**COMMUNICATION/JOURNALISM**

# ENG431/433 – 1.0 credit

Introduction to Journalism/Communications introduces students to the basic elements of journalism, including writing, interviewing, First Amendment rights and responsibilities, layout and design, and marketing. This is a course during which students can be co-enrolled for Yearbook layout and Yearbook Writing. Students taking this course could be interested in becoming part of the yearbook or newspaper staff. Students may also take part in the OSC TV studios planning and broadcasts as well as work on the digital newspaper and social media reporting. This counts as a English credit for students enrolled. Students will also be exposed to Work-based learning experiences and inter/externships that foster further exploration in media/journalism and their application in careers.

NYS NextGen Standards

[**Writing Standards:**](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

**11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**11-12W1a:** Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

**11-12W1b**: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.

**11-12W1c:** Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

**11-12W1d:** Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

**11-12W1e**: Provide a concluding statement or section that explains the significance of the argument presented.

**11-12W1f**: Maintain a style and tone appropriate to the writing task

**11-12W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**11-12W2a:** Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

**11-12W2b:** Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid

comprehension.

**11-12W2c:** Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

**11-12W2d:** Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

**11-12W2e**: Provide a concluding statement or section that explains the significance of the information presented.

**11-12W2f:** Establish and maintain a style appropriate to the writing task.

**11-12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.

**11-12W3a:** Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.

**11-12W3c:** Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**11-12W3d:** Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**11-12W3e:** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

# Technology Education Learning Standards

## New York State MST Standards

### [Standard 1: Analysis, Inquiry, and Design](http://www.nysed.gov/common/nysed/files/programs/career-technical-education/learning-standards-for-math-science-and-technology-standard-1.pdf)

* Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

### [Standard 2: Information Systems](http://www.nysed.gov/common/nysed/files/programs/career-technical-education/learning-standards-for-math-science-and-technology-standard-2.pdf)

* Students will access, generate, process, and transfer information using appropriate technologies.

### [Standard 5: Technology](http://www.nysed.gov/common/nysed/files/programs/career-technical-education/learning-standards-for-math-science-and-technology-standard-5.pdf)

* Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Units:

First amendment: what is it? Take the quiz <https://splc.org/first-amendment-quiz/>

* Fostered a more thorough knowledge and understanding of the First Amendment.
* Communicate that knowledge clearly and efficiently.
* Apply and effectively demonstrate their filming and editing skills.
* 30 seconds in length
* Must highlight one question from the quiz.
* Must include research and information pertaining to that segment of the quiz

[First Ammendment PSA](https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EaE41FR0vTJJmMofeIA8nnQBCKEUPVfX_7ZCJ7LbWUMvmg?e=ceY4FA)

**Yearbook/photography/copy/sports- Ongoing Sept through March**

Yearbookavenue.com online resource and publishing software.

Photoshop, Indesign

General Reporting/Starting a digital newspaper/ get on the news

* [What’s the Big Deal About Attribution?](https://www.schooljournalism.org/what-the-big-deal-about-attribution/) Includes a Kahoot! and other activities for students
* [Advice for Students](https://www.schooljournalism.org/advice-for-our-students/)
* Where On Earth Are Story Ideas? [Tips and Tricks for Finding Story Ideas With a BONUS Review Worksheet](https://www.schooljournalism.org/where-on-earth-is-the-story-tips-and-tricks-for-finding-story-ideas-with-a-bonus-review-worksheet/)
* Headline Writing [Making Headlines](https://www.schooljournalism.org/making-headlines/)
* [Making Time for Long-Form Journalism](https://www.schooljournalism.org/making-time-for-long-form-journalism/)
* Inverted Pyramid Lesson [What Goes Around Comes Around – The Inverted Pyramid’s Popularity Soars in a Digital Age](https://www.schooljournalism.org/what-comes-around-goes-around-the-inverted-pyramids-popularity-soars-in-a-digital-age/)
* [Tips for Reporting on the Legalization of Marijuana](https://www.schooljournalism.org/tips-for-reporting-the-legalization-of-marijuana/)
* [Build Journalism Skills and Confidence on the Road](https://www.schooljournalism.org/traveling-to-find-confidence-in-journalism-skills/)

[Www.storymaker.org](http://Www.storymaker.org) this has most of the lesson plans we can use to do the work in this class we are trying to do.

