

Journalism II Curriculum
Gr. 11/12

2007

New Milford High School
New Milford, Connecticut

New Milford Board of Educatio

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Journalism II

Introduction

Journalism II students will build on their journalistic writing skills in the areas of hard news, editorial, sports, and feature writing. Students receive instruction in MS PowerPoint, MS Word, MS FrontPage, standard mechanics and grammar of standard written English, as well as Associated Press style and M.L.A. style. Students taking Journalism II in the fall semester will also write the college essay. Students are required to complete summer reading requirements.

Prerequisites/Requirements:

Students must complete Journalism I with a grade of C or better or with the approval of the primary instructor.

Objectives

As a result of successfully completing Journalism II, students will have an increased understanding of journalistic writing skills, styles and editing, as well as a broad understanding of the importance of providing objective journalism in a democratic society.

Student Expectations

Journalism II provides myriad opportunities for students to meet the following New Milford High School academic expectations and New Milford Common Core requirements:

NMHS Academic Expectations for Student Learning

- Acquire and demonstrate effective communication skills in reading, writing, speaking listening and viewing. (Exp. 1)
- Develop and demonstrate an ability to formulate questions, to research information, to solve problems and to make logical decisions. (Exp. 2)
- Acquire and demonstrate the skills necessary to use technology to enhance learning. (Exp. 3)
- Develop personal goals and plans to prepare for further education and/or a chosen career. (Exp. 4)
- Demonstrate an awareness and understanding of the diversities of American and world cultures. (Exp. 6)
- Utilize the knowledge of history, civics, government, geography, and economics to understand national and world problems. (Exp. 10)

CT State Academic Standards

- Standard 1: Reading and Responding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.
- Standard 3: Communicating with Others: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.
- Standard 4: Applying English Language Conventions: Students apply the conventions of standard English in oral, written and visual communication.

Essential Questions

1. How does journalistic style differ from the various styles of writing?
2. What impact does public opinion and propaganda have on its audience?
3. What are the ethical concerns in relationship to broadcast media?
4. How do technological advancements in broadcast media affect its message?
5. How does F.C.C. deregulation affect the content and message(s) of broadcast media?

Media Outlets, F.C.C. Deregulation and Democracy

2 Weeks

Performance Outcomes:

- Examine the establishment of the Federal Communications' Commission
- Examine the affects of the 1996 resolution to deregulate media-ownership laws
- Examine the federal and state D.P.U.C. laws concerning public access, government access and educational access broadcasting
- Research broadcast media ownership
- Analyze and evaluate the content of privately-owned media

Resources:

- Various webquests and handouts
- Text

Key Terms or Concepts:

- democracy
- F.C.C.
- Watchdog
- Filter
- Guided-market system
- Gatekeeper
- 1996 F.C.C. deregulation
- media bias

- manufactured consent
- First Amendment

Assessment:

- Assessment will be a composite of homework grades, quality and depth of research on media outlet, class participation grades, reading checks, and the writing of an analytical news article.

Politics and the Media

2 Weeks

Performance Outcomes:

- Understand the characteristics and techniques of effective political advertising and campaigning.
- Understand the difference between political ads and commercials.
- Understand the relationship between the method and message in political advertising.
- Research and examine various political candidates' background, policies and messages.

Resources:

- Textbook
- Assorted articles: [Washington Post](#)
- Assorted webquests: www.washingtonpost.com, www.c-span.org
- Assorted Television political campaign ads
- PBS video: [The Prime Time President](#)
- [Kennedy-Nixon Debates- Broadcast Coverage](#)
- [The Candidate](#)
- [All the President's Men](#)

Key Terms or Concepts:

- public opinion
- propaganda
- opinion polls
- Watergate
- Deep background source
- Anonymous sources
- Campaign finance reform
- Lobbyists
- P.A.C.'s
- Whistle blowing

Assessment:

Assessment will be a composite of homework grades, class participation grades, reading checks, and the writing of an analytical news article.

Inductive and Deductive Reasoning and Writing

1 Week

Performance Outcomes:

- Identify examples of inductive reasoning and writing in journalism.
- Interpret motivation for using these two reasoning patterns.
- Produce written pieces that demonstrate competency in both deductive and inductive reasoning and writing.
- Analyze the effectiveness of both reasoning patterns in peer-generated work.

