

# Secondary Course Description

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

## COVER PAGE

1. Course Title: Multimedia Leadership and Innovation, Honors	<b>13. Subject Area:</b> <input type="checkbox"/> History/Social Science <input checked="" 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: Multimedia 3-H										
3. Transcript Course Code / Number (Office Use Only):										
4. School: Davis Senior High School										
5. District: Davis Joint Unified School District										
6. Department: English										
7. Graduation Requirement it meets: English, Elective, CTE										
8. Length of Course: 1 year	14. Grade Level(s): 11, 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No									
11. CBEDS Course Code:	17. GPA Types:									
<b>12. School Contact:</b> Name: Kelly Wilkerson Title/Position: Teacher 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, in what year? _____ Under what course title? _____										
20. Pre-Requisites: Multimedia Journalism II or any digital arts course 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></td> <td>Signature</td> </tr> <tr> <td>_____</td> <td>Site Curriculum and Instruction Leadership Team</td> <td>Signature/Title _____</td> </tr> <tr> <td>_____</td> <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:

Multimedia Journalism Leadership & Innovation-Honors

This class is for students who have completed the Multimedia Journalism 1 and 2 sequence OR a digital arts class and want to use their skills and experience to innovate, lead, and serve. This class differs from Multimedia Journalism 2 in the following ways:

- Students are in leadership roles, editing and evaluating work to make ethical and lawful decisions.
- Students tackle a capstone project, leading a team of peers to create an innovative means of providing information.
- Students take their skills into the community: planning and implementing an significant entrepreneurship or service project.

Similar to Multimedia Journalism 2, this course is organized around four tenets of journalism: monitoring power, giving voice to the voiceless, creating community, and empowering students with information they need.

### Context for Course:

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

- The course is inspired and directed by DJUSD goals, objectives, and strategies.
- The course is aligned with UC Academic Standards (Area B English) and CTE standards (Arts, Media and Entertainment sector).
- The course is a capstone course in the Multimedia Arts pathway.

### History of Course Development:

With only two courses in Multimedia Journalism currently offered, many students repeat the Multimedia Journalism 2 course without adding new learning experiences. Similarly, students taking art classes often repeat the same class in graphic design, photography, or video. The Multimedia Leadership & Innovation course will challenge students to further develop and apply their skills both in the classroom and out in the community.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

Students will demonstrate college-ready skills in reading, writing, speaking, and listening.

Students will demonstrate career-ready skills in all CTE anchor standards.

## COURSE OBJECTIVES

### Students will meet the English-Language Arts Content Standards for California Public Schools in:

- Word analysis, fluency, and systematic vocabulary development
- Reading comprehension (with a focus on informational materials)
- Writing strategies and writing applications
- Written and oral English language conventions
- Listening and speaking strategies
- Speaking applications (including delivering reflective presentations and multimedia presentations)

## COURSE OUTLINE

### Unit One: MONITORING POWER

#### WORKS STUDIED

- U.S. Constitution
- California Education Code 48907
- Society of Professional Journalists ethics standards
- HUB Manual (student-created)
- AP Stylebook

#### LEARNING OUTCOMES

- Students will understand their free speech rights as journalists and citizens.
- Students will demonstrate knowledge of journalism techniques and standards, including: Associated Press style, press law, professional ethics, and news story conventions.

#### ASSESSMENT

- Students will work in teams to investigate an issue, including contacting a person in power to ask for answers. Students will detail the result of their investigation through text, audio, video, photographs, and/or graphic design
- Students will use publicly available data (for example: public agency agendas, Federal Election Commission donor reports, California Department of Education school and district level data, U.S. Census reports, Youth Truth survey, etc.) in a news report.
- Students will demonstrate understanding of style, law, and ethics through tests.

#### HONORS FOCUS ON LEADERSHIP

- Students will initiate background meetings with community, school district, and school leaders to better understand processes and policies, and set goals for coverage based on these interviews.
- Students will lead investigation teams: identifying possible legal or ethical concerns, filing requests for public records under the California Public Records Act or Freedom of Information Act, ensuring accuracy of information, and proofreading to meet AP and local media style standards.
- Students will coach peers to improve articles and other journalistic output.

