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Course Revision

Revisions are required when a school:

- Changes the course title, transcript abbreviation or course code/number
- Changes grade level
- Reduces course length (i.e. from year to semester)
- Eliminates honors status

Revisions are NOT required when a school:

- Updates course materials
- Makes minor shifts in course content

[> Begin revision](#)

Journalism

CORE Butte Charter School (054171)

Basic Course Information

Abbreviations:

Abbreviation	Course code
Journalism / Editing	
a-g Journalism	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
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College-Preparatory Elective ("g")

English

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✓	✓	✓	✓

Course learning environment:

Classroom	Online
✓	

Is this course an integrated course?

No

Course Description

Overview:

Journalism is a year-long elective course that introduces students to media studies where they will learn principles and develop knowledge of Journalism including investigating and research, evaluating information, writing news, editing and editorializing, formatting, fonts, advertising, and feature writing. It will help students become more affluent in their analytical reading, expository writing, and their oral communications. Students will work independently and collaborate through editing copy, organizing layout and headlines, and use technology to prepare articles for publication both online and in-print. Students will learn to ask provocative questions and generate hypotheses based on form and content of factual evidence, see other points of view and effectively cite specific evidence when offering an interpretation of a text. Students will learn to respond to varying demands of audience, task, purpose, and genre by interviewing, researching, and writing and communicating to a given audience, task, and purpose. Students will also make

public contacts for the purpose of securing advertising and learn how the media industry is shaped as a reflection of society, culture and history. Students will study the 1st Amendment and current, relevant issues, as well as ethics. The class will have the opportunity to visit local news agencies and explore careers in the journalistic field.

Prerequisites:

Prerequisite	Required / Recommended
none	Required

Co-requisites:

Corequisite	Required / Recommended
none	Required

Course content:

Writing

In this unit, students will have an introduction to Journalistic Writing. They will discover, "What is News?" and "What Makes it New?". They will understand the basic news leads of 5W's and H. They will analyze others news writing and come to understand the News Writer's Perspective. They will learn the news writing structure, how to find news, and how to find and compare sources. Students will learn how to write Briefs, writing tips and tricks, revising and editing their own and others writing, and how to establish a Beat System. They will learn the difference between a news report and a Feature Story. As they learn about Feature Stories, they will learn how to find a story, search for information and develop a story with a strong beginning, middle, and end. Students will learn how to write opinion articles. They will learn the parts and types of an Opinion section, how to "Write to the Editor" and types of editorials.

Key Assignment- Students will choose a celebrity that is currently in the news. They will discuss how information is learned about this person and what makes something news worthy. As students watch a slide show on "What Makes News?" they will be taking notes and commenting

on two I's and F (Interesting, Informative, Factual). Students will be given two news stories, one news and one editorial, both without labeling. They will underline or highlight facts and opinion statements in both articles as supporting evidence. Students will then pair up and share what they have observed. The results will be shared with the class. Students will then generate one idea for a news story and one idea for an opinion article that would be of interest to the student body. They will then show the difference in writing the same topic as a news article and as an opinion article.

Law and Ethics

In this unit, students will have an overview of the First Amendment and researching important court cases to student journalism. Students specifically learn about the five freedoms in the First Amendment. They will collaborate on what they know about the First Amendment and its relevance to their lives. They will learn about Libel Law, Copyright, Invasion of Privacy, the Family Educational Rights and Privacy Act (FERPA), and a reporter's privilege. They will go into depth on the issue of ethics, anonymous sources, and the responsibility of Journalists to get the facts correct. They will learn how to craft an argument and how to navigate ethical situations.

Key assignment- Students will list First Amendment freedoms that they are aware of. Students will then read the First Amendment. Make a list of technological advancements that have happened since the First Amendment was adopted on Dec. 15, 1791. Evaluate how a 45- word document could be general enough to stand 220+ years of interpretation. Divide a large piece of paper into five sections and label each with the Five Freedoms. List what each freedom means to them and give one example of each freedom. Each person or group will make a report of their conclusions. Each student will then complete a written response listing what they now know about the First Amendment, what each freedom means to them, and give at least one example of each freedom.

Unit 1- News Literacy

In this unit, the students will learn the foundations of news literacy. They will evaluate how savvy they are to the media, why news matters in our global society, and about the changing American newsroom. They will learn why journalists must advocate for themselves. They will learn the process of gathering information and then how to fact check the credibility of sources in the digital age, and how to determine truth in social media. They will learn how personal bias can, but should not interfere with writing, how to cover and explore sensitive topics and gather just the facts. The wide range of journalistic opportunities will also be discussed and explored through exposure to digital journalism, photo journalism, news sites and website opportunities, and print journalists. The history of journalism in the United States will be discussed as students explore, "Who owns the news?", how our news model affects truth, and current alternative funding for disseminating the news.

Key Assignment- Students will evaluate and understand their personal news habits, perspectives, and expectations through the use of a personal media log. Once the log is completed, students will answer self-reflecting questions considering how their perspectives on news media have developed over time and what influences their family, community, and education have had on their expectations for journalists.

The media log will list the "Media Type", "Description of Media", and "Time Spent". Students will make a combined list of all media used and respond to the the following type of thought provoking questions, "What trends do you notice?", "Why do you think you spent so much more time on other media types besides news?", "Do you think it is important to get news and information about current events?", and "Why do you think teens often don't read or watch the news?". Students will then take a "Test your news savvy" quiz where the answers will be discussed as a class. Questions will include: True or False- Journalists must have a certain college degree to get hired and do their jobs. Any news stories printed online have been fact-checked just like those printed in newspapers. The ads that appear as sidebars on most websites are always approved by the people who run the websites. Newspapers, magazines, and websites will always tell you if something they wrote was incorrect. Journalists don't write stories about their friends. Journalists never write their own opinion. It's easy to tell if a story is one-sided or unfair. Whoever wrote a story usually writes the headline that goes with it. Journalists let the people who are in their stories read the articles before they are printed. A good journalist won't print something if they think it will get someone in trouble.

The answers to the quiz will be discussed in class as the students evaluate how news savvy they are. Each student will then complete a written response answering the questions: "Were you surprised by how many you knew or how many you missed?", "If you knew the answer to the question, how did you learn that information about the news media?", and "Why do you think knowing the answers to questions like this is good for us as news consumers?".

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Journalism Today	G.McGraw-Hill	McGraw-Hill	7th Edition, 2004	[empty]	No

Websites

Affiliated
Institution or

Title	Author(s)/Editor(s)/Compiler(s)	Organization	URL
High School Journalism Curriculum	JEA Curriculum Initiative	Journalism Educators Association	http://curriculum.jea.org/

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