Journalism 120
Curriculum

September 2014

New Nouveau
Brunswick

Contents

Introduction

Background
Journalism 120 is an elective course within the discipline of English Language Arts. It is intended to be an academic course, challenging in terms of its requirements but flexible enough to accommodate students with a wide range of interests and abilities. It is a literacy course designed to reflect the principles of 21st Century education.

Purpose
Journalism 120 will develop student expertise in concise and accurate writing. It offers opportunities to practise critical thinking, writing and representing skills in a variety of real-world situations. The course emphasizes the role of a journalist to bear witness, to document, and to provide a narrative of the daily life of a society and the world.

Students will develop a deeper understanding of the importance of well-informed literate citizens to maintain a democratic society. They will think critically, work cooperatively and collaboratively, discuss and deconstruct relevant issues, research, write persuasively and understand news values.

Students will publish in specific journalistic formats and develop a journalism portfolio. The portfolio will include print, broadcast, and/or electronic performance products. Journalism 120 is inquiry-based and the teacher is an editor and facilitator as much as instructor.

Approaches to Teaching
A fundamental principle of this course is that students assume responsibility for their own learning through a sense of inquiry. Since this concept may be new to many students, teachers should take time at the beginning of each unit to discuss methods of organizing and brainstorming the big questions for inquiry and directing students toward resources that support their pursuit of knowledge.

The Journalism 120 teacher is expected to access a wide variety of resources and to be attentive to current events and to support students to recognize the newsworthy items relevant to their lives. Journalism is dynamic and sources are all around us. Relying on a textbook would be to ignore the authentic opportunities available.
The collaborative exploration and examination of the production and consumption of journalistic artifacts:
  • encourages students to become critical viewers and readers;
  • offers models for students to develop their understanding of democracy and active citizenry;
  • helps students develop conscious preferences;
  • provides students with the skills to deconstruct texts, by identifying the values and ideologies embedded in media texts;
  • demystifies many of the processes and techniques used to influence our behaviour, our opinions and our beliefs;
  • promotes critical literacy through experimentation;
  • promotes an increased understanding of and appreciation for the craft of journalism;
  • extends students' problem-solving and interpersonal skills through their engagement in the collaborative production of journalistic texts; and
  • extends their knowledge of and appreciation for the rights and responsibilities of citizens as well as those specific to journalists.

Journalism 120 Environment and Resources

The atmosphere of the classroom is intended to be one of questioning, discussion, and inquiry. News happens constantly so Journalism students should be encouraged to witness stories throughout the school and community within and beyond instructional time. If a school offers Journalism 120, it must ensure there is adequate access to real-world journalism tools such as cameras, computers, and publishing software. Year book preparation may focus some of the student work in this course; however, it is expected that all of the curriculum outcomes, including developing a variety of pieces creates (opinion pieces, feature stories, and news story) will be part of every student's experience.

It is important that subject-matter for the high school audience be pursued with sensitivity to the life experiences and value systems of the classroom, school and local community. Topics should provoke thoughtful discussions, extend students' ability to recognize perspectives, biases, positions and tools of manipulation, and build independent skills to question and examine versions of events. There are many effective examples which can challenge students in their thinking and stretch them to build and activate critical literacy skills. When sensitive issues are introduced there should be scaffolded opportunities for students to process and respond. Adequate time and support should be provided to examine, discuss, and debrief. Subject matter should have relevance to the learning outcomes and to the students in the class, but provocative or sensational examples should be avoided. As teachers are expected to maintain currency with course materials, they must make decisions yearly about topic choices; therefore, if there is uncertainty about specific content it is best to consult with the school administration prior to using it.

Setting up a virtual classroom, situated on the New Brunswick Education Portal, expands the reach of the Journalism 120 teacher, offers the students access to materials outside of instructional hours, and provides access to a secure sharing site.

Intellectual Property
Teachers should model and instruct appropriate usage of copyrighted materials in Canada. Students must cite materials appropriately, and can use materials as per agreements from purchased licences (e.g., Worldbook and EBSCO). The Creative Commons Licencing symbol ⓒ and external websites have specific directions and students should learn to consult the Terms of Use. No matter, proper citation is required and Canadian Copyright Laws adhered to.

Universal Design for Learning
The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that … his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at http://www.cast.org/ and in the appendices section of this document.

Time Allocation and Scheduling
This curriculum document assumes a minimum 90 hours of classroom and activity time. It is therefore seen as a semester-long program. With anticipated interruptions to this time, it is essential that teachers consider equal distribution of time for the specific outcomes. An integrated approach through the suggested units will allow for flexible attention to a number of outcomes within individual learning experiences.

Assessment and Evaluation
Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria to make judgments about student performance in relation to learning outcomes. Students are important partners in this process and should be guided to monitor their own progress through self-assessment strategies such as goal setting and co-constructing criteria.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is referred to as **formative assessment or assessment for learning**. This form of assessment provides valuable information for planning learning experiences and guiding descriptive feedback. It is an integral part of the everyday instructional process.

Assessment of learning at the end of a period of learning to determine a grade (summative evaluation) represents a small but significant part of the assessment program. Summative evaluation is required in the form of an overall grade for a course of study and teachers should use clear rubrics to examine evidence of how well students are achieveing the leanring expectations. How well students perform with reading and writing should be measured with the indicators in the Grade 12 Reading and Writing Achievement Standards. Sample rubrics are included in the appendices.

