

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

May 17, 1994

Department: English

Course Title: Journalism 3-4

Course Number: 1329, 1330

Grade Level: 10, 11, 12

Semester Hours: 10

Prerequisite: Journalism 1-2

Course Description: The function of Journalism 3-4 is to teach students to write, edit, and publish a high school newspaper. Students will apply and refine the basic writing techniques learned in the prerequisite course to cover news, feature, and sports beats to meet publication deadlines. They will learn and practice writing and editing skills, computer skills, organizational procedures and exercise editorial judgment. They must also learn business management and interpersonal skills to work as a team to ensure that the newspaper is published in a timely manner adhering to a predetermined publication schedule.

I. Goals

The student will:

- A. Write articles on a weekly basis for publication in the high school newspaper.
- B. Cover a news beat and/or perform specified duties required of the editorial staff.
- C. Practice investigative, interviewing, and research and writing techniques to produce articles and two newspaper page special sections.
- D. Organize their time to meet production schedules.
- E. Perform editing functions efficiently and accurately, including copyreading, proofreading, editing, headline writing, and creative and varied layout of pages.
- F. Learn the importance of interpersonal relationships and leadership responsibility in a production environment.

- G. Participate effectively in the financial responsibilities and business requirements of a newspaper, including selling of advertisements, billing collections, and budgetary constraints.

- H. Learn to use computers and desktop publishing software (e.g., Corel Draw, Pagemaker, Microsoft Word/Windows and related programs) to input stories and design layout of pages.
- I. Learn to assign articles which cover the school environment and the community so that the newspaper becomes an influential and meaningful voice of the high school and student body.
- J. Learn to interface with the business community (printer, advertiser, service companies) to aid in the publication of the newspaper.
- K. Evaluate past issues to identify areas needing improvement or attention.
- L. Evaluate stories in terms of appropriateness for the school newspaper by exercising editorial judgment.
- M. Evaluate and critique area schools' newspapers.
- N. Use city newspapers as models for student work.
- O. Identify bias and propaganda versus accurate journalistic techniques.
- P. Engage in a systematic writing process, including pre-writing, draft revising, and editing.
- Q. Study, as needed, grammar, usage, punctuation, and spelling.
- R. Write to develop their own voice and style.

II. Outline of Content

The student will:

- A. Develop writing skills to be integrated with the study of journalism techniques.
  - 1. Reading/thinking skills.
    - a. Analysis
    - b. Synthesis
    - c. Evaluation
  - 2. Writing/thinking skills.

a. Process skills.

(1) Pre-writing organization.

- (a) Outlining.
  - (b) Introductory and concluding statements.
  - (c) Point of view.
  - (d) Chronological and logical sequence.
  - (e) Awareness of audience.
- (2) Drafting.
- (a) Develop literacy.
  - (b) Develop individual voice and style.
- (3) Revising/Critical judgments about student writing.
- (a) Judging student writing.
    - 1) Degree of success in accomplishing the task.
    - 2) Strengths and weakness with regard to:
      - a) Clarity of expression.
      - b) Adequacy of problem solution.
      - c) Adequacy of audience appeal.
      - d) Use of concrete details.
      - e) Effectiveness of introduction and conclusion.
  - (b) Critical thinking about student writing.
    - 1) Examine the accuracy of information or logic.
    - 2) Identify contradictions.
    - 3) Identify questionable assumptions implied.

- 4) Challenge possible weakness in reasoning.
- (4) Revising/Overall organization.
  - (a) Analyzing overall organization.

- (b) Improving overall organization.
- (5) Revising/Paragraphs.
  - (a) Analyzing paragraph structure of:
    - 1) Topic sentence or controlling idea.
    - 2) Supporting details, examples, or statements.
    - 3) Irrelevant details.
    - 4) Introductory/concluding statements.
- (5) Underlying principles of organization such as time order, comparison and contrast, cause and effect, etc.
  - (b) Improving paragraphs by deleting, rearranging, or adding relevant details, examples, statements, arguments, introductions, conclusions, or other elements.
- (6) Editing/Sentence manipulation.
  - (a) Sentence combining to improve style.
  - (b) Effectiveness and economy in avoiding dangling modifiers, awkward sentences, sentences containing redundant elements.
  - (c) Recognizing misplaced modifiers and nonparallel structure.
- (7) Editing/Sentence recognition.
  - (a) Correcting run-ons or fragments.
  - (b) Recognizing complete sentences.
- (8) Editing/Language choices.
  - (a) Tone, specific, and sensory words.

- (b) Precise word choices that communicate most accurately and precisely.
- (9) Editing/Transitional elements.



- (a) Identifying words that function as transitional elements between or within sentences or paragraphs.
      - (b) Identifying the most appropriate word(s) to use as a transitional element.
    - b. Weekly writing assignments including news, sports, feature (personal and subjective), and editorial writing.
  - 3. Learn correct grammar and usage.
    - a. Standard English usage.
      - (1) Using verbs correctly.
        - (a) Subject/verb agreement.
        - (b) Consistent verb tense.
        - (c) Passive/active voice.
      - (2) Pronoun and modifiers.
        - (a) Pronoun case and reference.
        - (b) Correct adjective/adverb choice.
    - b. Punctuation.
      - (1) Review of comma rules.
      - (2) Review of rules for quotation mark, parentheses, apostrophe, bracket, hyphen, dash, colon, and semicolon.
- III. Assessment methods that emphasize (1) substance; (2) the integration of writing, comprehension, and discussion; (3) contextual acquisition of vocabulary and technical skills.
- A. Daily writing and in-depth articles due on a weekly basis, including analyzing other publications.
  - B. Daily work, including homework and class participation.

- C. Special long-term research topic sections/layout and design (two newspaper pages).
- D. There is no specific text; however, current newspapers and periodicals serve as models and springboards to generate ideas.