

# 01- Newspapers (Form, Function, History and Law)

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Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **5 weeks**  
Status: **Published**

### General Overview, Course Description or Course Philosophy

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This academic- and arts-based elective is a course in which students will study the field of journalism and all its subsets. Students will focus on various kinds of journalism; different modes of writing; visual aspects of journalism (including photography, video and layout); the law and ethics of journalism; and other critical, authentic and transferable skills such as interviewing and presenting. The curriculum was created using the New Jersey Student Learning Standards, as well as the Standards for 21st Century Life and Careers Standards, and the Association Of College & Research Libraries Information Literacy Competency Standards For Journalism Students And Professionals. The Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading; artful writing; and eloquent speaking that is at the heart of understanding and enjoying journalism, general informational writing and the world around us. They will also be able to use their knowledge of journalism law and ethics to reason and justify decisions in a variety of both hypothetical and real-world scenarios. They will habitually perform the critical reading skills necessary to pick carefully through the staggering amount of information available today in print and digital media. They will actively seek the wide, deep, and thoughtful engagement with high-quality informational texts that builds knowledge, enlarges experience, and broadens worldviews. They will reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. **\*\*AS OF THE 2020-2021 SCHOOL YEAR, THIS COURSE, IN CONJUNCTION WITH JOURNALISM II, IS DUAL-ENROLLMENT FOR THREE COLLEGE CREDITS FROM WILLIAM PATERSON UNIVERSITY. THIS COURSE IS THE EQUIVALENT OF WILLIAM PATERSON'S [COMM 2880 \(NEWS LITERARY\) COURSE.](#)**

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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#### Form and Function

- eight main criteria of newsworthiness with which editors decide what stories are presented
- journalism is an objective form of writing
- there are three main functions (purposes) of newspapers
- there are generally five different types of stories usually found in newspapers
- news is important and relevant to them as individuals and citizens
- evaluating news and publications helps them become better consumers of news
- audience and readership play an important role in the design and content of newspapers
- bias still exists within “objective” journalism in four different forms

## **WILLIAM PATERSON COMM 2800 STUDENT LEARNING OBJECTIVES**

- Apply critical thinking skills in the interpretation of news information
- Apply basic criteria to the verification and authentication of news based information
- Discern entertainment sites fabricating news versus established news platforms
- Have a familiarity with the range of news information sources and to recognize methods of obtaining reliable news information
- Develop an understanding for the key components of news judgment

### **Law and Ethics**

- truth is often subjective; there are often “gray” areas in which reporters and publishers must decide what is relevant and important in telling a story.
- the importance of credibility and using attribution to credible sources
- the media is very powerful in influencing opinion and must be handled responsibly.
- irresponsible journalism can be damaging, even leading to libel and lawsuits.

## **CONTENT AREA STANDARDS**

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L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

### Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.SL.9-10.1.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.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand :

- eight main criteria of newsworthiness
- objective vs. subjective, fact vs. opinion
- English writing vs. journalism writing
- three main functions of newspapers
- generally five different types of stories
- four different types of bias
- how to evaluate the credibility of a source
- how to correct give attribution in a news story
- various famous defamation cases and their impacts
- what constitutes libel, slander and invasion of privacy

Students will be able to define:

subjective, objective, balanced reporting, bias, sentry, marketplace, agenda setting timeliness, proximity, prominence, consequence, human interest, conflict, audience, policy, competition, presentation, editorializing, bias by omission, bias by selection of sources, bias by story selection, bias by word choice, code of ethics, Bill of Rights, First Amendment, obscenity, blackmail, perjury, defamation, Tinker v. des Moines, Hazelwood school district v. Kuhlmeier, prior restraint, prior review, privilege, shield laws, press credentials, Freedom of Information Act (FOIA), Sunshine Laws, Family Educational Rights and Privacy Act (FERPA), intrusion, false light, misappropriation, copyright, patent protection, trademark

## Procedural Knowledge

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Students will be able to:

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient
- identify false statements and reasoning
- present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- use technology (computers) to access and compare national/international news media online, share findings with classmates
- describe and evaluate the argument and claims of a text to differentiate between objective and subjective writing
- use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- assess the usefulness of sources in answering the research question
- integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- differentiate between an English essay and a news article
- compare/ contrast newspapers, thinking critically and discussing choices made in content and design because of purpose and readership (How and why might *The Record* be different than *The New York Times*?)
- write informational texts (“news log” of when, where, and how they get the news, noting what articles pertain to them as individuals and as members of society. [How might particular issues affect you, both now and in the future?])
- determine author's purpose for writing an article based on the presence of facts and opinion
- prepare for an participate effectively in a conversation about First Amendment issues that relate to them (for example: open student forums, such as “RateMyTeacher.com,” the use of internet filters on school computers for students, cross and flag burning as a freedom of speech issue
- prepare for an participate effectively in a conversation about ethical decisions for various imaginary scenarios and defend their decisions to the class
- examine several tabloid newspapers and compare them to more credible and newsworthy papers, noting what makes a credible news publication.
- gather relevant information from multiple print and digital sources, related to breaches of journalistic

- integrity (ex: Stephen Glass, Jayson Blair, Mitch Albom), assess the credibility
- integrate these varied sources into a media-based presentation
  - debate topics of journalistic integrity, media law and ethics within the confines of a mock trial
  - gather relevant information from multiple sources related to various court cases and present a media presentation
  - gather information on and recall current events in the news

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Debates
- Mock Trials
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

### **Formative Assessments**

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- “Shattered Glass” movie guide
- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses to prompts regarding ethical dilemmas
- News logs
- Evaluating articles for potential bias
- Group work/projects
- Current Events of the Week quizzes
- No Red Ink assessments for various grammatical skills

### **Summative Assessments**

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- Unit 1 Test
- Court case presentation
- Journalistic integrity mock trial

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, “Shattered Glass” movie, laptops, [Google Drive folder for Unit 1](#) , NoRedInk.com, Newsela.com, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

## **INTERDISCIPLINARY CONNECTIONS**

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### **Social studies**

- civic literacy
- social relationships among people
- social justice
- ethics
- historical research

### **Technology/multimedia**

- media literacy
- visual media analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Gifted and Talented:**

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking



**Students with Disabilities:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

**Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher