

# Secondary Course Description

Course descriptions are  
updated and reviewed with  
all new text adoptions.

## COVER PAGE

1. Course Title: Multimedia Journalism I	<b>13. Subject Area:</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> DJUSD Graduation Elective <input checked="" type="checkbox"/> College Prep Elective (will seek UC/CSU approval)						
2. Transcript Title / Abbreviation:							
3. Transcript Course Code / Number (Office Use Only):							
4. School: Davis Senior High School							
5. District: Davis Joint Unified School District							
6. Department: English, CTE							
7. Graduation Requirement it meets: Elective, CTE							
8. Length of Course: 1 year	14. Grade Level(s): 10-12						
9. Graduation Credits: 10	15. UC/CSU Requirement:						
10. School / District Web Site: <a href="http://www.djUSD.net">http://www.djUSD.net</a>	16. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						
11. CBEDS Course Code:	17. GPA Types:						
<b>12. School Contact:</b> Name: Kelly Wilkerson Title/Position: Teacher, English Phone: 530-757-5400 Ext.: Fax: E-mail: kwilkerson@djUSD.net	<b>18. Credit Value:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____						
19. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, in what year? _____ Under what course title? <u>A 1 semester Journalism 1 class</u>							
20. Pre-Requisites: Co-Requisites:							
21. <u>Preliminary Approval</u> - Secondary Site Principal Signature ( <u>Must</u> be signed before proceeding to Step 22): _____							
22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____							
<b>23. Review &amp; Approval:</b> <table border="0"> <tr> <td>Date</td> <td>Signature</td> </tr> <tr> <td>_____ Site Curriculum and Instruction Leadership Team</td> <td>Signature/Title _____</td> </tr> <tr> <td>_____ Secondary Department Articulation/Collaboration</td> <td>Signature/Title _____</td> </tr> </table> Secondary Principal Signatures: _____ Date: _____		Date	Signature	_____ Site Curriculum and Instruction Leadership Team	Signature/Title _____	_____ Secondary Department Articulation/Collaboration	Signature/Title _____
Date	Signature						
_____ Site Curriculum and Instruction Leadership Team	Signature/Title _____						
_____ Secondary Department Articulation/Collaboration	Signature/Title _____						

## BACKGROUND INFORMATION

### Brief Course Description:

This year-long class explores non-fiction storytelling in all its forms. Students read widely in short- and long-form journalism, analyzing works through essays, presentations, and multimedia interpretations. Students also learn to write a wide variety of news and feature articles, applying ethical, legal, and professional standards. Students add photography, audio, video, and graphic elements to enhance and extend text.

### Context for Course:

#### List the State/District Standards addressed in this course.

- The course is inspired and direct by DJUSD goals, objectives, and strategies.
- The course is aligned with the Career Technical Education Framework and Curriculum Standards for California Public Schools Grades Seven Through Twelve (Arts, Media and Entertainment Sector: Design, Visual and Media Arts Pathway).
- The Course is Aligned with UC Academic Standards (Area B English)

### History of Course Development:

Davis High has a long-standing Journalism I class approved as a "g" English elective. To adapt to current industry standards, the course will now be a year-long class that integrates the multimedia and professional skills required of modern non-fiction storytellers. This is the first year of a three-year sequence to develop both English and CTE skills.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

Students learn about and incorporate a journalist's mission to "give voice to the voiceless" as they create multimedia projects.

## COURSE OBJECTIVES

- Students work individually and collaboratively to develop a professional portfolio of non-fiction storytelling that demonstrate mastery and integration of text, design, photography, web interactives, video, and audio.
- Students apply both Associated Press style and English conventions to their writing.
- Students learn and apply ethical and legal standards used in the media industry.
- Students analyze and write a variety of non-fiction articles, including: investigative, news, feature, and sports.
- Students apply persuasive techniques and figurative language in writing editorials and reviews.
- Students learn both conventions and creative applications of broadcast writing.
- Students master technical aspects of video and audio production and apply these skills to non-fiction storytelling.
- Students are introduced to the principles of design and photography and use these principles to enhance text.
- Students learn how to research, evaluate and synthesize facts, online sources, and interview sources.
- Students evaluate both short- and long-form text and multimedia for accuracy and bias.
- Students engage in an author study, looking at newspaper, magazine, and book-length non-fiction storytelling by the same journalist, and apply the journalist's reportage, research, and writing techniques in their own work.
- Students practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives consistent with applicable laws, regulations, and media industry norms.
- Students collaborate with industry experts for specific technical knowledge and skills.

## COURSE OUTLINE

### Unit One: Reporting & News Style

Students will learn and practice:

- Key principles of news writing (short paragraphs, objective language, inverted pyramid structure, balance between quotations and narrative)
- Basics of Associated Press style
- The summary lead
- Interviewing ethics and techniques, including verbal and non-verbal communication
- Finding and evaluating interview sources
- Writing professional emails and conducting professional phone calls and face-to-face contacts
- Sports news: similarities and differences
- Headline conventions

*Assessments: AP style test, profile of classmate, news article of school event, article covering a sports game*

### Unit Two: Feature Writing

Students will analyze:

- Pulitzer prize winning feature stories from the New York Times and other publications

Students will be able to identify:

- Literary devices such as simile, personification, and alliteration in non-fiction narrative
- Different types of feature stories, including profile, backgrounder, trend, and sights and sounds
- Different types of leads, including anecdotal, narrative, scene-setter, and gallery.

Students will learn how to:

- Localize national stories, creating new angles
- Find and contact experts using advanced searches and professional emails
- Revise article using word processing tools including readability index and words per paragraph count

*Assessments: Annotation of feature article model, in-depth feature article on a trend or a profile that includes interviews with an adult expert*

### Unit Three: Editorial and Review Writing

Students will demonstrate an understanding of the elements of discourse for persuasive writing assignments, including:

- The elements of an editorial: hook, position statement, concession, evidence, and course of action
- Enhancing meaning by employing rhetorical and literary devices; using vivid language to engage readers

Students will enhance persuasive writing through use of databases, graphics, and/or spreadsheets Students will analyze:

- Professional and student editorials, identifying elements of an editorial
- Professional and student reviews

*Assessments: Presentation of pro or con side of an issue; editorial that meets all standards; review that meets all standards*

### Unit Four: Legal Standards

Students will learn about legal issues affecting journalism in the United States, including:

- Free speech rights and restrictions for students (California Student Free Expression law and Supreme Court decisions)
- Libel and slander
- Obscenity
- Invasion of privacy
- "Disruption of school"
- True threats
- Copyright

Students will look at key court cases involving student free speech rights. *Assessment: Explanatory essay on court decision, test on legal standards*

### Unit Five: Visual Journalism: Photography & Design

- Students will learn about and practice:
- Elements of composition
- History of photography
- Storytelling through photography
- Photo illustrations
- Caption writing
- Basics of grid design
- Infographic research and design

*Assessment: Analysis of photographs, "photo shoot" and captions, production of infographic that meets design and news standards; production of web interactive to enhance text*

### Unit Six: War Journalism

Students will explore the ethical and practical issues involved in war reporting from the Civil War to today, including:

- Government restrictions

- Technology
- Key reporters

*Assessment: Argumentative essay that analyzes real-life scenario, applying ethical standards.*

#### Unit Seven: Advanced Reporting & Research

Students will explore advanced tools to find information and sources, including:

- University media offices
- Freedom of Information and Public Records Act requests
- Online tools for election contribution data, school statistics, and more.

*Assessment: Investigative article that includes advanced reporting, in addition to adhering to newswriting rules.*

#### Unit Eight: Introduction to Broadcast Writing

Students will learn and practice:

- Broadcast style
- Script formatting

*Assessments: In-class script writing ("the CNN newswriter test"), test on broadcast style.*

#### Unit Nine: Audio Journalism

Students will master audio interviews and editing, including:

- Recording of natural sound
- Recording of interviews
- Writing a package script using broadcast style
- Using Audacity software to edit an audio package

*Assessment: audio short story (Garrison Keillor style), audio news package*

#### Unit Ten: Author Study

Students will read three works by Katherine Boo, working in small groups to discuss and analyze her non-fiction narrative and research techniques.

- "Invisible Lives", Washington Post
- "The Marriage Cure," The New Yorker
- Behind the Beautiful Forevers

*Assessment: weekly assignments in book groups (analysis of literary devices, exploration of sources cited, etc.), written story pitch for article that explores similar issues and/or uses similar reportorial techniques*

#### Unit Eleven: Video Journalism

Students will develop basic skills to produce video journalism:

- Students will film and edit a motion sequence after analyzing similar sequences in film and broadcast news
- Students will film an event, using motion sequences to produce a "highlights video" that tells the story of the event through natural sound
- Students will plan, film, and edit a "how-to" video using motion sequences and interviews to produce explanatory journalism
- Students will plan, film, write and edit a news package or profile that includes natural sound, motion sequences, and interviews. Their scripts will adhere to news style.

*Assessment: motion sequence, highlights video, how-to video, news package.*

#### Unit Twelve: Ethical Standards

Students will examine real-life ethical dilemmas, including:

- Stephen Glass in Shattered Glass
- Mike Daisey

Students will read and discuss ethical standards of news organizations, including the New York Times, Washington Post, and NBC News.

Students will examine issues of diversity in media today.

*Assessment: Socratic seminar that examines ethical case studies; diversity "audit" of school news website*

#### Unit Thirteen: Journalism Case Study: Mississippi Media & the Civil Rights Movement

Students will compare and contrast coverage of the civil rights movement in Mississippi, including the work of:

- Racist editorials published by the Hederman brothers, publishers of the Jackson Daily News
- Iconic photography of Charles Moore
- The role of the black press
- investigative journalism of Jerry Mitchell

*Assessment: Presentation that analyzes bias in coverage of a current controversial news story.*

#### Unit Fourteen: Multimedia Journalism

Students will:

- Read award-winning works that combine three or more types of media (text, photography, audio, video, graphics)

- Explore online tools to create Web interactives (example: pictograph, thinglink)
- Complete a detailed proposal and storyboard for a piece of multimedia journalism

Culminating Assessment: write, produce, and publish a piece of multimedia journalism that combines three or more types of media to explore one topic or issue

## TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

### Title, Author, Publisher, Edition:

Behind the Beautiful Forevers by Katherine Boo  
Style Book by Associated Press

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Cost per book**

**Total Cost**

**Budget Source**

### Other:

- Inside Reporting by Tim Harrower
- The Race Beat by Gene Roberts and Hank Klibanoff
- Videos: Shattered Glass, Reporting America at War, Page One: Inside the New York Times, A Glimpse of Life: The Pulitzer Photographs
- Newspapers to include: New York Times, Washington Post, Sacramento Bee, and others
- Magazines to include: Esquire, Outside, The New Yorker, and others

## DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

- Lecture, text reading and read-alouds, worksheets, and handouts
- Power-points and technology driven presentation of information.
- Student driven research and inquiry (Individual, triads, and teams).
- Socratic seminars
- Multimedia examples
- Guest speakers and demonstrations

### **ASSESSMENT METHODS AND/OR TOOLS**

Students will be assessed in a wide variety of ways:

- Articles, editorials, and reviews
- Audio, video, and multimedia packages
- Socratic seminars and class discussions
- Essays, memos, and analyses
- Tests
- Presentations

### **ASSESSMENT CRITERIA**

Student work will be evaluated according to rubrics developed in accordance with Common Core, professional, and CTE standards.

### **HONORS COURSES ONLY**

**Indicate how this honors course is different from the standard course.**