Journalism II

Course Description: Journalism II (JII) is a full-year course that builds and hones newspaper reportage and production skills based on the theories and practices of gathering, processing, and delivering news mastered in the prerequisite Journalism I elective. This course continues to prepare students to be professional media journalists, editors, and managers, including continued instruction as follows: news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism. In addition, students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders.

JII is designed to meet the 21st-Century Life and Careers standards, instructing specialized skills that are part of a career and technical education path. More specifically, students enrolled in this course will practice academic and technical skills for professional careers in communications and journalism leading to technical skill proficiency, credentials, certificates, licenses, and/or degrees. The goal is for all students to demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The ultimate goal of this course is to deliver good writing as the main content of a student publication.

Further, this course was developed to complement the 21st Century Learning standards present in both the 21st Century Media (21CM) and Broadcast Media (BM) course offerings at Summit High School, incorporating the Framework for 21st Century Learning standards, skills, and themes, and reflecting them in the design of units and lessons.

New Jersey’s 21st Century standards, skills, and themes are as follows:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration;
- Information Literacy;
- Media Literacy;
- Life and Career Skills; and
- Economic, Business, and Civic Literacy.

Finally, the JII course content reinforces through practice the foundational skills of the J1 elective, beginning with practice of specific newsgathering and writing skills, and ending with editorial leadership.
The content and pace of the course is as follows:

1st Quarter:  
Build circulation mailing list  
Research and write content for October and November issues  
Review of techniques: Interviews, Search Engines, Observation, Ethics  
Review of skills: Writing a persuasive opinion editorial  
Focus on Sports Writing Reviews  
Photojournalism: Intent, simplicity, rule of thirds, balance, lines  
Cutline and Headline writing review

2nd Quarter:  
Research and write content for December and January Issues  
Review of techniques: critiquing performance, film, commerce, music, food  
Review of techniques: peer editing, editorial decision-making

3rd Quarter:  
Research/write/produce content for February, March, and April issues  
Review and utilize professional critique summaries and feedback  
JII begins editorial rotation into specials pages  
Skill building in layout via Adobe InDesign

4th Quarter:  
Research/write/produce May and June issues  
Select/Assemble entry for the Columbia Scholastic Press Association critique  
Practical application of Adobe InDesign skills  
Leadership debriefing and editorial placements for following year
Marking Period 1 Transition from Journalism I: Review and Time Management

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>Big Ideas: Course Objectives / Content Statement(s)</strong></td>
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<tr>
<td>CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.</td>
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<tr>
<td>CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</td>
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<tr>
<td>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</td>
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<td>CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.</td>
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<tr>
<td>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</td>
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<tr>
<td>CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</td>
</tr>
<tr>
<td>CLUSTER TOPIC ARC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.</td>
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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>What is Verve’s mission?</td>
<td>Students will understand that…</td>
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<tr>
<td>…Verve has a guiding mission statement.</td>
<td>…Verve is a typical organization that interacts with and depends on its community for success.</td>
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<tr>
<td>What is a production timeline?</td>
<td>…deadlines are key to a publication’s success.</td>
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<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
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<tbody>
<tr>
<td>21st Century Skills and Themes are the foundation of this course. Note: The following essential knowledge and skills are presumed to have been met by grade 9: 1. Reading and writing Language Arts CCCS are met and incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications) 2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership also fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership). 3. Viewing Language Arts CCCS for lessons and activities involving Information Technology, as these are included in the ARC04 (Information Technology Applications) Career</td>
<td><strong>Instructional Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Review J1: Identify the building blocks of news stories and the language style of journalism</td>
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<td></td>
<td>• Review story craft: strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</td>
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<td></td>
<td>• Review of Verve’s mission: to present the multi-faceted community of Summit in order to heighten mutual understanding and awareness</td>
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<td></td>
<td>• Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference</td>
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<td><strong>Sample Assessments:</strong></td>
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<tr>
<td></td>
<td>• Review quizzes: 1st Amendment, SPJ Code of Ethics, storytelling techniques</td>
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<td></td>
<td>• Use of Headline and Cutline rubric (Appendix A)</td>
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<td></td>
<td>• Use of Sports Writing Tips checklist (Appendix B)</td>
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<td></td>
<td>• Use of Peer critique checklist (Appendix C)</td>
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<td></td>
<td>• Analyze flaws in data collection, such as biases or sampling problems.</td>
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Revised: August, 2012
Cluster.

