

2465-1: Journalism + Media Literacy

Fall 2017 / .5 Credit English

Instructor: Ms. Kate Plows

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Or find me. I'm usually in ceramics, the Duffy 118 computer lab, or my office.

From the Course Catalog

Journalism concentrates on students writing about the real world - their world. Using journalism principles, students will compose in several forms (i.e. narrative, expository, analytical, argumentative essays) about a variety of subjects, with consideration to purpose and audience for their writing. With a balance of reading, discussion, research and data analysis, production, and editing - and with constant consideration to audience and purpose for their writing - Journalism students will be prepared to identify, evaluate, create, and lead "the first rough draft of history." Students will complete this course with a portfolio of journalistic writing including news writing, editorial columns, news analysis, feature stories, reviews, and several published works.

Goals

At the end of this course, you should be able to:

- Understand and apply a basic working vocabulary of news.
- Identify the difference between news and opinion, and identify a publication's intended audience.
- Collect news by correctly interviewing, fact-checking, evaluating, and attributing sources.
- Report interesting, informative, and factual straight local news stories in correct newswriting format.
- Compose compelling human-interest profiles on individuals or groups/teams.
- Compose effective and persuasive columns on local topics.
- Effectively edit and revise personal and peer work.
- Publish news stories in local publications.
- Apply basic principles of journalism ethics and law as these apply to decisions at a high school publication, and discuss national significance.
- Analyze and respond to state, national, and world news and columns.
- Report, edit, and publish a feature story including photos.

Expectations:

RESPONSIBILITY

- Arrive to class on time, and begin working immediately. Look for posted instructions.
- Bring your reporters' notebook to class daily.
- Leave backpacks and other supplies in designated location.
- You are responsible for project deadlines.
- You are responsible for making arrangements to collect missed assignments if you miss class. Missing a 60- or 70-minute class may involve some significant make-up time.

RESPECT

- Respect the lab, your materials, your classmates, your instructor, the course content, and yourself.
- You share the lab with nearly a hundred other students. Please respect work, supplies, and space. Clean up after yourself and your classmates, as part of a team in the studio.
- Listen to directions the first time, and ask questions appropriately when necessary.
- You are expected to work in collaboration with other students in an environment of respect. Profanity, insults, and language or behavior demonstrating intolerance are unacceptable.
- You are expected to use provided technology in accordance with the Malvern Prep Acceptable Use policies spelled out in the student handbook.
- Whenever possible, communicate with your instructor in person. If email is necessary, please be courteous and respectful, and remember that how you communicate makes an impression.

EFFORT

- Suspend your disbelief and try.
- Keep a positive attitude and an open mind, especially to relevance of this subject matter.

Resources

Notebook for class notes, **Folder** for handouts

Summer Reading: **What Made Maddy Run**, Kate Fagan

Provided readings as assigned. Selected resources include:

Associated Press. **The Associated Press Stylebook 2015**. New York: Basic Books, 2015.

Harrower, Tim. **Inside Reporting, 3rd edition**. New York: McGraw-Hill, 2013.

Hawthorne, Bobby. **The Radical Write**. Minneapolis, MN: Jostens, 2003.

Fromm, Megan, Homer L. Hall, and Aaron Manfull. **Student Journalism & Media Literacy**. New York: Rosen Publishing, 2015.

Kolodzy, Janet. **Practicing Convergence Journalism**. New York: Routledge, 2013.

Shapiro, Bruce. **Shaking the Foundations: 200 Years of Investigative Journalism in America**. New York: Thunder's Mouth/Nation, 2003.

Tate, C. Dow., and Sherri Taylor. **Scholastic Journalism**. Hoboken: Wiley, 2013.

ASNE's Youth Journalism Initiative : SchoolJournalism.org.

Assessment

Drafts (OnCampus: *Process*)

- Expect a minimum of 500 words assigned each week; occasionally more.
- First draft assignments are posted each Monday, and **due each Friday**, regardless of whether we have class on these dates.
- News stories are due on alternate weeks.
- Alternate weeks are for interviewing and story research work. When a news story is not due, reflective writing on a journalistic prompt is assigned.
- **Each draft assessment is worth up to (3) points.** Criteria posted with each draft assignment.

Final Drafts (OnCampus: *Project*)

- Final draft assignments are posted each Monday, and **due each Friday**, regardless of whether we have class on these dates.
- Respond to posted comments + feedback from your instructor and classmates, and make revisions on your work.
- Revise your work with attention to journalistic materials and strategies covered in class.
- **Each final draft assessment is worth up to (5) points.** Criteria posted with each draft assignment.

Summer Reading (OnCampus: *Summer Reading*)

- ~~There will be one reflective prompt related to your summer reading of **Missoula**, around 500 words based on your choice of several questions. We will agree in class on due date.~~
- Summer reading assessment based on group reading of **What Made Maddy Run** by Kate Fagan, including posted discussion questions, class discussions, and an assessment to be determined by the class.

In-Class Responses (OnCampus: *Journal*)

- We will occasionally use journaling and/or quiz-like responses in class to check for understanding of key concepts.
- **Each assessment is worth up to (3) points.**
- In-class responses may or may not be announced in advance.

Feature Story (OnCampus: *Assessment*)

- All assessments that relate to producing a final feature story, 1500-2000 words, including photos and/or art.
- Assessments will be scaffolded, with smaller drafts and responses leading to the final story.
- **Since this assessment will replace the traditional exam for this course, the final draft will comprise 20% of your overall grade.** (Points for this to be determined based on total points for class.)

Participation (OnCampus: *Participation*)

- Participation - or *citizenship* - incorporates focus, cooperation with class expectations, teamwork, and effort.
- **Each participation assessment is worth up to (2) points.** Your instructor has a window to apply 1-2 extra points for outstanding citizenship.
- **There are 14 weekly participation assessments over the course of the semester, for a total of 28 points.**
- If you are absent for more than one class in a week, the participation score will be excused for that week.

JOURNALISM & MEDIA LITERACY

Fall 2017: *Learn by Doing*

By October 27, work your way up to 10 points by any combination of the items below.

SOCIAL MEDIA REPORTING

(3) points each

All social media reporting must be approved at least one day in advance by the adviser and *Friar's Lantern* Editor-in-Chief.

Publish a Snapchat story for an athletic event with a minimum of (5) snaps on *The Friar's Lantern* account. Must include:

- Introductory / setting snap, introducing the event
- At least one interview with a player or coach
- Action shot during the game
- Final score

Live tweet an athletic event on *The Friar's Lantern* account. Must include:

- Introductory tweet, introducing you as the reporter for the game and tags to the teams
- At least two photographs or video clips of the event
- At least four score and action updates
- Final score
- Sign-off tweet

Live tweet an school / campus event on *The Friar's Lantern* account. (i.e. brotherhood ceremony; activities fair; academic competition; guest speaker; etc.) Must include:

- Introductory tweet, introducing the event and tagging parties involved
- At least three photographs or video clips of the event
- At least two descriptive updates

Shoot a photo album from an athletic or campus event.

Must include:

- 10-20 quality photos, shared in Google Drive and organized by number.
- *Horizontal photos only.*
- Lede and nutgraf describing the event.
- Captions written for each photo in a separate document, numbered organized by the photos. Captions should include the names of anyone featured in the photograph, and an action sentence about what is going on in each photo.

Produce a short video or a podcast about an athletic or campus event. Must include:

- 2-3 minutes in length. Can be longer, but not shorter.
- Introductory caption, introducing the event by title and date
- All video shot in landscape format. All audio recorded in high quality.
- At least two interviews with people affiliated with the event.
- Footage and/or background sound of the event
- *Video submitted as a Google Drive share or via flash drive—not published to YouTube or another service.*

READING & ANALYZING THE NEWS

(3) points each

Read a longread journalism story from "[The Best of Longreads 2016](#)." Submit a Google Doc that includes in approximately 500 words::

- The title of the article + the name of the reporter(s)
- Your summary of the article
- Identify three sources referenced in the article, and what they shared for the story
- Discuss any bias or opinion statements in the article
- Offer your own perspective on the article—what did you take away from reading it?

Read a longread journalism story from "[Longreads Best of 2016: Sports Writing](#)." Submit a Google Doc that includes in approximately 500 words:

- The title of the article + the name of the reporter(s)
- Your summary of the article
- Identify three sources referenced in the article, and what they shared for the story
- Discuss any bias or opinion statements in the article
- Offer your own perspective on the article—what did you take away from reading it?

ADDING TO OUR CLASS COLLECTION

(1) point each

Bring a copy of a college newspaper to class.

Bring a copy of another high school's newspaper to class.

Bring in a copy of the *Sunday New York Times* or *Sunday Philadelphia Inquirer*.