Resources:

- Assorted websites
- Course handouts

Key Terms or Concepts:

- logic
- inductive reasoning
- deductive reasoning
- context
- objectivity
- logical Fallacies
- Non Sequitor
- Either... or
- Neither...nor
- Circular Reasoning
- Equivocation
- Validity vs. invalidity
- Hasty Generalization

Assessment:

- Assessment will be a composite of homework grades, class participation grades, reading checks, and a unit test.

Web-based Media Outlets

1 week

Performance Outcomes:

- Identify a variety of web-based media outlets.
- Examine the purposes of web-based media outlets.

- Participate in the production of a web-based news site.
- Evaluate a variety of web-based media outlets.

Resources:

- Textbook
- Websites include: www.jea.org, www.highschooljournalism.org, www.nytimes.com, www.usatoday.com, various blogs, bulletin boards, streaming media broadcasts, web-based editing tools.

Key Terms or Concepts:

- Blog
- Bulletin Board
- Banner ads
- Editing tools
- Online broadcasting (webcasting)
- Streaming Media Server

Assessment:

- Assessment will be a composite of homework grades, class participation grades, and a unit test.

Web Page Design and Development Using FrontPage

3 Weeks

Performance Outcomes:

- Illustrate a solid understanding of FrontPage technology
- Research and write articles for a web-based news page
- Make a web-based news page
- Create hyperlinks to various articles
- Rate the effectiveness of peer-created web-based news pages

Resources:

- FrontPage 2000 instruction manual

Key Terms or Concepts:

- HTML
- Tags
- WYSIWYG
- HTTP
- URL
- Table
- Hyperlinks

Assessment:

- Class participation and successful completion of a home page.
- Web Design Rubric: <http://www.ncsu.edu/midlink/rub.mm.st.htm> (see appendix for sample rubric)

AP Style, Proofreading and Editing

2 Weeks

Performance Outcomes:

- Practice the basic rules of AP style
- Demonstrate a basic understanding of AP Style through the production of a piece of writing
- Understand reasoning behind use of AP style
- Revise and edit an article to improve clarity
- Make and use an AP-style based style sheet.
- Practice editing for punctuation, grammar, spelling, word division, capitalization, numbers and abbreviation.
- Scrutinize own and peer writing for wordiness, excessive use of the passive voice, clarity, and accuracy.
- Learn and use standardized proofreader's marks
- Explain the difference between proofreading and editing

Key Terms or Concepts:

- Students will refer to the AP guidebook for major key terms in this unit
- Editing
- Proofreading
- Revision
- Higher order and lower order concerns
- Diction
- Passive verbs
- Colloquialisms
- Parallel structure
- Fragments
- Run-on sentences
- audience

Assessment:

- AP quizzes: <http://taje.org/fortaje/PDF/stylequizzes.pdf> (see appendix for sample quiz)
- Proofreading and editing quizzes: <http://newsroom101.com/>
- Peer editing of published articles

Authentic Online Research Strategies**2 Weeks****Performance Outcomes:**

- Discover effective ways to navigate through data online.
- Assess the quality of online content.
- Research several topical issues.
- Compose writing using proper AP and MLA style.
- Understand and demonstrate proper attribution style.

Resources:

- Online databases include: iConn, ABC-CLIO's World Geography, NY Times Historical, ProQuest

Key Terms or Concepts:

- AP Style
- MLA Style
- Simple search
- Search engine
- Boolean searches
- Attribution
- Meta search engine

Assessment:

- Assessment will be a composite of homework grades, quality and depth of research on media outlet, class participation grades, reading checks, and the writing of an analytical news article.

Surveys and Polling**2 weeks****Performance Outcomes:**

- Examine various polling and survey techniques.
- Evaluate the accuracy of several surveys and polls.
- Conduct an authentic survey and/or a poll.
- Analyze and evaluate the accuracy of their authentic survey and/or poll.

Resources:

- Textbook
- Assorted handouts
- Assorted webquests:
http://www.personal.psu.edu/faculty/j/x/jxz8/Student_Webquests/Lindholm/questA.htm (see appendix for more information)

Key Terms or Concepts:

- Indicative sample
- Random sample
- Representative sample
- Skewed sample
- Accuracy
- Reliability
- Validity
- “+” or “-“ accuracy
- polling
- wire services polling

Assessment:

- Evaluation of polling techniques and accuracy, original graphing of poll results through webquest

Writing and Presenting for Broadcast Media**4 Weeks****Performance Outcomes:**

- Develop and test writing abilities in relation to a variety of performance and production contexts.
- Develop a practical understanding of established writing techniques.
- Develop a news script.
- Differentiate between writing for stage, screen and radio.
- Assess the needs of a project and respond accordingly.
- Develop a videotaped news segment.