**21st Century Life and Career Skills:**

**Visual and Performing Arts:**
3.5.12.A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

**Social Studies:**

**Technology Literacy:**

**Career Education/Consumer Family Life**
9.2.12.A.1

**Mathematics**
4.4.12.A.2

**Conceptual Objectives:**
To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.

To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.

To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

| • Meeting staff reporter deadlines as set by editor (Appendix H) |
| • Portfolio reflection |

**Instructional Strategies:**

**Interdisciplinary Connections**
- Write sports report for publication that follows professional standards

**Technology Integration**
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

**Media Literacy Integration**
- Use digital tools for research, communication and design
- Analyze and evaluate author’s purpose/point of view
- Identify ethical issues for author and audience
- Judge the credibility of sources

**Global Perspectives**
- Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques

**21st Century Skills:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Life and Career Skills

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**Marking Period II Review and Production**

**Standard**

**Big Ideas: Course Objectives / Content Statement(s)**
CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.

CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Revised: August, 2012
### Essential Questions
**What provocative questions will foster inquiry, understanding, and transfer of learning?**

1. What makes a critical review meaningful and newsworthy?
2. How does an editor decide what’s news?
3. What is the function of a page editor?

### Enduring Understandings
**What will students understand about the big ideas?**

1. Students will understand that…
   - …following professional writing models can yield professional writing samples.
   - …the essential news determinants are timeliness, prominence, proximity, consequence, and human interest.
   - …the editorial staff ensures compliance with Verve’s mission statement.

### Areas of Focus: Proficiencies
**Examples, Outcomes, Assessments**

1. Reading and writing Language Arts CCCS standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)
2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).
3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications).

### 21st Century Life and Career Skills:
- Visual and Performing Arts:
  - 3.5.12.A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4
- Social Studies:
- World Languages:
  - 7.1.A.P-A.6
- Technology Literacy:

### Instructional Focus:
- Review News Determinants and their effects on both storytelling and editorial decision-making
- Peer editing: with instructor guidance, strive to develop professional competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.
- Review writing criticism: specialized instruction for critiquing various media, sports, and entertainment
- Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference

### Sample Assessments:
- Participate in staff discussions and brainstorming sessions
- Using style guide to aid in layout decision-making
- Use Adobe InDesign to layout and/or co-edit a specials page
- Critique selected issues of sample student newspapers
- Persuasive writing evaluation via Opinion Editorial rubric (Appendix G)
- Peer editing via Article Editing checklist (see Appendix D)
- Portfolio reflection
Career Education/Consumer Family Life
9.2.12.A.1

Conceptual Objectives:
To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies

To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.

To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.

Instructional Strategies:

Interdisciplinary Connections
• Debate current events (local, national, global) topics in brainstorming sessions and write an opinion editorial on interdisciplinary topic

Technology Integration
• Produce and edit a multi-page document using desktop publishing and/or graphics software
• Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
• Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.

Media Literacy Integration
• Use digital tools for research, communication and design
• Analyze and evaluate author’s purpose/point of view
• Identify ethical issues for author and audience
• Judge the credibility of sources

Global Perspectives
• Write for publication by synthesizing information from multiple sources

21st Century Skills:
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Communication and Collaboration
• Information Literacy
• Life and Career Skills

Marking Period III Production and Layout

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<td>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</td>
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<td>CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.</td>
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<td>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations,</td>
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inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.

CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

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- Given the opportunity to persuade others on an important topic, where to begin?
- What is a newspaper style guide?
- How can learning Adobe InDesign add value to a resume?
- How can Verve be improved?

Students will understand that...

- ...interesting, persuasive writing is original, organized, authoritative, and credible.
- ...style guides aid editors in assuring consistent and pleasing publication layout and design.
- ...design software competency is a marketable skill.
- ... Verve is a member of a student press organization, entitled to professional guidance and constructive criticism.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

- Reading and writing Language Arts CCCS are met and incorporated in Career Cluster for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications).
- Speaking & listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).
- Viewing Language Arts CCCS for lessons and activities involving Information Technology, included in ARC04 (Information Technology Applications) Career Cluster.

21st Century Life and Career Skills:


Visual and Performing Arts:

- 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4.

Social Studies:


Technology Literacy:


Career Education/Consumer Family Life

Instructional Focus:

- Review: researching and writing Opinion Editorials
- Introduce layout essentials.
- Research and identify key features of award-winning student paper layouts
- Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference

Sample Assessments:

- Participate in staff discussions and brainstorming sessions
- Using style guide to aid in layout decision-making
- Use Adobe InDesign to layout and/or co-edit a specials page
- Critique selected issues of sample student newspapers
- Persuasive writing evaluation via Opinion Editorial rubric (Appendix G)
- Peer editing via Article Editing checklist (see Appendix D)
- Portfolio reflection

Instructional Strategies

Interdisciplinary Connections

- Write opinion editorial on choice interdisciplinary topic

Revised: August, 2012
9.2.12.A.1

**Conceptual Objectives:**
To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interests.

To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.

To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.

To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

**Technology Integration**
- Produce and edit a multi-page document using desktop publishing and/or graphics software.
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.

**Media Literacy Integration**
- Use digital tools for research, communication and design.
- Analyze and evaluate author’s purpose/point of view.
- Identify ethical issues for author and audience.
- Judge the credibility of sources.

**Global Perspectives**
- Write for publication by synthesizing information from multiple sources and perspectives.
- Participate in staff discussions and brainstorming sessions to reach a diverse audience.

**21st Century Skills:**
- Creativity and Innovation.
- Critical Thinking and Problem Solving.
- Communication and Collaboration.
- Information Literacy.
- Life and Career Skills.

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**Marking Period IV Review and Production**

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<td><strong>CLUSTER TOPIC ARC02</strong>  COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</td>
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<td><strong>CLUSTER TOPIC ARC03</strong>  PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</td>
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<td><strong>CLUSTER TOPIC ARC04</strong>  INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.</td>
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<td><strong>CLUSTER TOPIC ARC05</strong>  SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</td>
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<tr>
<td><strong>CLUSTER TOPIC ARC06</strong>  SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</td>
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Revised: August, 2012
### CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK:
Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

### CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT:
Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

### CLUSTER TOPIC ARC10 TECHNICAL SKILLS:
Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

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<tr>
<td>How can professional critique improve the performance of Verve?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>What are the qualities of leadership?</td>
<td>….following professional guidelines will increase Verve’s quality.</td>
</tr>
<tr>
<td>...an organization’s leaders have specific roles and responsibilities.</td>
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</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)
2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).
3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.

#### 21st Century Life and Career Skills:

#### Visual and Performing Arts:
- 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

#### Social Studies:

#### Technology Literacy:
- 8.2.12.C.3; 8.2.12.F.1

#### Career Education/Consumer Family Life
- 9.2.12.A.1

### Conceptual Objectives:
- To increase knowledge of the technical aspects of newspaper editing and layout.
- To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.

