

# 1- Individualized, Self-Paced Review of Journalism I and II Copied from: Journalism 3, Copied on: 11/15/23

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **4 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, by in large, independently apply their knowledge of the field of journalism and all its subsets. Students will focus on producing print issues of the Colt Chronicle and web issues for ColtChronicle.org. 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. THIS COURSE IS DUAL-ENROLLMENT FOR THREE COLLEGE CREDITS FROM WILLIAM PATERSON UNIVERSITY. THIS COURSE IS THE EQUIVALENT OF WILLIAM PATERSON'S [SCOMM 2100 \(MEDIA WRITING\) COURSE](#).

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- Journalism requires a certain format and structure for consistency's sake.
- Journalism must be objective in order to perform its function as a watchdog of government and business.
- The First Amendment is the cornerstone of journalistic freedom.
- Supreme Court cases have both broadened and restricted the freedoms of journalism and scholastic journalism.
- Journalists typically follow a code of ethics to supplement what is stipulated by law.
- Much of a journalist's inspiration comes from talking with people and daily observation.
- Professionalism and comfort are of the utmost importance when it comes to interacting with primary sources.
- All articles go through several drafts and rounds of editing, revising and fact checking.

## **CONTENT AREA STANDARDS**

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RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the

claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. 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.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.4	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **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.DC.2: Compare and contrast international differences in copyright laws and ethics.

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**

- 1.1 Defines the information need based on the story idea or research question
- 1.2 Identifies a variety of information sources to meet the information need
- 2.1 Constructs and implements effectively designed research strategies
- 2.2 Retrieves information online or in person using a variety of methods
- 2.3 Refines investigative methods and search strategies
- 3.1 Summarizes and synthesizes the main ideas of the information gathered
- 3.2 Assesses the credibility of the information gathered
- 4.1 Applies information gathered to the planning and creation of a story or research product

- 5.1 Recognizes the ethical, legal and socio-economic issues surrounding information and technology
- 5.2 Follows laws, regulations, institutional policies, and etiquette around the ethical use of information

## **STUDENT LEARNING TARGETS**

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

- Identify the context or media environment in which written words are confronted and interpreted by an audience.
- Assess and identify web sites and articles for credibility, accuracy, and bias, sometimes referred to as fake news.

### **Declarative Knowledge**

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Students will understand:

- eight main news values
- four different types of news bias
- different parts of a newspaper and news story
- three purposes of writing
- five freedoms of the First Amendment
- the two most important Supreme Court Cases for scholastic journalism
- the difference between law and ethics
- journalists typically have beats to get in-depth and consistent coverage
- different kinds of sources and strategies for sourcing
- the three different kinds of quote formatting
- the difference between libel and slander as forms of defamation
- the most popular text structures for an article
- how to properly utilize social media in the age of online journalism
- various strategies and elements of editing and proofreading
- various elements to fact check
- most popular AP Stylebook entries

Students will be able to define: Objectivity, subjectivity, news values, bias, source, omission, word choice,

headline, deck, byline, photo, caption, photo credit, jump line, infographic, double truck, lede, attribution, nutgraf, pull quote, sidebar, flag, persuade, inform, entertain, Hazelwood v. Kuhlmeier, Tinker v. Des Moines, invasion of privacy, First Amendment, petition, assembly, obscenity, fighting words, perjury, blackmail, public forum, private forum, Sunshine Laws, New Jersey Open Public Records Act (OPRA), libel, slander, FERPA, Public Disclosure of Embarrassing Facts, Intrusion, False Light, Misappropriation, code of ethics, ABC and TUFF ethical formulas, primary source, secondary source, crowdsourcing, beat, angle, pitch, direct quote, partial quote, paraphrased quote, martini glass, kabob, inverted pyramid, fact checking, AP Stylebook, typography, column grids, modules and packages

## **Procedural Knowledge**

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Students will be able to:

- evaluate and annotate news articles for their central ideas, purpose, point of view, structure, intended news values, whether they are objective or have any kind of bias and the author's purpose
- identify and label the different parts of a newspaper and news story
- differentiate what is and is not protected by law for journalists
- evaluate the circumstances, defenses and consequences of various types of defamation and invasions of privacy
- write a fictional scenario in which a journalist commits some type of defamation or invasion of privacy; include an evaluation of whether there is a legal defense and/or what the legal consequences of the infraction are.
- evaluate various ethical situations
- explain how law and ethics work together and predict what would happen without one or the other or both
- write and deliver arguments (a persuasive article pitch by utilizing a beat system, and formulating an article angle)
- evaluate and discuss the importance of angles and pitches to a newsroom
- conduct short research projects. (Research contacts for sources)
- write informative texts (a professional email requesting an interview)
- prepare for an interview with a source
- gather relevant information by selecting strong quotes to use for an article and properly format them
- write a news article that has a straightforward lede and utilizes inverted pyramid
- assess the consequences of a poorly edited article with consideration of the publication, the writer, the editor AND the audience.