#### STANDARDS

##### *ELA (11-12)*

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

##### *CTE (Arts, Media and Entertainment Sector)*

###### Anchor Standards:

1. Apply appropriate technical skills and academic knowledge.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
11. Employ valid and reliable research strategies.

###### Other Standards:

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

## Unit Two: GIVING VOICE TO THE VOICELESS

### WORKS STUDIED

Narrative Non-Fiction Book Choices:

- *Evicted* by Matthew Desmond
  - *Thank You For Your Service* by David Finkel
  - *The Immortal Life of Henrietta Sacks* by Rebecca Skloot
  - *They Can't Kill Us All* by Wesley Lowery
  - *Nickel and Dimed* by Barbara Ehrenreich
  - *Another Day in the Death of America* by Gary Younge
- (list is continually updated with current non-fiction narrative books)

(Honors only):

- *The Race Beat* by Gene Roberts and Hank Klibanoff
- *The Defender: How the Legendary Black Newspaper Changed America* by Ethan Michaeli

### LEARNING OUTCOMES

- Students will be able to explain how journalists worked in the 1950s and 1960s to accurately report on the civil rights movement and uncover injustice, with a special focus on the pivotal role of black newspapers like the Chicago Defender.
- Students will analyze both the literary elements and research/reporting used by authors in non-fiction narratives.
- Students will use school and district data to assess diversity of coverage in student media.
- Students will use literary elements and research/reporting to create their own non-fiction narratives to “give voice to the voiceless.”

### ASSESSMENT

- Students will identify an underrepresented group in campus print, online, and/or social media, then plan and produce a multimedia project that integrates text, audio, video, photographs, and/or graphic design to tell one part of the group's story.
- Students will use narrative techniques in an article or other journalistic output.

### HONORS FOCUS ON LEADERSHIP

- Students will initiate and participate in community and school meetings with underserved groups, then create and implement a plan to broaden and improve coverage.
- Students will report back to readers and viewers about coverage through varied platforms, using audio, video, text, photographs and/or graphic design to communicate.

### STANDARDS

*ELA (11-12):*

1.6 Develop presentations by using clear research questions and creative and critical research strategies

1.7 Use systematic strategies to organize and record information

1.8 Integrate databases, graphics, and spreadsheets into documents

2.1 Write fictional, autobiographical, or biographical narratives that: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings, and e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature that: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

2.4b Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

2.6 Deliver multimedia presentations that: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.

2.1 Deliver reflective presentations that: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

*CTE (Arts, Media and Entertainment)*

Anchor Standard

12. Understand the environmental, social, and economic impacts of decisions.

Other Standards:

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

Unit Three: CREATING COMMUNITY

WORKS STUDIED

(Honors only) Leadership and innovation book choices:

*Work Rules: Insights from Inside Google* by Laszlo Bock

*The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* by Jeff Dyer

*The Essential HR Handbook* by Sharon Armstrong & Barbara Mitchell

*Leaders Eat Last* by Simon Sinek

*Culture Code: The Secrets of Highly Successful Groups* by Daniel Coyle

*The Making of a Manager* by Julie Zhuo

(list is continually updated with current non-fiction narrative books)

SUPPLEMENTAL TEXTS:

*Davis Enterprise*, *Davis Vanguard*, *iSeeDavis* and other local websites

LEARNING OUTCOMES

- Students will master basics of social media, including audience, content strategy, scheduling, platform, integration, and brand.
- Students will consult local websites to identify events to cover.
- Students will master best practices of persuasive editorial and review writing by analyzing professional exemplars.

ASSESSMENT

- Students will plan and execute a social media campaign that creates connections between school, students, and the community.
- Students will produce a lively review and/or editorial—then invite community dialogue on the subject through social media, online polls, letters to the editor, or other means.
- Students will cover community events by integrating two or more of the following: text, video, audio, infographic, and photos.

HONORS FOCUS ON **INNOVATION**:

- Students will read a book on leadership, management, or innovation.
- Students will identify a problem or an area where growth is needed in school media platforms, and propose a solution.
- Students will pitch their proposed solution to peers through a multimedia presentation to recruit a team to implement solution.
- Students will lead team in brainstorming, refinement, implementation, and assessment of solution.
- Students will write a business memo detailing innovation project, including suggestions for sustainability and future steps.

STANDARDS

*ELA (11-12)*

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

#### *CTE (Arts, Media and Entertainment Sector)*

##### **Anchor Standards:**

2. Communicate clearly, effectively, and with reason.

4. Apply technology to enhance productivity.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

10. Demonstrate creativity and innovation.

##### **Other Standards:**

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.6 Maintain a safe and healthful working environment.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

#### **Unit Four: EMPOWERING AUDIENCES**

##### **WORKS STUDIED**

*Various articles and multimedia presentations from current media*

##### **LEARNING OUTCOMES**

- Students will explore a “beat” with a team of peers, developing deep knowledge about a topic or group throughout the year.
- Students will be able to identify credible sources in the media and in the community.
- Students will compare coverage of an event or issue across platforms and across media organizations.
- Students will learn the basics of graphic design to present information visually.
- Students will create an online portfolio of their work, including a resume.

##### **ASSESSMENT**

- Students will write several articles about the same topic, group, or sport—finding multiple unique angles.
- Students will incorporate expert voices from academia, industry, and government into articles.
- Students will produce a visually appealing infographic that meets journalistic standards.
- Students will give a presentation assessing coverage of a current event.

##### **HONORS FOCUS ON ENTREPRENEURSHIP & SERVICE**

Students will complete a multimedia project in ONE of two categories:

- **ENTREPRENEURSHIP:** Students will create a business plan that utilizes at least one of the skills mastered in Multimedia Journalism and present it to sector industry leaders in the community for feedback. Students will refine plan, implement it, and then market services or product. Students will provide a report to industry leaders, providing data to assess success of product or service.

- **SERVICE:** Students will send resume and cover letter to non-profit organizations or media outlets in the community, detailing the professional services they can provide. Students will meet with community partners to assess needs, create a Scope of Work document and timeline for approval, and then provide the service or product. Student will write a self-assessment and participate in an exit interview with the partner.

## STANDARDS

### *ELA (11-12)*

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

2.5 Write job applications and résumés.

### *CTE (Arts, Media and Entertainment Sector)*

#### Anchor Standards:

3. Develop an education and career plan aligned with personal goals.

9. Work productively in teams while integrating cultural and global competence.

#### Other Standards:

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

## TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

**Title, Author, Publisher, Edition:**

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

**Cost per book**

**Total Cost**

**Budget Source**

### Other:

In addition to the above required text, teachers can choose from the following list of narrative non-fiction books (list is continually updated with current works):

- *Evicted* by Matthew Desmond
- *Thank You For Your Service* by David Finkel
- *The Immortal Life of Henrietta Sacks* by Rebecca Skloot
- *They Can't Kill Us All* by Wesley Lowery
- *Nickel and Dimed* by Barbara Ehrenreich
- *Another Day in the Death of America* by Gary Younge

Students will also access current media through a variety of credible sources, including but not limited to: *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *National Public Radio*.

## DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

**Students will learn through a variety of instructional methods and strategies, including:**

- Lecture, worksheets, and handouts
- Power-points and technology driven presentation of information.
- Student driven research and inquiry (Individual, triads, and teams).
- Read-alouds, close reading, and supported reading of texts

## ASSESSMENT METHODS AND/OR TOOLS

Assessment of student performance will be based on:

1. Tests and quizzes
2. Oral presentations and discussions
3. Cooperative learning activities
4. Individual and group projects/presentations
5. Formative writing responses
6. Summative process writing (argumentative and explanatory articles)



### **ASSESSMENT CRITERIA**

Student writing and oral communication are evaluated through teacher-developed rubrics aligned with California state ELA and CTE standards.

### **HONORS COURSES ONLY**

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