

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Journalism in America

Date: May 2006

School: Folsom High School

Proposed Grade Level: 11-12

Subject Area: Elective

Course Length: 1 Year

Number of Credits: 5 per Semester

Grading: A-F

Prerequisites: 2.0 GPA in English

COURSE DESCRIPTION:

This course, Journalism in America, will introduce a variety of media and its influence on society. Specific assignments are intended to strengthen student research skills, reading analysis, and the ability to think critically; interview techniques, instruction in journalistic writing styles, and media consumer awareness. Designed as a college preparation class, career and scholastic opportunities within the broad span of journalism and communications will be explored through lecture, research, field trips, and guest speakers.

GENERAL GOALS/PURPOSES:

- Students will demonstrate information acquisition skills through interview and research methodologies.
- Students will practice reading analysis techniques individually and in group settings.
- Students will identify media bias and evaluate its outcome.
- Students will learn the history of journalism in America from Colonialization to present day including, print, photo-journalism, radio, film, television, and the internet.
- Students will explore writing and speaking skills unique to the various media forms.
- Students will identify effective caption and headline writing.
- Students will research 1st Amendment Law and its relevance to the press.
- Students will explore career and scholastic opportunities with the journalism field.
- Students will reinforce reading, writing, written and oral English conventions, listening, and speaking skills as outlined in the California Content Standards for English-language Arts grades eleven and twelve.

STUDENT READING COMPONENT:

- Research Articles
- Newspapers
- Magazines
- Historical Documents
- Constitutional Interpretations/ Laws
- Speeches
- News Scripts
- Governmental Reports
- Biographical Summaries
- Peer Writing Samples

STUDENT WRITING COMPONENT:

- Pyramid Writing Samples (News-based)
- Feature and General Interest Stories
- Public Relations News Release
- Resume and Career Documents
- Radio and Television Scriptwriting
- Headlines and Captions
- Interview Questions
- Research Evaluation and Analysis

STUDENT ORAL COMPONENT:

- Interviewing Techniques
- Broadcast Journalism Simulation
- Historical Oral Report
- Research Analysis
- Article Reviews
- Class Discussion
- Role Playing

ASSESSMENT METHODS / TOOLS:

- Written assignments
- Traditional tests or quizzes
- Individual and group presentations
- Class Participation
- Portfolios and Journals
- Career Scrapbook

DETAILED UNITS OF INSTRUCTION:

- The history of journalism in America from Colonialization to present:
Reading Comprehension—2.1; 3.0; 3.5
Writing—2.4
Listening and Speaking—1.2; 1.3; 2.2
- Pyramid writing style, Editing formats, and Interview techniques:
Writing—1.6; 1.7
Written and Oral English Language Conventions—1.0; 1.1; 1.2; 1.3
- The print media and the use of photography, and artwork with emphasis on the Civil War and Spanish-American War periods:
Listening and Speaking—1.1; 1.2; 1.3
- Radio news broadcasting: Censorship; “War of the Worlds”, Public Airways, and The creation of the FCC:
Listening and Speaking—1.1; 1.2; 1.3; 1.7; 1.8; 1.10; 1.14
- Film and television journalism including pioneers in the field such as Edward R. Murrow, and material from W.W.II.; the Korean, Vietnam, Gulf, and current war coverage:

Listening and Speaking—1.1; 1.2; 1.3; 1.7; 1.8; 1.10

- First Amendment Law, Protection of sources and notes:
Listening and Speaking—1.2
- Ethics in journalism: Revealing sensitive information, “The public’s right to know vs. their need to know”; Competitiveness to break the story, Reporting news rather than creating news, Yellow Journalism and muckraking, and Verifying sources:
Reading—2.1; 2.3; 2.6; 3.3
Writing—2.2E
Listening and Speaking—1.1; 1.2
- Governmental Reporting: Covering City Council, School Board, Courthouse, and other “City beats”:
Reading—2.1; 2.3; 2.6
Writing—1.7; 1.9
Listening and Speaking—1.1; 1.2
- Urban Affairs Reporting: Features and general interest stories; Surveys, and Editorials:
Reading—2.5; 2.6; 3.2
Writing—1.8; 1.9; 2.1; 2.3
- Layout and design:
Listening and Speaking—1.3
- Public Relations; Law Enforcement Agencies; and Lobbyist firms:
Reading—3.3
- Career and Scholastic opportunities in the journalism field:
Writing—2.5

Possible field trips throughout the year could include:

Print media—Sacramento Bee
Radio—KFBK
Television—Channels 3, 10, and 13
Public Relations Firm
State and Federal agencies
Lobbyist Firm
Courthouse and trial proceedings

Possible guest speakers could include:

Channel 10 General Manager, Russell Postell
Channel 3 Assignment Editor, Jan Keriger
Channel 13 Anchor, Michelle Kane
Lobbyists Laura Brown and Donna Garton
A.T.F. Public Information Officer and Special Agent, Nina Delgadillo

Students will create a Journalism in America portfolio which will include writing samples, historical research, audio/video research, a Public Relations Portfolio, and a Career Scrapbook.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS IN:

Writing, Reading, and Language Arts.

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

As specifically noted within the Detailed Units of Instruction, English-language Arts Standards for Grades Eleven and Twelve include:

- Reading Comprehension
- Writing
- Written and Oral English Language Conventions
- Listening and Speaking

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners: who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.

Effective Communicators: who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing.

Quality Producers / Performers: who take pride in all assignments and realize the value of creating an error-free product that is original in substance.

Constructive Thinkers: who reflect on their reading, writing, and listening to enhance the outcomes of their work. Students will demonstrate this skill through both oral and written assignments and discussions.

Collaborative Workers: who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as article analysis, and historical reports.

Responsible Citizens: who are prepared to contribute to our democracy in positive ways. Through their interpretation of various media, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.