

# Journalism I

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## Overview

Journalism I is designed to teach students how to write for the mass media with an emphasis on print journalism. Students learn the inverted-pyramid style of journalistic writing as well as the standard format for other types of journalistic writing common in current publications, which will be expected of students taking Journalism II or III at the high school or mass communication classes at the college level.

Students will also learn the history of journalism and press freedom in America, gain an understanding of First Amendment rights and responsibilities in American democracy, and recognize the importance of becoming intelligent consumers of news. Students will demonstrate their journalism skills by: regularly writing stories in various journalistic writing genres, meeting their deadlines, and maintaining a writing portfolio recording their writing progress.

ISSUED TEXT:                    Inside Reporting, by Tim Harrower (*issued*)

OTHER MATERIALS:        The Radical Write, by Bobby Hawthorne (*class set*)  
The Newspaper Designer's Handbook, by Tim Harrower (*class set*)  
Notebook and/or folder for holding all class papers and taking notes  
A **Browser-accessible** E-mail address  
Subscription to *Arlingtonian* for \$18 (*checked at end of the first full week*)  
Online subscription to nytimes.com email services  
Online subscription to newsu.org  
Paper and writing instrument

## Belief Statement

Journalism I serves as one of the most important classes a student can take in high school. Through its focus on critical thinking and the development of interviewing, research and writing skills, the class equips students for more than just success at producing a news publication or a basic understanding of journalism. Through the class, the student learns the skills that are necessary to understand the world in which he/she lives and to function effectively in today's every-changing society.

## Additional Policy Statement Objectives

The journalism class will meet the following components and standards as established by the Journalism Education Association of Northern and Southern California:

## Assessment

### *Major Assignment Points: 50 percent of each nine-week grading period*

All writing is scored based upon the Holistic scoring guide made for that writing genre. Assignments will receive both a holistic score and a thorough edit for instructional purpose and revision.

Most, though not all, tests are performance-based in structure. For example, to evaluate journalistic writing knowledge, students compose a news story from a set of interviewing notes.

### *Deadline Points: 10 percent of each nine-week grading period*

In addition to the points earned for the quality of their Major Assignments, students will receive points for completing and turning in Major Assignments on the assigned due date. All students will receive all 10 of their Deadline Points at the beginning of the quarter. For each day a Major Assignment is late, 1 point will be deducted from their Deadline Points (1 percent of the quarter's grade).

If a student's Deadline Points go down to 5 points at any time throughout the quarter, the student must report to Wednesday office hours in Room 221 throughout the remainder of the quarter; during this time we will work together to mitigate any further Deadline Point deductions.

### *Developmental Assignment Points: 30 percent of each nine-week grading period*

Quizzes will be administered occasionally. Homework normally consists of reading and research, but mainly of writing assignments.

### *Classroom Participation Points: 10 percent of each nine-week grading period*

Reading discussions, *Arlingtonian* critiques, and other group work will be conducted and assessed. Through such participatory activities, students become better able to express their views and opinions of the world around them.

## Examination

The course exam will consist of an objective exam spanning the content covered in class up to the point of the exam. A review guide for the exam will be distributed and discussed.

## Technology

The journalism courses as a whole allow students to use the latest technology in computer word processing, scanning, photo imaging, image manipulation and pagination to complete assignments.

Software titles include: Microsoft Office, Adobe Indesign CS3, Adobe Photoshop CS3, Adobe Illustrator CS3, Adobe Dreamweaver CS3, and more. These software titles represent the industry-standard in the world of journalistic production and publication.

Since many students use IBM-compatibles at home, students should become familiar with transferring their text documents through email. All files should be saved as .rtf (rich text format) files when sent as attachments through email. Any files sent as .doc (Microsoft Word) files—or any other file type—do so at the risk of missing a deadline, as I will only guarantee an .rtf file as one that can be opened in the Room 221 Journalism lab, which is comprised of Macintosh computers and software.

Students might also consider setting up an iGoogle account (or something similar) and working on their stories in iGoogle, which can easily be shared with others via the Internet.

I'd like to leave this section with two words of wisdom: **Save Often!**

## Behavior and Participation Expectations

Since behavior is a part of one's ability to function in the world, it will be assessed as part of the Class Participation Grade. Severe behavior problems will be addressed on a case-by-case basis with parental and administrative involvement as needed. Below is a simple list on how to conduct oneself.

**Be Respectful of Others:** Listen when others are speaking. Be kind, honest, and accepting of differences in opinion and the diversity among us.

**Be Prepared for Class:** Be in your seat when the bell rings. Bring your daily materials. Complete assignments on time.

**Participate Positively in Class:** Use time wisely. Ask questions. Stay on task. Contribute to discussions. Take an active role in your own learning.

**Maintain an Atmosphere Conducive to Learning:** No personal stereos permitted in class. Follow all school rules and regulations as well as the Pillars of Ethical Behavior.