- choose one way to use social media before, during and after the writing process
- develop and strengthen writing as needed (Edit your article and/or your peer's article for the most popular grammatical and AP Stylebook errors)
- review and evaluate typography, color usage, column/grids, modules/packages
- use technology to recreate a page in another publication by effectively using Adobe InDesign
- self-assess their strengths and weaknesses in all of the above areas throughout the course.
- utilize one-on-one conferences with teacher in order to assess their own strengths and weaknesses and work toward

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Individual Interest Project
- Teacher/Student Conferences
- Student Interviews
- Individual Case Study-Choice
- Multimedia Presentations

### **Formative Assessments**

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- On the classroom discussion board, explain the need for journalism to have a specific form (structure), its objectivity and its view values. After leaving your own detailed reply, reply to at least two other classmates.
- On the classroom discussion board, explain how law and ethics work together. What would happen without one or the other or both? After you've written your own detailed response, reply to at least two of your peers.
- Do a "walk through" of the school (be back in 15 minutes). Write down anything you see that Colt Chronicle should report on (flyers about meetings, etc.). This weekend, walk around Kinnelon, go into stores, look at flyers, notice anything new/different. Write it all down and transcribe to a Google Doc
- Choose a beat and speak to the person appropriate for that beat. Write down any article ideas you get based on your conversation with that person. Be sure to include which beat you chose and the first name, last name and title/position of the person you spoke with.



- On the classroom discussion board, explain the need for creating angles and effective pitches. After you've written your own detailed response, reply to at least two of your peers.
- On the classroom discussion board, explain the process to getting strong quotes for an article. (Hint: it should start with interview questions....). After you've written your own detailed response, reply to at least two of your peers.
- Record yourself reading the article. IT SHOULD NOT BE PERFECT. If you find an error, don't stop the recording; just take the moment to fix the error and then keep reading.
- On the classroom discussion board, assess the consequences of a poorly edited article. Consider the publication, the writer, the editor AND the audience. After you've written your own detailed response, reply to at least two of your peers.
- On the classroom discussion board, assess the importance of design elements (typography, modules, etc.) to journalism. Why not have sloppy, inconsistent design? After you've written your own detailed response, reply to at least two of your peers.
- One-on-one conferences with teacher to determine strengths and weaknesses and plans to work on weaknesses
- Self-assessment document on their perceived strengths and weaknesses

## **Summative Assessments**

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- Find and print an article. Through annotations: Identify any of the four types of bias. Include textual evidence as support; Use above to evaluate its subjectivity or objectivity and provide evidence; Identify the author's purpose; Identify its news values
- Find a copy of a print newspaper, Rip out and clearly label all the parts of a newspaper,
- Write a 1-2 page, double-spaced fictional scenario in which a journalist commits some type of defamation or invasion of privacy. Include: What kind of defamation/invasion of privacy it was; Detail exactly what he/she did (the circumstances); Whether or not he had an appropriate legal defense; What the consequence of his/her infraction is (consult this handout); The story should logically make sense, be organized into paragraphs and have no grammatical errors.
- Choose one ethical case study. Read the questions at the bottom first. Read the case thoroughly and take notes. Write a 1-2 page, double-spaced evaluation of the situation, how it was handled and the question(s) that appear on the ethical case's page.
- Write a 250-500 word elevator pitch (you will use this for an actual article in the coming weeks). This is for COLT CHRONICLE (so keep in mind your audience) Include: The topic and its local angle; Why it would be of interest to readers (and why YOU find it interesting)?; Who/What your sources would be (focus on primary sources --people!)?; What news values does this cover? Why do you think so?; Potential photos and multimedia that could be used. Why would those be the most appropriate?
- You are writing several articles and need expert interviews. Find the following email addresses and put them on a Google Doc next to their name Some are for specific people; others aren't: Division chief of NASA; One of the three World Health Organization communications contacts; The person in charge of fire prevention at Kinnelon Fire Dept.; A Day to Remember (band) press contact; Kinnelon Museum
- Craft an interview request email for your ELEVATOR PITCH FROM EARLIER THIS WEEK).
- Conduct a real interview, video taped, and transcribe the interview. Pitch a story and an primary source you could speak with (via email to Mrs. V). Once approved, set up an interview, conduct the interview and transcribe (word for word) your interview.
- Choose five quotes that are your strongest. No minimum or maximum words/sentences to your quotes (use your best judgment from what you've been taught). Simply bold the five clearly in your

transcription.

- Write your article and use social media in at least one way before you begin writing, while you're writing, and after you've written your article. For the after step, you can simply put a "promo" on social media for your article which will soon be on ColtChronicle.org. Create snapshots or screenshots for each task you've done and upload these photos to classroom, in addition to your article itself.
- Take your article, print it out and use colored pencils to edit it for various elements mentioned in the previous slides: RED - redundancies and wordiness; ORANGE - things to fact check; GREEN - passive voice; BLUE - AP Stylebook errors; PURPLE - any other errors.
- Recreate a print page of your choice using the newspapers in the Journalism closet. It should be exactly the same. Content of pictures and body copy can be different but size, fonts, colors, shapes, etc. should be as exact as you can get them.

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

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[PowerPoint for Week 1](#)

[PowerPoint for Week 2](#)

[PowerPoint for Weeks 3-4](#)

[Self-Assessment Document](#)

[One-on-One Conference Questions](#)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

Narrative Writing

Information Writing

Implementation of conventions of Standard English

### **Social Studies**

Historical Research

Current Events

Social relationships among people

Ethics

## **Technology/Multimedia**

Researching based writing

Google

Media Literacy

Educational tech applications

## **Career Readiness**

Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Gifted and Talented:**

- Set individual goals
- Conduct research and provide a presentation of appropriate topics.
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of School Failure:**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher