledge to own and others' writing. (NJSLS.RI.11-12.1,5,6; NJSLS.W.11-12.2; NJSLS.W.11-12.3; NJSLS.W.11-12.4; L.11-12.3,6)
3. Revise own and others' writing to reflect changes requested by advisers and editors meant to improve style, focus, organization, clarity of thought, readability, and adherence to the rules of journalistic writing and style guides. (NJSLS.SL.11-12-1,2,3; NJSLS.W.11-12.1,2,3,4,5,6)
4. Write a range of articles, editorials, news briefs, reviews, feature stories, profiles, headlines, subheads, captions, information boxes and teasers with the purpose of engaging the reader. (NJSLS.W.11-12.1,2,3,10; 9.4.12.C.(2).2; 9.1.12.B.1)

5. Foresee readers' needs and develop interest through strategies such as quotations, details, descriptions, examples, anecdotes, countering concerns and arguments, compelling openings, and readability. (NJSLS.RI.11-12.7; L.11-12.3; 9.4.12.K.(3).2)
6. Brainstorm, conduct informal interest polls, and research other school and national publications to gather ideas for potential articles. (NJSLS.RI.11-12.7.10; NJSLS.SL.11-12.1,2,3,4; 9.1.12.B.1; 9.4.12.K.(3).2)
7. Select, analyze, critique, and apply information from a variety of sources, both print and electronic. (NJSLS.RI.11-12.7; NJSLS.W.11-12.7,8,9; 9.1.12.B.1)
8. Produce articles that demonstrate a synthesis of multiple informational and technical texts. (NJSLS.W.11-12.1,2,3,6,7,8,9,10)
9. Prepare questions, including follow-ups, and conduct personal interviews of students, faculty, administrators, and community figures to gather information, enhance interest, and provide support for information in articles in all sections. (NJSLS.SL.11-12.1,2,3,4,5,6; NJSLS.W.11-12.7,8)
10. Verify information gleaned from interviews, rumor, and print and electronic sources to check for reliability and accuracy according to the standards of journalism. (NJSLS.RI.11-12.1,5,7; NJSLS.W.11-12.7,8,9; 9.4.12.C.(2).5)
11. Create ideas for graphic and/or photographic elements for all stories that enhance the readability of articles and help to deliver necessary information to the reader in an interesting and compelling manner. (NJSLS.RI.11-12.7; NJSLS.W.11-12.6; NJSLS.SL.11-12.2,4,5; 9.4.12.K.(3).2,3; 9.1.12.E.1)
12. Take responsibility for the creation of graphic and photographic elements by using design programs, drawing illustrations, taking photographs, or assigning these tasks to artists and photographers. (NJSLS.W.11-12.6; NJSLS.SL.11-12.2,4,5; 9.4.12.K.(3).2,3)
13. Design and lay out pages for all sections of the newspaper using programs such as Quark and Photoshop while adhering to the standards of newspaper and magazine design. (NJSLS.W.11-12.6; NJSLS.SL.11-12.4,5; 9.4.12.C.(2).1; 9.4.12.K.(3).2)
14. Expand practical knowledge of the programs associated with newspaper design and layout. (9.4.12.C.(2).1)
15. Investigate online journalism outlets, analyze the special ethical issues connected to online journalism and social media, and apply information to facilitate an online presence for *The Fanscotian*. (9.4.K.(3).6; 9.1.12.E.1; 9.4.C.(2).1; 9.1.12.F.2)
16. Manage time and resources to ensure that writing and production deadlines are met while maintaining journalistic integrity and quality. (9.1.12.A.1; 9.1.12.C.4,5; 9.1.12.F.2)
17. Understand the importance of financial resources to the various operations of a newspaper and use this knowledge to promote the achievements of *The Fanscotian* as a communications tool within the school and local community. (9.4.12.C.(2).4)
18. Foster connections to the business community by selling advertising space within the newspaper. (9.4.12.C.(2).4)
19. Obtain and share information regarding scholastic press with journalism students, teachers, and professionals at workshops and conferences sponsored by organizations such as The Garden State Scholastic Press Association, Columbia Scholastic Press Association, and the Journalism Education Association. (9.1.12.C.1; 9.3.12.C.3,5,6; 9.4.12.C.(2).6)
20. Review career goals and determine steps necessary for attainment. (NJSLS. 9.2.12.C.1)

21. Identify transferable career skills and design alternate career plans. (NJSLS.9.2.12.C.3)
22. Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSLS.T.8.1)
23. Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSLS.T.8.2)

Assessments:

The evaluation of student achievement in this course is based on the following:

- Both long and short written articles as assigned for each issue, evaluated by teachers and maintained in a string book.
- A design notebook in which the student collects new and original samples of page layouts and graphic and photographic elements from a variety of print and electronic sources that will enhance the presentation of the articles he or she has written for each issue.
- For editors: attendance at after-school and evening layout sessions and evidence of personal responsibility for the timely and accurate completion of assigned pages of each issue of the newspaper.