Unit 8: Do The Write Thing - Ethical Issues

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **April**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Journalism, like any profession, has its share of scandals.

The Watergate era represented the high point of journalism to date.

“The Washington Post” was the catalyst of Richard M. Nixon’s resignation as president.

Janet Cooke perpetrated the worst journalistic sin ever with “Jimmy’s World.”

Cooke is forever linked with failure in journalism.

Media organizations who suffer through such scandals are forever synonymous with them.

Journalists who bow to ethical pressure scapegoat myriad reasons not limited to performance, gender and race.

Essential Questions

Why do journalists commit such acts or errors?

How did journalists perpetrate such crimes against their editors and their audience?

What factors play a role?

How have media organizations responded to such affronts to their integrity?

How do the journalists of today and tomorrow avoid such pitfalls?

Content

"Jimmy's World" by Janet Cooke

"Hack Heaven" by Stephen Glass

"Shattered Glass"

Skills

Develop a strong awareness of media ethics

Develop and utilize the ability to sniff out a story too good to be true

Check facts

Source a story

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.RL.11-12.1 - [*Progress Indicator*] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.11-12.RL.11-12.2 - [*Progress Indicator*] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.11-12.RL.11-12.3 - [*Progress Indicator*] - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.11-12.RL.11-12.5 - [*Progress Indicator*] - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.11-12.RL.11-12.6 - [*Progress Indicator*] - Analyze a case in which grasping a point of view requires

distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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