### Instructional Focus:
- Formal explanation of the roles and responsibilities of each page editor in the Verve organization
- Increase JII responsibilities for page editing, layout, and design
- Assign editorial leadership roles for Verve’s final issue.
- Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference

### Sample Assessments:
- Revise content, layout, organization using professional critique and collaborative feedback
- Evaluation of newspaper’s content by external student publications organization (e.g. the Columbia University Scholastic Press Association)
- Give a speech persuading others to support candidacy for editorial position (see Appendix H: Staff Manual and Job Descriptions)
- Portfolio reflection
- Final examination

### Instructional Strategies:
#### Technology Integration:
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.

Revised: August, 2012
| **To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.** | **• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.**  
**• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements**  
**Media Literacy Integration**  
**• Use digital tools for research, communication and design**  
**• Analyze and evaluate author’s purpose/point of view**  
**• Identify ethical issues for author and audience**  
**• Judge the credibility of sources**  
**21st Century Skills:**  
**• Creativity and Innovation**  
**• Critical Thinking and Problem Solving**  
**• Communication and Collaboration**  
**• Information Literacy**  
**• Media Literacy**  
**• Life and Career Skills** |

Revised: August, 2012
Texts and Resources

Supplemental Textbooks:
- A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

Reference and Additional Resources:
- www.nj.com *The Star-Ledger Online Edition*
- www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- www.studentpress.org/nspa: the National Scholastic Press Association
- www.poynter.com: scholarly and professional articles on journalistic interviewing. Print, television, and online are all included.
- www.cjr.org: this is the site of the Columbia Journalism Review.
- www.ajr.org: this is the site of the American Journalism Review.
- www.lexis-nexis.com: This excellent database is a collection of newspaper, magazine, and other resources and permits full text searching of published articles.
- www.nicar.org: the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis.
- Database subscriptions at the SHS Media Center

Audio-Visual:
APPENDIX A

Journalism II Cutline and Headline Rubric

Checklist for cutline (must have photo/artwork present):

- Cutline is complete. Unusual details in the picture are explained. _____/20
- Does not state the obvious _____/15
- Cutline identifies who/when and where _____/20
- Sentences are short, direct _____/15
- Correct spelling of names L-R _____/15
- No adjectives. _____/15

Checklist for Headlines:

- Reflects the purpose and main idea of the article _____/25
  - Reflects the overall focus of the story
  - Is catchy enough to be an entry point to the article
- Does not have a double-meaning/does not mislead the reader _____/25
  - Does not use puns or trivialize story
  - Is not a label or quoted phrase
- Between 6-10 words long _____/25
  - Uses active Verbs
  - Uses present tense
  - Expresses a complete thought/grammatically correct.
- Conventions _____/25
  - Substitutes a comma for the word “and.”
  - Does not use the articles “a,” “an,” or “the”
  - Capitalizes only the first word and proper nouns and adjectives.
  - Does not use name of school unless absolutely necessary
  - Avoids the verbs “Participate” and “experience”
  - Does not have a period
  - Uses grades or positions instead of names (unless celebrity)
  - Avoids abbreviations or slang
  - Does not separate infinitives or prepositional phrases – keeps them on one line
APPENDIX B

Journalism I Sports Reporting Checklist

Facts to be gathered prior to writing a sports story.
1. Date, time and location of game.
2. Coach and assistant coach names: http://fc.summit.k12.nj.us/~msandor/?OpenItemURL=S00D293F4-00D293F4
3. Roster of players with positions (some are available online, otherwise contact coach or team captain)
4. Records (wins/losses) going into game for both SHS team and opponent.

Background to gather during the game:
1. Time and place of contest (if @SHS, which field?)
2. Any players injured/disabled or substituting on roster?
3. Estimated attendance of game (you do this—or ask at the gate if it’s a big crowd and you want 2nd opinion).
4. Do you need to take a photo? If so, get on the sidelines. Identify self to coaches as on assignment. Be able to identify the athletes in photos.

Reporting at the game:
1. Play by play. If you lack expertise in the sport, try to get information from the team statistician after the game or bring a knowledgeable friend with you to help decode the plays.
2. Track the time (by half, quarter, etc) and the scoring. Remark upon the weather.
3. Remark upon any unusual crowd or field conditions.

Immediately after the game:
Tell the story! Get your notes to your keyboard and write it! Keep it short – 200 words maximum. Upload your photos and select the BEST shot. Action and/or faces are key.
APPENDIX C

PEER CRITIQUE CHECKLIST

STEP ONE: READ THE ARTICLE THROUGH WITHOUT MARKING UP.

STEP TWO: HEADLINE ANALYSIS
Use your checklist to analyze the effectiveness of the headline in summarizing the story and getting the reader’s attention. (If no headline or a poor headline is provided, you must come up with an effective alternate that follows professional guidelines.) *Suggested headline(s):*

STEP THREE: LEDE ANALYSIS
Use your lede checklist to analyze the effectiveness of the lede in capturing the reader’s attention. (If a poor lede is provided, your team must come up with an effective alternate that follows professional guidelines.) *Suggested lede(s):*

BODY PARAGRAPHS
______ one - three sentences
______ smooth transitions
______ quotation in every other ¶

CONCLUSION
______ clincher that wraps up the article. Okay to end with quotation.

WRITING STYLE AND MECHANICS
______ active voice (is the subject of each sentence carrying the action? are the verbs appropriate, interesting?)
______ precise, concise wording
______ interesting and varied word choices (avoid “thing” “said”)
______ unbiased reporting

SOURCES AND QUOTATIONS
Did the use of quotations....
______ add to the credibility of the story? ______
______ make the story more interesting? ______
______ present differing points of view about the topic? ______

NEWSWORTHINESS (check only those that apply)
______ Timeliness (to publication date)
______ proximity
______ prominence
______ consequence
______ Human Interest

DRIVING READER INTEREST:
Describe or sketch below a photo, cartoon, or info-graphic that would complement the article

Revised: August, 2012
NOTE: your revised article must be uploaded to Gmail (shsverve@gmail.com) tonight by 9PM. Turn in your peer edited copy, along with this sheet and your final revision, in class tomorrow for a writing grade.

APPENDIX D

**VERVE ARTICLE EDITING CHECKLIST**

<table>
<thead>
<tr>
<th>Component</th>
<th>Score / 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLUGLINE</strong></td>
<td></td>
</tr>
<tr>
<td>Meets Verve style standards</td>
<td></td>
</tr>
<tr>
<td><strong>HEADLINE</strong></td>
<td></td>
</tr>
<tr>
<td>Meets professional standards</td>
<td></td>
</tr>
<tr>
<td><strong>LEDE</strong></td>
<td></td>
</tr>
<tr>
<td>Meets professional standards</td>
<td></td>
</tr>
<tr>
<td><strong>BODY PARAGRAPHS</strong></td>
<td></td>
</tr>
<tr>
<td>three - five sentences</td>
<td></td>
</tr>
<tr>
<td>transitions</td>
<td></td>
</tr>
<tr>
<td>Topics in the body of the writing support the thesis.</td>
<td></td>
</tr>
<tr>
<td>Quotations every other ¶</td>
<td></td>
</tr>
<tr>
<td>I can find 1, 2, or 3 details to support the author's position. (check one)</td>
<td></td>
</tr>
<tr>
<td>Writing progresses smoothly/logically from intro, through supporting points, to closing.</td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE CRITIQUE</strong></td>
<td></td>
</tr>
<tr>
<td>Uses reliable, authoritative sources of evidence: Yes No</td>
<td></td>
</tr>
<tr>
<td>Comments and suggestions on sources:</td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td></td>
</tr>
<tr>
<td>clincher that wraps up the article</td>
<td></td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
</tr>
<tr>
<td>capitalization</td>
<td></td>
</tr>
<tr>
<td>punctuation</td>
<td></td>
</tr>
<tr>
<td>sentence variety</td>
<td></td>
</tr>
<tr>
<td><strong>NEWS DETERMINANTS</strong></td>
<td></td>
</tr>
<tr>
<td>Timeliness (to publication date)</td>
<td></td>
</tr>
<tr>
<td>Prominence</td>
<td></td>
</tr>
<tr>
<td>Proximity</td>
<td></td>
</tr>
<tr>
<td>Consequence</td>
<td></td>
</tr>
<tr>
<td>Human Interest</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Television Show: Critical Review Checklist

___ Pick a show that’s new and recent – not one that’s been on the air for years. You can write about any show discussed in class, if you wish, or can write about another new show.