Key Terms or Concepts:

- Active vs. passive voice
- Conciseness
- Dumbing-down language
- Sourcing information vs. generalizations
- Script
- Eye contact
- Articulation
- Posture
- Primary camera
- mic

Assessment:

- Assessment will be a composite of homework grades, quality and depth of writing assignments, class participation grades, reading checks, the writing

of a news script, and the development of a videotaped news segment (see appendix for videotaped news segment rubric).

Future of Media

1 Week

Performance Outcomes:

- Analyze the future of corporately-owned newspapers, magazines, broadcast journalism, and online news sources.
- Analyze independently-owned newspapers, magazines, broadcast journalism, and online news sources.

Resources:

- Textbook
- Assorted handouts
- Assorted webquests

Key Terms or Concepts:

- Globalization
- Market share
- Band width
- Conglomerates
- Satellite technology
- Fusion of the media
- Data collection strategies
- Data mining

Assessment:

- Assessment will be a composite of homework grades, class participation grades, reading checks, and a PowerPoint or Web-based presentation.

Appendix

Web Page Design and Development Using FrontPage Unit Rubric

Student Web Page/Multimedia Project Rubric Rubric

Adapted from the Official Multimedia Mania Rubric for Use by Registered Contestants.

	1	2	3	4	Total
Story Board or Planning Sheet	Story board is incomplete and lacks necessary URL's, formats, and resources to complete project.	Story board is not complete. Includes few assigned elements or planned formats, necessary URL's, and resources.	Story board is somewhat complete. Includes many assigned elements, in addition to most planned formats, necessary URL's, and resources.	Story board is complete. Includes all assigned elements, in addition to planned formats, necessary URL's, and resources.	
Organization of Content	No logical sequence of information; menus and paths to information are not evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.	
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions	

			beyond that collection to offer new insights.	and sound research.	
Copyright and Documentation (Required in order to enter)	Sources have not been properly cited and permissions have not been received. This project does not qualify for Multimedia Mania.	Some sources have not been properly cited and all permissions have not been received. This project does not qualify for Multimedia Mania.	Most sources are properly cited according to MLA style; Permissions to use any graphics from commercial web pages or other sources have been received, printed, and saved for future reference.	All sources are properly cited according to MLA style; Permissions to use any graphics from commercial web pages or other sources have been received, printed, and saved for future reference.	
Format and Platform Transferability (Help Files)	The stack, presentation, or web page plays only on either Mac or PC. There are problems with the operation of some files and the project is not cross-platform.	The stack, presentation, or web page plays best on either Mac or PC. There are problems with the operation of some files and the project is not cross-platform.	Most of the stack, presentation, or web page plays easily on both Mac and PC. Although there are minor problems with a few files, care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product	The stack, presentation, or web page plays easily on both Mac and PC. Care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product that is cross-platform.	

			that is cross-platform.		
Subject Knowledge	Subject knowledge is not evident. Information is confusing, incorrect or flawed	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	Subject knowledge is evident throughout. (more than required) All information is clear, appropriate, and correct.	
Graphical Design	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of gra	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended a	

Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Screen Design	Screens are either confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing	Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.	Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.	Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.	
Use of Enhancements	No video, audio, or 3-D enhancements are present or use of these tools is inappropriate.	Limited video, audio, or 3-D enhancements are present. In most instances, use of these tools is appropriate	Some Video, audio, or 3-D enhancements are used appropriately to entice users to learn and to enrich the experience. In some cases, clips are either too long or too short to be meaningful.	Appropriate amounts of Video, audio, or 3-D enhancements are used effectively to entice users to learn and to enrich the experience. Clips are long enough convey meaning without being too lengthy.	
Teamwork	One or two people did all or most of the work.	Most team members participated in some aspect of the work, but workloads varied.	Most team members contributed their fair share of the work.	The work load was divided and shared equally by all team members.	

Content/Resource Requirements: depth and breadth of the assignment, number and type of sources required, types of media, etc. (To be assigned)					
Technical Requirements: Number of cards, graphics, animations, etc. (To be assigned)					
				Total Points	
May be reproduced for classroom use as long as no fee is charged and MidLink Magazine < www.cs.ucf.edu/~MidLink > is cited as the source.					
(This Excel Spreadsheet may be downloaded from MidLink Magazine: http://www.cs.ucf.edu/~MidLink)					

AP Style, Proofreading and Editing Unit Sample Quiz

Use the AP Stylebook to determine if the following sentences follow style. Mark a C if the sentence is correct. If any component of the sentence is incorrect, mark an I and circle what is wrong. Use copy-editing symbols to correct.