**Ongoing project based- work**

Podcasting

<https://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=230>

<https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators>

**Ongoing throughout the year in conjunction with OSC/Strangio**

TV reporting

<https://www.story-maker.org/library/?filter_topics=Active+Prompts>

Interviewing

<https://nfschools-my.sharepoint.com/:w:/g/personal/rstrangio1_nfschools_net/EXWuRGOg9v9Lja-kt1BRqIcBky9ofMXe8lxIcKXsjG_3TQ?e=frPhno>

**Ongoing- Internship with Julie Doerr, Bryan Rotell**a

Digital media

Social media reporting

Social media posts

Tik tok vs snapchat

[www.storymaker.org](http://www.storymaker.org)

**Journalism Ethics**

*After completing this module, students will be able to:*

* Identify some common ethical problems journalists face;
* Explain what constitutes an “ethical dilemma”;
* Explain major ethical decision-making approaches; and
* Apply ethical decision-making approaches to ethical dilemmas.

<file:///C:/Users/fcowart/Downloads/Additional%20Reading%20&%20Resources%20-%20Journalism%20Ethics.pdf>

<file:///C:/Users/fcowart/Downloads/Do%20Activities%20for%20Ethics.pdf>

<file:///C:/Users/fcowart/Downloads/Quiz%20w_%20Feedback%20-%20Journalism%20Ethics.pdf>

Video: <https://docs.google.com/presentation/d/1H-r4U6arEzwApzLYC9IEnstLUfQ7bHEHp21jitMIrf4/present?slide=id.g5c022874b9_2_35>

<https://drive.google.com/file/d/1WxQF6O0ZIU6tyEiHO8dbcJuTXph78Vhl/view>

**News Writing**

*After completing this module, students will be able to:*

* + Identify the characteristics of the inverted pyramid for presenting news
  + Identify the key facts of a news story — who, what, where, when, why and how — for a lede
  + Apply inverted pyramid method to write a news story
  + Learn the purpose of quotes and source attribution
  + Identify alternative leads and when they are best used

Video Lesson: <https://drive.google.com/file/d/1uLUyDnQUHI-eeMrHZ5qXi06DpjjrAf8F/view>

News writing Notes: <https://docs.google.com/presentation/d/1EEgNY9Ey2qp57MTA6OvNUD9QRNyielTW9lH-0Yu7LO8/present?slide=id.g5454f6263a_0_0>

Activity 1: <https://docs.google.com/document/d/1ALVXtlpOCughjC3yIyQYmdHCNxZ3LrCE-nGyPIC7Hmo/edit>

Activity 2: <https://docs.google.com/document/d/1tu3JaBsRpTdGJKZiQYbIZW0gOFpXYWHX_c9-sUb2WfA/edit>

Additional Readings and Resource:<https://docs.google.com/document/d/1v-dKIAXi7Pg3AZk_CVikD67iK8zN0zcMt5ofjL9PjFA/edit>

Quiz: <https://docs.google.com/document/d/1n5gzrFjzTOZG-sefpTisDQx6m7e0xnyv_fk2uaw_Dw8/edit>

**What Is News?**

*After this lesson students should be able to:*

* Identify their own media consumption habits
* Compare different types of media
* Demonstrate how to avoid spreading false news and information

Video: <https://drive.google.com/file/d/1ZSSwUkAhgBJuvTiZYSv7zgDq5qdePcJD/view>

<https://drive.google.com/file/d/1T98Mp9EvkANMBX-ggs23T02EcUBjQaPU/view>

Notes: What is News? <https://docs.google.com/presentation/d/1HibJnu2qTXFCNKvucz0V3-vcDKmA_bidgQh-l04ZqX0/present?slide=id.g5454f6263a_0_0>