## Room Maintenance

Students should log off of their computers, collect all of their belongings, throw away or recycle their trash, and push in their chairs at the end of each period. All items belonging to the room (i.e. tape, staplers, three-hole punch, etc.) should be returned where they were found or to the instructor.

## Cell Phones

**Every once in a while** class time is provided for students to contact outside sources for interviews. Cell phones may be used in class ONLY during these times and ONLY to contact story sources.

During regular class time, cell phones should be **turned off** and stowed away out of sight. If a cell phone is seen during regular class time, it will be confiscated and the student will receive a lunch detention. If a phone rings during regular class time, it will be confiscated and the student will receive three lunch detentions.

## Make-Up Work

**If you have an excused absence**, you are eligible to make-up any work done or due in class the day(s) you were absent. Please make a point to conference with me on the day of your return to arrange when you will hand in and/or make-up any work.

**If you have an unexcused absence**, you are eligible to make-up tests and/or hand in papers/projects. There will be 10 points deducted from your total score for each day that passed since the original test date or due date. You are not eligible for make-up points from homework or quizzes.

## Late Work

Major Assignments will be accepted late; however, Deadline Points will be deducted for each day that passed since the original due date. (See "Deadline Points" for more information on the previous page.)

Homework resulting in Developmental Assignment Points is **NOT accepted late**.

## Journalism I Course Outline

GENERAL CONCEPT(S) COVERED	CORRELATED ASSIGNMENT
Weeks 1-2: J Rights & Responsibilities	• Digital presentation
Weeks 3-4: Gathering the News	• Q & A transcript of a recorded interview
Weeks 5-8: Journalistic Writing	• News story in a newsmagazine Layout
Weeks 9-12: Packaging for Print	• Review Story with short-form alternatives
Weeks 13-16: Media Convergence: Print to Web	• Feature Story with digital slideshow, information graphic, etc.
Week 17-18: Influencing an Audience	• Editorial with Editorial Cartoon

# The Components and Standards of a strong Journalism Program

## A. Mass Media

Students study the relationship of the mass media to a free and responsible society

1. Students understand and appreciate the role and responsibilities of a free press in a democratic society
2. Journalism students learn to be critical, informed consumers of the mass media
3. Students are aware of career opportunities in mass communications

## B. Ethics and Legality

Students face the legal, moral, and ethical rights and responsibilities of a free and responsible press

1. Students exercise the rights and responsibilities of a free press in American society and in their own publications

## C. Journalism History

1. Students have a perception of how the media has influenced American life and lifestyles during the last 300 years
2. Students trace the format, focus, style and technological changes which have taken place in the American press

## D. Writing

1. Students become aware of the publication's readership
2. Students recognize the purpose of the publication is to inform, entertain, and persuade
3. Students determine which events and issues are newsworthy for their readership
4. Students devise a plan to provide coverage appropriate to the medium and to the message being conveyed
5. Students select the most appropriate journalistic format to present content
6. Students seek, actively gather and evaluate potential publication content
7. Students identify the appropriate writing format to convey information or ideas
8. Students edit stories for content, grammar, spelling and style
9. Students write photo and story identifications

## E. Core Literature

Students participate in an extensive reading program to develop ethical, aesthetic and cultural values

1. Students read core literature and journalism models to broaden their knowledge of the world in which they live as well as the techniques of good writing

## F. Page Design

Students develop aesthetic sensitivity in their page design presentations

1. Students recognize the relationship between page design and effective communication
2. Students apply the principles of page design to assignments for publication

## G. Photojournalism

Students develop sensitivity to major social, cultural and political issues through photojournalism

1. Students communicate the full range of human emotions involved in student life through use of photographic knowledge
2. Students apply basic photographic techniques to assignments for publication

## H. Staff Management

Students learn to work cooperatively and collaboratively through various staff assignments

1. Publication staff members develop organizational and leadership skills appropriate to their roles on the publication

## I. Business Management

Students enhance their business abilities through raising funds to offset the costs of publishing

1. Students devise and execute a plan to finance the publication
2. Students devise and execute a plan to maximize circulation of the publication

## J. Computer Processing

Students employ current computer technology in all processes of print journalism preparation

1. Students enhance the writing and editing processes through the use of word processing
2. Students improve page design and revision processes through the use of a desktop publishing program

## K. Broadcasting (If students are encouraged to check out WURL)

Students learn the complex aspects of studio production and broadcast journalism

1. Students learn the components of news broadcasting by selecting, writing and presenting information
2. Students understand the technical aspects of studio production through a rotation of job assignments

## L. Classroom Assessment

Students demonstrate proficiency in all standards of good journalism

1. Students apply professional standards to create a product that reflects their various levels of mastery

## M. Program Evaluation

The program fosters a forum for an open exchange of ideas in the community, supporting the concept of a free press

1. Program reflects effective journalistic standards