- _____ 1. Twelve students earned top honors at the awards assembly.
- _____ 2. A head-on crash injured 2 faculty members after school yesterday.
- _____ 3. All computers in the school are now set up for student email.
- _____ 4. Many students suffer with migraine headaches, according to a recent survey.
- _____ 5. The teachers passed out their syllabi yesterday.
- _____ 6. She made a U-turn in the parking lot.
- _____ 7. Membership in the PTA is up for the 3rd year in a row.
- _____ 8. The band practices at 7 pm every Monday.
- _____ 9. Governor George Bush will speak at graduation.
- _____ 10. Over 10 students were expelled after shooting guns in the parking lot yesterday.

Surveys and Polling Unit Webquest

http://www.personal.psu.edu/faculty/j/x/jxz8/Student_Webquests/Lindholm/questA.htm

The words spoken in August by your principal echo hauntingly through your head: "I'll leave it up to you... Just make sure the student body benefits from your decision." She also gave you her "it's in your hands and on your head" look. That day in August you and your co-editor of the school newspaper decided to end the 60-year tradition of free weekly newspapers and charge five cents per copy. For this to benefit the students you would buy the school a new computer system for the exclusive use of the newspaper. You figured that \$1000 would probably do it, \$100 per month for the ten-month school year. But it is now Halloween and you have only earned \$72.45. Other students have told you that they don't feel like a part of the paper and hence have no reason to buy it. Your decision is to get the student body and the community involved in your newspaper by asking their opinion on important topics.

In other words, you will be adding public opinion polls to your newspaper to attempt to drum up interest and increase sales. You've always noticed how people perk up and pay attention when the President's approval ratings are shown on television. People always say, "That's our opinion? Nobody ever asked me." People always take interest when some sort of public opinion poll is involved. It seems like a great idea.

You realize you have no other choice...

To avoid the wrath of your principal and the demise of your school's newspaper, you will do the following:

1. Create a sound and reliable public opinion poll involving one, two, or three questions.
2. Administer the poll using some means of gathering data.
3. Analyze the gathered data using the necessary mathematical concepts.
4. Report the findings of the poll in a newspaper article complete with some quotes from the persons who were polled produced using Microsoft Word.

Any problem-solving situation can be made easier using Polya's four-step method: Understand the problem, create a plan, carry out the plan, and reflect. If you have gotten this far in the webquest, I would assume that you understand the problem. If not, please go back and reread the introduction and task sections. Also, ask me if you need further explanation. You will complete the "create a plan," "carry out the plan," and "reflection" portions of the webquest as a team going through each section of the Process together. While you are capable of carrying out the process alone, I think working together on each step will enable you to produce a quality product while adhering to the three-week deadline. (Your article and polling information are due in three weeks).

To summarize, in three weeks you will hand in:

1. The questions you asked in your poll.
2. The raw data you collected while conducting your poll.
3. The word-processed newspaper article complete with poll information.

As a duo, assume these different roles in the order they are listed. This will ensure that you are successful during this webquest. Click on the link to receive additional information about each role

1. **Historian** - While you act as historians, you will look at articles and other productions which analyzed different public opinion polls. They will be articles written for the Internet as well as articles from newspapers and magazines. You will also learn about the history of two popular and powerful public opinion polls: The Gallup Poll and The Neislen Ratings.
2. **Pollster (Phase 1)**- Now that you have an idea of the history and importance of the public opinion poll, it is time to learn about the mathematics behind the number and type of persons who should be polled. Also, during this phase you will learn how to develop the question or questions you will use while administering your poll. The final part of this phase is utilizing your knowledge to develop the questions and randomly choose the sample of persons you will poll.
3. **Canvasser** - With your poll questions written and sample decided, now it is time to carry out your public opinion poll. Here's how...
4. **Pollster (Phase 2)** - In this phase the pollster turns statistician. Both learn how to and carry out statistical analysis of the data collected during the **Canvasser** stage.
5. **Newspaper Columnist** - It is time to put it all together... During this final stage you will learn the basics of writing a newspaper article and how to blend in the polling information. Your final writing product will also come out of this stage.

Your Opinion Sells!!

Scoring Rubric for webquest

Listed below are the three categories for which you will be graded. Along with the category names are the desired outcomes. In order to earn all the points for any category, you must meet all the desired outcomes for that category. To find your overall grade out of 100 points, sum the scores from the three categories and multiply by five.

