

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Media Productions

DATE: October 2011

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(S): 7th and 8th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: NA

PREREQUISITES: Dedication and perseverance.

COURSE DESCRIPTION: There will be three distinct components to this class operating simultaneously throughout the year.

1. **Literary Magazine:** This course will provide students with an opportunity to explore the field of print media and journalism by creating the middle school literary magazine for the year. The course will offer instruction in media design and editing, proofing, page layout, meeting deadlines, and team management. The magazine will include a collection of middle school student work in the following genre areas: short stories, poetry, comics, and plays. Students will be responsible for working with the instructor and the printer to meet deadlines and produce the final project.
2. **Video Production:** This course will provide students with an opportunity to explore the field of broadcast journalism by contributing to a school video yearbook, public service announcements, and short movies on instructor selected topics. The course offers instruction and practice in scripting, proofreading, storyboarding, filming, editing, and DVD/ video production of feature stories, editorials, and Public Service Announcement (PSA) videos. Students will also receive instruction and practice in digital image management/editing, basic sound and music production for video and ethical practices. All students will create and enter a project into the Sacramento Educational Video Awards (SEVA).
3. **Student Website:** This course will provide a forum for students to find out what is happening on campus. It will be a work in progress as students mold it into their own informational masterpiece. Students will learn the different media sources available to use on the net and the strengths/weaknesses of each from blogs to noodles. They will be responsible for learning and implementing the design process in their website. Special attention will be given on ethics and privacy issues.

GENERAL GOALS/PURPOSES:

Students will:

- Gain additional knowledge about broadcast news organization and production.
- Learn additional knowledge about magazine organization and production.
- Develop and strengthen skills in journalistic reporting and writing.
- Investigate media sources for credibility.
- Apply knowledge and skills learned to the publishing video yearbook, Sacramento Educational Video Awards (SEVA) video project, literary magazine and student website.
- Implement the Instructional Design Method in student website.
- Manage time to meet deadlines.
- Develop a sense of personal responsibility and dependability.

STUDENT READING COMPONENT:

Students will:

- Learn how to read technical and literary documents for accuracy.
- Evaluate final product to identify strengths and weaknesses.
- Critique all aspects of a project developed and redesign when necessary.
- Be required to read and understand supplementary material reading as it applies to this class.

- Edit all videos and documents produced.

STUDENT WRITING COMPONENT:

Students will:

- Contribute to a Sacramento Educational Video Awards (SEVA) video project.
- Meet deadlines for written segments of video yearbook.
- Apply grammar, vocabulary, and punctuation to all projects.
- Write, edit, and create layout by deadlines for a video yearbook, literary magazine, and student website.
- Plan, storyboard, script, shoot, edit, and produce reports by deadlines for all video projects.
- Schedule appointments to meet with subject matter experts and keep a journal of all information obtained.
- Present information that demonstrates research from a variety of sources.

STUDENT ORAL COMPONENT:

Students will:

- Conduct successful interviews of students, staff, administration, district personnel, and others as it applies to all projects.
- Work cooperatively in groups to create final products.

DETAILED UNITS OF INSTRUCTION:

I. Introduction to Journalism

- History: Students will study historical development of journalism from early history of print to modern media.
- Source of news: Students will study different forms of media, print, broadcast, Internet/technology, and radio.
- Advertisements: Students will study the history and relevance of advertising in the various media areas.
- Ethics: Students will discuss relevance of ethics in modern journalism, study historical cases that involve ethics in journalism, and relate Mustang Character Pillars to the stories they publish in class.
- Terminology: Students will develop a working vocabulary of words related to video, web, and magazine production.
- Production: Students will study the production methods of the various media: video, magazine, and websites.

II. Writing

- Video: Students will storyboard, write script, shoot, edit, and produce various video projects.
- Magazine: Students will plan, develop, create, and edit written media presented for the school Literary Magazine.
- Website: Students will use the design method to create a student website for Sutter Middle School.
- Writing skills learned in class and a code of ethics will apply to all media produced.

III. Design Methodology

- Needs Assessment: Students will research and create a needs assessment for all projects to be published.
- Brainstorm: Students will work in cooperative groups to brainstorm ideas for projects.
- Research: Accessing information from a variety of sources: Students will learn communication skills, contact outside community sources, conduct expert interviews, and do research on stories. Note taking: Students will keep notebook of notes with an updated agenda of deadlines for publishing.
- Project Composition: Students will go through the writing process in creating projects, which includes: brainstorming topics, choosing topic, research, write, peer edit, revise, and publish work.
- Peer Evaluation: Check rubrics to see if project meets the criteria set for the project.
- Revision: Student will revise project as necessary.
- Publish: Student will publish the media for distribution.

IV. Critical Thinking and Analysis

- a. Student generated publications, professional magazines, and websites: Student will learn to write critiques. Students will become familiar with rubrics used in evaluation process, and will learn to apply to their own work and the work of classmates.

V. Management Skills

- a. Students will become editors, film makers, and actors in each of the projects they work on in class.
- b. Students will learn how to delegate job, organize material, evaluate information, direct projects and produce quality projects.

VI. Technology Skills: All students will learn to use the following technology tools. As students progress and fill roles within the class, they will become “experts” in particular technology areas while focusing their studies on becoming basic at all levels, and advance in one or two areas. These areas include:

- a. Word processing
- b. Desktop publishing and page layout
- c. Graphic design
- d. Digital still and video cameras
- e. File types and management
- f. Video Editing software

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- (6-8) Standard 1.0:** Students will write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose.
- (8) Standard 1.1:** Students will create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- (6-8) Standard 2.0:** Students read and understand grade-level-appropriate material.
- (6) Standard 2.1:** Students will identify the structural features of popular media and use the features to obtain information.
- (7) Standard 2.1:** Students will understand and analyze the differences in structure and purpose between various categories of informational materials.
- (8) Standard 2.1:** Students will compare and contrast the features and elements of consumer materials to gain meaning from documents.
- (7) Standard 2.2:** Students will locate information by using a variety of consumer, workplace, and public documents.
- (8) Standard 2.6:** Students will use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST’s:

Writing and Reading

LAB FEE, IF REQUIRED:

None

DISTRICT ESLRs TO BE ADDRESSED: Students will be:

- **Self-Directed Learners:** as they understand and use appropriate sources to find information, research subjects, and complete class assignments.
- **Effective Communicators:** by speaking to a variety of sources throughout the year and working in small groups. The students will understand what it is to be effective communicators, develop the necessary skills to enhance their ability to communicate effectively, and regularly practice those skills.

- **Quality Producers:** as they write and produce appropriate reports, take appropriate photos/videos, and layout the media production projects using the appropriate technology to ensure all work is to the best of their abilities.
- **Constructive Thinkers:** as they are required to select the appropriate resources for gathering information. They will then need to analyze and synthesize that information in to a usable format.
- **Collaborative Workers:** through the study of group dynamics. Students will learn how to implement those dynamics learned in a functional group and in group projects.
- **Responsible Citizens:** through the course work and units of study. Students will develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.