Notes: <https://docs.google.com/presentation/d/1OZE5XyXePdbYprxSRxX1tkkfbKc6Sh0elMYL7lgkxLE/present?slide=id.g5454f6263a_0_0>

Activity 1: <https://docs.google.com/document/d/1AwE-tvJgqYxmoKc83xQyauPxyRd29pLAGR8urw54Zb8/edit>

Activity 2<https://drive.google.com/file/d/10jDkLlhQuBSt1WCmuAtdNNTr0NcugLmV/view>

Activity 3: <https://drive.google.com/file/d/1NczMml_JEfCcO2O_VU2d0E3KqzslgEDm/view>

Additional Resources: <https://docs.google.com/document/d/1Z0cSuIGki-oF5bU9kzuRB2zWA6_v37KBUCwTibHWGCQ/edit>

Quiz: <https://docs.google.com/document/d/1R0rJBsE7-zLrtpiyT0w_DBNYQ7lWWgf6J5d9SmaacCg/edit>

**Social and Digital Tools**

*After this lesson students should be able to:*

* Discuss the role social media is playing in today’s digital landscape
* Compare and contrast the strengths of various social media platforms
* Describe the ethical issues presented by the use of social media

Video: <https://drive.google.com/file/d/1UOH0HABM3JmzVJ3DzuOp-J9raLmaZpol/view>

Notes: <https://docs.google.com/presentation/d/1Tt6rGdMNCZxqxd9_XxRJUGgKrgwhAsRQwYIKMFnFFk8/present?slide=id.p>

Activity: <https://docs.google.com/document/d/1RrAMlAfgLwlZTcmqHf6IxTgp8NPUttauuoXrXCR7Xpw/edit>

Additional Resources: <https://docs.google.com/document/d/1U7ZE0CgiAHpXUQtIQEKzJ3sdv3a2Qg_xdpVo88rOs34/edit>

Quiz: <https://docs.google.com/forms/d/e/1FAIpQLSdYGVEMIdpL0qxbxQf_fs1WY_ZAxpX4fuMi_Mp--jeQFbF-iw/viewform>

**Feature Writing**

*After this lesson students should be able to:*

* Recognize a feature from a group of stories
* Identify the elements that set a feature story apart
* Explain the reporting process for a feature story
* Explain the writing process for a feature story
* Create a sample plan for reporting and writing a feature story

Video: <https://drive.google.com/file/d/1fA48aNa4B8cMd4ep8mEDRCeJ98gUNSO5/view>

Notes: <https://docs.google.com/presentation/d/1xF5Cgq5C8Z7u8gdUbnpxfjua-2DprabnCfx61teMyrA/present?slide=id.g5454f6263a_0_0>

Activity 1: <https://docs.google.com/document/d/1VUSLkYhUv6bVVSvCEw1zJYvmHlkJSNpq7yWbJqq98AA/edit>

Activity 2: <https://docs.google.com/document/d/1GwHjDzwiUbV2T5HWWigkjbB_0pzGGlOxJvtNjKtpbWA/edit>

Activity 3: <https://docs.google.com/document/d/16TycO8WvEHwrgnZ26gC1xWrxIeXlx7SyNX8-f8Fnf2M/edit>

Activity 4: <https://docs.google.com/document/d/1CSjWH3IndIxzQgvcs3Ws3pR3iFhJkJ40hRg3kj9bL5Q/edit>

Activity 5: <https://docs.google.com/document/d/1ZHcQrVh2kWufIL-zQkqz56EhCEVmMkohe9Rt7qEE-h4/edit>

Quiz: <https://docs.google.com/document/d/1ZI7HnYRHYX3VXeS8AcRzHCxSUc81I-FWvCRD_zFxTrU/edit>