Unit 01: Media Critique Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This academic- and arts-based elective is a course in which students will continue to study the field of journalism and all its subsets with increased rigor. While Journalism I was a course to teach the basics of the various kinds of journalism, Journalism II will focus on the logistical aspects of creating a publication, as well as alternate story formats and technology. The curriculum was created using the New Jersey Student Learning Standards, as well as the Standards for 21st Century Life and Careers Standards. 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; concise and vivid writing; and eloquent speaking that is at the heart of understanding and enjoying journalism, general informational writing, and the world around us. They will explore the professional arena of journalism, considering not only the rigorous research, writing and editing involved, but also the leadership, technological and entrepreneurial skills required of someone who owns and helps to run a publication. Students will study other subsets of mass communication, as well, including advertising, public relations and marketing. Toward the end of the year, students will conduct independent research projects where they will immerse themselves in a journalism topic of their choice, yet uncovered in the curriculum, and present them to the rest of the class in the form of a formal, interactive lesson. At the culmination of the course, students will work in teams to create complete print publications with accompanying mock websites. 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 I, 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

Students will understand that:

- Community feedback is vital to understanding how news literacy concepts shape their publication and determine their critique scores
- News literary concepts should shape the direction of their publication, regardless of critiques.
- Informed citizens are essential to good government and free society.
- There is a public value to sharing accurate, newsworthy information.
- The Internet has changed how people receive news information, and now people have to take a more active role in becoming well informed and sharing accurate information.
- In assessing the accuracy of information, it is important to consider who is providing it and their sources and whether the information includes verifiable facts and key perspectives instead of opinions and unsubstantiated conclusions.
- It's important to follow a story over time to be able to trust the information.
- Some news and information has a strong bias, and there are ways to recognize this.
- One should be skeptical of information based purely on anonymous or biased sources.
- It's important to be aware of one's own biases and assumptions and seek reliable information that challenges one's own views.
- It is important to be open minded rather than having fixed opinions that can't be changed even with new facts.

CONTENT AREA STANDARDS

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

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.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).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

3.2 Assesses the credibility of the information gathered

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- how to conduct a reverse critique in order to evaluate their own publication
- the news values that create an exemplary publication

Procedural Knowledge

Students will be able to:

- use news literacy concepts to inform content and publishing decisions
- determine an author's point of view or purpose in a text (article) in order to critique; determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text
- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- apply news literacy outcomes to facilitate a publications critique

- facilitate community feedback sessions to demonstrate their understanding of how news literacy concepts can strengthen their publication
- analyze and evaluate the effectiveness of the structure of various articles and use the information in a critique
- understand current trends in web design
- compare their own published website to others
- make changes to their own website based on their comparisons
- use technology to maintain a weekly log and reflection of what they're reading online
- Define: accuracy, credible sources, diverse perspectives, context, open-minded coverage (news values), critique, National Scholastic Press Association, Columbia Scholastic Press Association

EVIDENCE OF LEARNING

Alternate Assessments

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

Formative Assessments

- [CRITIQUE YOUR PUBLICATION FROM A NEWS LITERACY ANGLE](#) (lesson)
- [CRITIQUING YOUR WEBSITE FOR AWARDS](#) (lesson)
- Practice partner critiques using various print and online student publication examples
- "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
- Group work/projects
- No Red Ink assessments for various grammatical skills

Summative Assessments

- Critique of Colt Chronicle, based on both NSPA and CSPA rubric criteria
- Articles

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online), Radical Write by Bobby Hawthorne, laptops, NoRedInk.com, Newsela.com, NSPA Critique Rubric, How Parkland student journalists covered the shooting they survived and friends they lost, Unit 1 Media Critique Google Folder, "The Paper" documentary, Unit 1 Google Folder, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Technology/Multimedia

- Media literacy

Visual/performing arts

- Electronic media
- aesthetic analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

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