Unit 5: Who Reports to Whom?

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **January**
Length: **7 blocks**
Status: **Published**

Enduring Understandings

Media institutions have their own unique hierarchy.

While roles and descriptions may vary by media outlet, the responsibilities are essentially the same.

The responsibilities in journalism are compounded by deadlines.

How the responsibilities are fulfilled determines the overall effectiveness of the media organization.

There will always be differences in opinion in how to cover, report and write the news.

Essential Questions

Who reports to whom at a media institution?

What are the roles at a media institution and what do they entail?

Who is responsible for what at a media institution?

How do reporters, editors, copy editors, photographers, fact-checkers, etc., perform their duties under extreme deadline pressure?

What are the organizational and functional differences between different types of media (i.e. print, TV, radio, Internet, etc.)?

How are daily, weekly, monthly publications organized?

Content

“The Paper” (1994)

Skills

Identify the vital roles at a media organization

Delineate the various responsibilities of each journalistic role

Compare/contrast different types of media organizations from scholastic to weekly and daily

Develop story ideas

Check facts for accuracy

Edit and revise the work of others

Layout and design newspaper

Determine stories/items worth coverage

Assign coverage

Delegate editorial responsibilities

Resources

Student Writing

Chromebooks

Google Classroom

Google Docs

http://crimsoncourier.weebly.com

Standards

LA.11-12.SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

LA.11-12.SL.11-12.1.B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

LA.11-12.SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LA.11-12.SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.11-12.SL.11-12.2 - [*Progress Indicator*] - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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