Poll Questions and Responses:

Desired Outcomes

1. Questions well written and grammatically correct
2. Questions non-leading
3. Possible responses logical/cover all possibilities
4. Topic interesting for intended audience

Poll Data and Stats:

Desired Outcomes

1. Poll data included in article
2. 100 people polled
3. Statistics reported in article supported by data (percentages calculated correctly)
4. Margin for error included / figured correctly

Newspaper Article:

Desired Outcomes

1. No spelling errors / minimal grammatical errors
2. Headline well-written / catchy
3. Lead done properly (5 W's and an H)
4. Quotes from people polled included
5. Format resembles newspaper or internet article format

Categories	WOW!!	Got it	Not Yet	Just Getting Started
Poll Questions	4*	3	2	1,0
And Responses	4 pts	3 pts	2 pts	1 pt

Poll Data	4	3	2	1,0
And Stats	4 pts	3 pts	2 pts	1 pt
Newspaper	5	4	3,2	1,0
Article	12 pts	9 pts	6 pts	3 pts

* In each field, this number represents the number of desired outcomes you have achieved.

Remember that to find final your final grade out of 100 find the sum of your points from the three categories (points, not desired outcomes) and multiply that sum by 5.

Writing and Presenting for Broadcast Media Video News Broadcast Rubric

Multitrait Rubric for Group Videotaped Newscasts

	Organization and Presentation of Newscast	Reflection of Target Culture Perspective	Word Choice and Language Control	Pronunciation, Fluency, and Eye Contact	Participation and Group Work	Use of Visual Supports
4	Well-developed and organized presentation; listeners are able to follow along easily; all required segments are included.	Presentation reflects target culture perspective quite well; it is clear that students put a lot of thought and effort into portraying a target culture point of view.	Includes a wide range of topic-specific vocabulary; clearly communicates ideas; mostly accurate use of verb tenses; embedded clauses, and word order.	Pronunciation and intonation are level-appropriate; smooth and fluent speech; few to no hesitations or groping for words; excellent eye contact.	Each group member assumes an equal and active role in the preparation and presentation.	Makes excellent use of previously prepared visuals that help to orient the listener and enhance the reports; visuals are easy to see, read, and understand.
3	Developed and organized presentation; listeners can follow most of the report; most or all required segments are included.	Presentation reflects target culture perspective somewhat; it is clear that students put some thought and effort into portraying a target culture point of view.	Good range of topic-specific vocabulary; ideas are communicated; good control of verb tenses; embedded clauses, and word order.	Always intelligible, though one is aware of definite accent and lapses in intonation; speech mostly smooth; some hesitation and unevenness; some groping for words; eyes mostly focused on audience.	Each group member assumes an active role; 1-2 students take on the bulk of the work.	Makes use of previously prepared visuals; visuals serve to mostly support the reports; visuals are legible and mostly understandable.
2	Adequately-developed, somewhat organized presentation; important sequencing links missing; somewhat difficult to follow ideas; some (2-3) required segments missing.	Presentation does not reflect target culture perspective very well, although it is evident that students made some attempts to portray a target culture point of view.	Lacking some critical topic-specific vocabulary; somewhat limited vocabulary range; several instances of errors in verb tenses and word order; embedded clauses inaccurate and limited.	Pronunciation problems partially impede comprehensibility; speech is hesitant and jerky; some sentences are left uncompleted, some words/ideas incomprehensible; eyes focus more on notes and visuals.	Uneven participation among group members; some students mainly passive and contribute little to the presentation.	Visuals seem peripheral to presentation and are not well integrated; difficult to make sense of or read.
1	Presentation is undeveloped and unorganized; pieces of information seem disconnected; very difficult to follow and draw meaning from; several (3-4) required segments missing.	Presentation does not reflect target culture perspective at all; no apparent attempts to portray a target culture point of view.	Word choice seems inappropriate for topic; very basic, limited vocabulary impedes communication; inaccurate use verb tenses and word order impede understanding; embedded clauses non-existent.	Very difficult to understand because of pronunciation problems; speech is slow with many pauses; many words/ideas incomprehensible; poor eye contact.	Uneven participation among group members; some students do not participate; no effort made to distribute work among all group members.	No use of visuals or visuals have little to no supporting function; poorly represented and poorly integrated.

Adapted from Multitrait Rubric in Tedick and Klee (1997) *Alternative Assessment*

Group Names: _____

Date: _____

Score: _____