___ First ¶ has Name of Show, the time, channel, and day of the week that it airs.

___ First ¶ has summary opinion about the show

___ Second ¶ gives a background on the series (do not review a one-shot special) for viewers who are unfamiliar with the show

___ Third ¶ identifies all major stars in the show and gives the general details

___ Fourth ¶ gives positive and negative details to form critic’s viewpoint towards the show.

___ Fifth ¶ gives a super, super short description of one particular episode. Emphasize short. The point is to give the reader a flavor of the series, not write about one particular episode.

___ Review varies word choice; don’t overuse the word “show.” Try: episode, program, comedy, and etc.

___ Review has both positive and negative criticism

___ Title of show is italicized as major work (30 Rock), but episode titles are in parenthesis ("Hey, Baby, What’s Wrong?")
APPENDIX F

Deciding What’s News: News Determinants Checklist

_____ Timeliness
News is perishable. It loses value as it ages.
The more recent a story is, the more newsworthy it is.
A new twist, angle, discovery or disclosure can make an old story timely again.
The closer a future event is to publication, the more newsworthy it is.

_____ Prominence
People in the public eye are more newsworthy than others.
Those who hold offices are more prominent. So the president of the senior class is more newsworthy than Joe Freshman.
Facts can have prominence, too. For example, a national award is more newsworthy than a local award.

_____ Proximity
Stories close to home are more newsworthy than those farther away. A fire in Europe has less proximity than one in your neighborhood.
But, if a far away event involves local people it becomes more newsworthy.

_____ Consequence
A story that directly affects readers is more newsworthy. Will the information affect their money, jobs, or health?
The greater the impact and the number of readers affected, the more news value the story has.

_____ Human Interest
Oddity: Readers are intrigued by the unusual or out-of-the-ordinary.
Conflict: Readers want to know who will win in elections, wars, sports games, etc.
Emotion: Readers become emotionally involved with stories about children, animals, etc. Other stories can evoke humor, sympathy, anger or other emotions.
APPENDIX G

Opinion Editorial Rubric

Feedback Key: ✓++ (100); ✓+ (95); ✓ (85); ✓- (70); ✓-- (60 & below).

Opening sentence/lede

Short 1-3 sentence paragraphs

Guidelines specific to writing an editorial

- Topic is of interest to peers/HS students
- Topic is newsworthy
- Supporting information provided
- Author is objective and supports claims
  - Sources are Credible
  - Sources are Reliable
  - Sources are Authoritative
  - Sources are Current
- Speaks to both sides of issue/anticipates opposition

Other techniques:

- Quotations
- Statistics
- Analogies
- Examples

- Strong opinion clear, but doesn’t get “preachy”

Conclusion/Summary

Headline

Note: If you still feel lost and want a framework, try this.
¶ 1: State problem and your proposed solution
¶ 2: detail the solution
¶ 3: refute anticipated arguments against your solution
¶ 4: Summarize thoughtfully
Editor-in-Chief/Front Page Editor (1 or 2)

