

Journalism I-III
Syllabus
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Course Objective:

The course of Journalism is designed to teach students the various forms of journalism, application and analysis of media, as well as writing skills. Students will engage in multiple forms of media, with a strong focus in newspaper writing. This course is supplemental to the school newspaper, *The Central Post*, and students are expected to contribute articles to the production of the paper. However, the success of the paper will not be reflected in the grade for the class.

Special Note about our class:

Our class is comprised of 3 sections. This means that we have advanced students as well as beginner students. Therefore, the class will have a unique structure. We will all remain on the same unit; however, assignments, level of rigor, expectations, and materials used will be differentiated between the sections.

Materials:

- 3 ring notebook for classwork
- Pens and pencils
- Notebook paper
- Flash-drive
- A professional portfolio binder with 3 rings (example will be shown in class)

Grading System:

Daily Grade/Articles (20%): Any assignments given to students during instructional time are considered daily assignments. While not all assignments are graded, the student is expected to complete ALL assignments. Assignments are designed to increase learning potential and it is imperative that students complete all work. Students will also be assigned articles to write covering a variety of topics. These will demonstrate to the teacher that the student can create different forms of print journalism.

Quizzes (20%): Periodically, students will be given quizzes over material covered in class. Quizzes are an instructional tool to gauge student learning. Quizzes are not designed to be as a final test. Therefore, a student may retake any quiz after attending an ILT session with teacher.

Tests/Projects (30%): At the end of each unit, students will take a test over the material covered during that time. Tests are final and students may not retake a test. Several visual media projects will be assigned for students to demonstrate mastery and the ability to apply what they have learned in real world contexts.

Portfolio (30%): Students will be required to keep a portfolio of their work. The purpose of the portfolio is to measure student growth as well as provide future colleges and employers samples of a student's abilities. The portfolio will be an on-going process. There will be periodic checks of the portfolio to ensure that students are on target. At the end of each semester, portfolios will be taken and graded on the professionalism exhibited, the quality of work represented, and the level of mastery demonstrated.

Class grade: 85%
Final Exam Grade: 15%
Total 100%

1st Semester Units:

Unit One: The News Article

3 weeks (approximate)

Topics to cover: What is a news article?

Why is news important?

How do we write a news article?

Where are news articles appropriate forms of writing?

Vocabulary: Lead, Headline, Bias, AP Style, Angle, Simultaneous Rebuttal, Code of Ethics, objectivity

Writing Assignment: Students will write a news article on an event occurring at Central, in Macon, or in the State of Georgia (must be relatively local news)

Unit Two: The Feature Article and the Editorial

3 weeks (approximate)

Topics to cover: How do feature articles differ from news articles?

What sets editorials apart from other articles?

How do we effectively write feature articles and editorials?

Vocabulary: Feature Article, Editorial, AP Style, Credibility

Writing Assignments: Students will write one feature article on a teacher/administrator at Central.

Students will write an editorial on a social topic of their choice

Unit Three: Sports Writing

3 weeks (approximate)

Topics to cover: How is sports writing different from other forms of media?

What are the AP guidelines for reporting sports events?

How do we effectively report on a sporting event or an athlete?

Vocabulary: Sports, AP Style

Writing Assignment: Students will write one sports article on a Central High School topic

Unit Four: Photojournalism

3 weeks

Topics to Cover: How do we tell a story with pictures?

How do we properly use technology?

How do we caption a photo?

What are the best practices in regards to choosing a picture for an article?

Vocabulary: photojournalism, captioning, photo series, photo essay

Visual Media Project: Students will create either a photo essay or a photo series

Unit Five: Analyzing Media

3 weeks

Topics to Cover: How do we analyze bias in the media?

What gives a journalist credibility?

What power do viewers and readers have in the presentation of the media?

Vocabulary: Code of ethics, Bias, Credibility, "In good taste", Attribution, Objectivity, viewership

Project: Students will create some form of comparative chart (Venn diagram, t-chart, spectrum scale, etc.) that will analyze how multiple media sources report the same subject.

Unit Six: Editing

3 Weeks

Topics to Cover: What is the role of an editor?

How do we properly edit a piece for AP Style issues?

How do we edit a piece but keep the author's unique voice and style?
How does an editor choose what pieces stay and what pieces are left out?
How do we format articles?

Vocabulary: Editor, Copy-Editing, AP Style, Voice, Style, format

Project: Students will take on the role of an editor and will edit 4 pieces of writing and provide detailed notes to the author. Then students will choose 3 articles to keep and will format those articles into a one page spread of a newspaper.

Plagiarism Policy:

Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author” (Dictionary.com Unabridged). If a student is found to be plagiarizing material, the student will receive a grade of a 0 for that assignment. They have the opportunity to complete the assignment within one week of receiving the 0 plagiarism grade; however, the highest grade that can be earned at that point will be a 50 (much better than a 0).

Classroom Behavior Expectations:

1. The school handbook and behavior plan are always in effect inside the classroom.
2. Be in your seat and ready to work when the tardy bell rings. If you are not in the room, but your materials are, I will still count that as a tardy.
3. Come prepared to work. This means bring your homework, notebook paper, and a writing utensil.
4. Respect the teacher, your classmates, the school, and yourself. This rule prohibits profanity, bullying, rudeness, vandalism and any other act deemed disrespectful to any individual in the classroom.
5. Obey directions the first time they are given.

Should a student not meet the Classroom Behavior Expectations, the following behavior plan will be used:

1. First offense—Warning
2. Second Offense—Teacher consequence
3. Third Offense—Parent Contact
4. Fourth Offense—Office Referral*

*Should an offense be deemed severe (drugs, alcohol, fighting, terroristic threats, etc.) teacher reserves the right to skip steps 1-3 and immediately refer student to the office.

Increased Learning Time:

Central High School offers Increased Learning Time to students as a tool for remediation, tutoring, and academic support. ILT occurs every Tuesday and Thursday from 3:10-5:10 and Saturdays from 9:00-12:00.

**In order to produce the newspaper, *The Central Post*, Ms. Hohnadel is asking that Journalism students stay for ILT every Thursday to conduct staff meetings. This will also serve as a work session. Should a student need help with actual classwork, Thursday will be the day designated for Journalism students only.