1. Serves as spokesperson for the staff; sets its tone and represents the paper in dealings with school administration and the Summit community
2. Before the brainstorming begins for a new issue, checks with principal, assistant principals, school offices, the activity schedule, and beat reporters for story leads; may also delegate these tasks
3. Conducts editorial board and staff meetings, then posts assignments on board
4. Works with photo editor and page editors to ensure assignments for art and photography for each issue.
5. Oversees staff assignments and checks with other editors to resolve problems; verifies that work is progressing and deadlines are being met.
6. Writes the lead editorial, which represents the agreed-upon policy of the paper. May also delegate this task to Opine Editor.
7. Consults with the adviser at least once a week outside of class.
8. Copy-edits assignments after they have undergone first revision with page editors, and then submits same to adviser. If time, co-edit with adviser.
9. Responsible for overseeing layouts, progress, and production of entire paper. Assists with inDesign and layout on an as-needed basis
10. May also write stories and headlines, give staff members guidance, and make suggestions for improvement.
11. Encouraged to be a creative leader who determines the direction the paper takes during his or her tenure as editor in chief.
12. Assembles issue and transmits PDF files to the printer.
Opine Editor (1)
1. With input from editor-in-chief, editorial board, and other sources, makes up the list of opinion editorial assignments for the coming issue.
2. Consult with opinion writers on possible angles and approaches, tips on news sources, and the types of photos, graphics, and sidebar material to gather. Checks on progress of reporters daily.
3. Consults with photo editor on best art for front page.
4. Keep an idea file of potential stories.
5. May sit down with reporter after preliminary research to discuss which elements to stress, additional sources to seek and additional questions to ask and answer.
6. Responsible for copy editing first through final drafts.
7. After first revision(s), submits edited drafts to editor in chief.
8. Assign self and writes news stories and headlines as needed for own page or others.
9. Approves or rewrites headlines, photo captions, and cutlines for news stories. Checks to see that everyone in photos is identified correctly.
10. Does page layouts in inDesign.
Globe News Editor (1)

1. With input from editor-in-chief, editorial board, and other sources, makes up the list of news assignments for the coming issue.

2. Consult with reporters on possible angles and approaches, tips on news sources, and the types of photos, graphics, and sidebar material to gather. Checks on progress of reporters daily.

3. Consults with photo editor on best art for front page.

4. Keep an idea file of potential stories.

5. May sit down with reporter after preliminary research to discuss which elements to stress, additional sources to seek and additional questions to ask and answer.

6. Responsible for copy editing first through final drafts.

7. After first revision(s), submits edited drafts to editor in chief.


9. Approves or rewrites headlines, photo captions, and cutlines for news stories. Checks to see that everyone in photos is identified correctly.

10. Does page layouts in inDesign.
Feature Editor/Buzz (1)

1. In charge of originating, selecting, and assigning school and community-focused feature stories, which may include profiles, human interest, entertainment, and news.

2. Encourage feature writers to generate own ideas.

3. Works closely with feature writers to discuss progress and make recommendations for covering and strengthening them.

4. Responsible for copy editing first through final drafts.

5. After first revision(s), submits edited drafts to editor in chief.

6. Assign self and writes news stories and headlines.

7. Approves or rewrites headlines, photo captions, and cutlines for news stories. Checks to see that everyone in photos is identified correctly.

Feature Editor/Screen & Sound (1)

1. In charge of originating, selecting, and assigning entertainment feature stories, which may include profiles, human interest, entertainment, and news
2. Encourage feature writers to generate own ideas
3. Works closely with feature writers to discuss progress and make recommendations for covering and strengthening them.
4. Responsible for copy editing first through final drafts.
5. After first revision(s), submits edited drafts to editor in chief.
7. Approves or rewrites headlines, photo captions, and cutlines for page stories. Checks to see that everyone in photos is identified correctly.
8. Does Screen & Sound page layout in inDesign.
Photo Editor (1)

1. Works closely with editor-in-chief, editors and seeks suggestions on elements desirable in photo illustrations assigned to accompany stories.

2. Originates ideas for photo stories or single shots that can hold their own as human interest items, spreads, or features with the additions of cutlines or captions.

3. Works with reporters, photographers, and page editors to ensure proper identification is obtained for all photos.

4. Responsible for making sure of dates and times for special events, such as sports, so that no one-time photo opportunities are missed.

5. Shows photos to page editor for choice of most effective shot and cutline/caption writing as well as cropping.

6. With the approval of adviser, work with other student photographers, on staff or freelance, and oversees their work. Oversees the taking and finishing of all photos taken for the paper. Works with page editors and advisor to complete freelance work requests. Tracks progress of photographer assignments and assures art arrives on deadline and in time for publication.
Sports Editor / Turf (1)

1. Keeps track of all sports events, schedules, coaches, team rosters, records; assigns stories on basis of greatest interest to fans and fairness to participants.

2. Because of seasonal nature of most sports, may have reporters work on assigned beats to increase familiarity with coaches, players, and records.

3. Presents story ideas to editorial board, putting special emphasis on features, advances, profiles, and other pieces with broad student interest.

4. Works closely with photographers to see that sports pages have effective action shots; also seeks human interest sports photos that tell a story and need only a caption or cutline to be complete.

5. Makes assignments and checks on progress. Also, writes sports stories.

6. After first revision(s), submits edited drafts to editor in chief.

7. Assign self and writes news stories and headlines.

8. Approves or rewrites headlines, photo captions, and cutlines for news stories. Checks to see that everyone in photos is identified correctly.

Staff Reporter (15)

1. Fulfills assignments by doing necessary research and interviews, submitting carefully proofread stories, written in acceptable journalistic style, complete with suggested headlines, on or before assigned deadlines.

2. When first draft of assigned story is copy-edited and returned, has ONE full day to make suggested revision and resubmit. Editor in chief may grant an extension only if further research is needed.

3. Successive drafts will be reedited, then either approved or returned to reporter for further revision until acceptable.

4. Reporter also provides data for infographs and factoids for sidebars; suggests brief, punchy excerpts to use as pull quotes; and writes needed cutlines and captions to accompany photos.

5. Should notify editor as soon as problem arises concerning deadline so a solution may be found or another story be assigned.

6. Is expected to complete at least 10 inches (300-350 words, pyramid-style) of approved and publishable copy for each issue. Full credit will be given whether or not space allows for publication.

7. If assignment will not pan out by deadline, the reporter, at the editor’s discretion, can be given another assignment.

8. Before the brainstorming begins for a new issue, will check his or her beats, giving promising ideas for news stories or features to the editor in chief. Writes up those suitable for news briefs and submits drafts to appropriate editor.
4-week Sample Production Schedule

Day 1-2: Solo. Beat reporters and editors seek leads
Day 2: Teams. Reporters share / brainstorm ideas with page editors
Day 3: 1st Half: Editorial Board. Page editors share story ideas with editor in chief
Consult with editors/adviser as needed.
Day 4-8: Reporters: Research and interview
Editors: Oversight and preliminary page layouts.

Weekend

Day 4-8 Reporters: Research and interview
Reporters: Write copy
Reporters: Edit and proofread. Peer edits must be polished.
Day 10: Solo. Revise and copy to page editor by 8PM @ shsverve@gmail.com
Photo editor: Oversight of freelance assignments.

Weekend

Day 11: Editorial Board. Page editors revise/edit their page copy, and send to editors-in-chief by 8PM @ shsverve@gmail.com
Day 12: Editorial Board. Editor in chief copy edit to advisor / print
Day 13: Other duties. Advisor comments due; photo editor follow-ups.
Day 14: Page editors finalize edits and layout due
Photo editor: All artwork due to page editors.
Day 15: Other duties. To administration for review

Weekend

Day 16: Editors in chief, adviser. Administration meeting
Day 17: Editorial board. Changes due
Day 18: Editorial board: Signoffs
Editorial board: xmit before NOON/same day; 3PM/next day, post- 3PM/2nd day early.
Day 19: Other duties. At printer.
Circulation Manager: Prepare mailing labels and envelopes.
Day 20: Staff: Fulfill subscriptions
Staff: School distribution

Weekend

Homework: Review/Debrief each section for style, content, ethics, and determinants