Some examples of current assessment practices include: questioning, observation, conferences, demonstrations, presentations, technology applications (e.g., wikis, blogs, discussion forums, virtual communication), simulations, learning logs, projects and

investigations, Checklists, rubrics, responses to texts/activities, reflective journals, self- and peer assessment, and portfolios. For further elaboration on these forms of assessment, see the appendices.
For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at
https://portal.nbed.nb.ca/tr/AaE/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Assessment%20Framework.pdf

It should be noted that the final project serves as a rigorous performance indicator of the skills and knowledge of students in this course; therefore, a final examination may not be required. If an examination is given, attention to the following should guide the questions: 20% literal (maximum), 40-60% interpretive and 20-60% evaluative questions.

Layout of the Document
Expected learning is presented in a framework that includes the general and specific curriculum outcomes, including what students are expected to know and do as a result of this course. An overview of the suggested units is provided and within each unit, the following outline is followed:

- *Essential Questions* which drive the learning required for the course, but are open to discussion, debate and ongoing reflection.
- *Specific Outcomes* addressed in the unit are indicated.
- *Teaching and Learning Strategies* are suggested to reach the specific outcomes of the unit. These suggestions include resources recommended to teach and assess the learning outcomes.

Curriculum Outcomes

The goals for student learning in Journalism 120 are organized in an outcome framework. The "big ideas" of the course are stated in three general curriculum outcomes, and each of these is further articulated in specific curriculum outcomes. The outcome statements identify what students will know and be able to do as a result of the teaching and learning in the course. *Know* and *Do* statements, directly following each specific outcome, will assist the instructor to assess the knowledge and skill level of the students in order to target instruction and intervene appropriately to support achievement of all the outcomes prior to successful completion of the course.

G.C.O. 1.0 Students practise journalistic integrity.	Knowledge "Know" Students will know	Skill "Do" Students will be able to
1.1 Students follow a code of ethics and understand legal obligations.	• how information is gathered and communicated responsibly • what is deemed acceptable to communicate • the concepts and implications of slander, libel, plagiarism, protocol	• act according to a code of ethics developed with classmates • exercise responsible journalism
1.2 Students participate collaboratively and cooperatively.	• how and when to contribute ideas teamwork • personal strengths and recognize those of others • expectations for working within groups • strategies for managing conflict	• build knowledge as a team • contribute and encourage the contributions of others • get along, including manage conflict
1.3 Students meet deadlines with high-quality work*.	• importance of meeting a deadline • implications of missed deadlines • how to manage time • the expected standard for performance	• hand materials in on time including when timelines are short • develop and use time management strategies • perform according to the agreed upon standard

*Quantity of work expected to be published will vary according to consideration of the skill-levels of the students in the class. Teachers are encouraged to use professional judgement when

setting the expectations. High-quality work and meeting deadlines must be balanced with a demand for work which will challenge students but is designed to support success. Build student stamina to meet deadlines by demanding small assignments with a close deadline.

G.C.O.2.0 Students tell accurate and compelling stories.	Knowledge "Know"	Skill "Do"
	Students will know	Students will be able to
2.1 Students employ journalistic interview and observational techniques.	- strategies for preparing for interviews - strategies for conducting interviews - what details to look for - how to document details	- formulate effective questions (i.e., open and close-ended) - build rapport with the interviewee - read the situation - probe - record accurate detail
2.2 Students determine newsworthiness, purpose, audience and appropriate format.	- elements that determine news (e.g., timeliness, human interest, conflict, proximity, prominence, consequence) - how to identify the audience - how to identify the purpose - relationship between the purpose and format	- witness and report a potential story - select the format that best suits the audience, purpose, type of story, skill of the creator
2.3 Students produce and present news in a relevant and engaging format.	- strategies for researching - techniques for revising - strategies for concise writing/representing - how to use journalistic conventions and reference tools - common journalistic formats	- follow the composition (print, visual, oral texts) process (planning, drafting, revising, editing) - employ journalistic writing/representing techniques - create (develop content, organize word and voice) opinion pieces, feature stories, and news story - employ a variety of techniques to communicate the message

G.C.O.3.0 Students analyze how journalism shapes and is shaped by the world.	Knowledge "Know"	Skill "Do"
	Students will know	Students will be able to
3.1 Students deconstruct texts to identify perspective, bias, and intent.	• texts are influenced by worldview • language and structures are used to position the reader	• consider critical literacy questions while reading any text • articulate perspective, bias, and intent
3.2 Students analyze the impact of amateur and professional journalists.	• the role of the amateur journalist • the role of the professional journalist	• differentiate the roles of amateur and professional journalist • determine the validity of information
3.3 recognizes the impact of economic, social, historical, and political forces on journalism.	• Journalism has evolved • Journalism is influenced	• access information about the history of journalism • determine sources • determine agenda

Suggested Units of Study in Journalism 120

The following four units have been suggested to organize learning and to provide a variety of opportunities for students and teachers to explore, think about, and experience journalism. Each unit provides inquiry questions to guide the development of the knowledge and skills outlined in the curriculum outcomes. Inquiry questions will help situate each unit in a real-world context. They are intended as suggestions only as teachers and students may develop units and accompanying questions that are interesting and relevant in their own contexts. There is no expectation that these units will be followed in a sequential manner. Connections between and across units may lend themselves better to certain material. The goals are deep thinking and rigorous learning. Educators will make judgements, follow students' interests, and take a variety of approaches to achieve these goals.

Accountability: The field of Journalism and the role of the journalist have changed over time. Students will investigate the influence journalism has had and determine its relevancy to modern society. Topics such as freedom of speech, democracy, legal, and ethical issues will be examined. Students will develop a class journalism code of ethics to guide their conduct throughout the course.

Propaganda, Sensationalism, News: Journalists document stories which influence attitudes, beliefs, and values. Students will develop and/or clarify a schema of responsible journalism. Topics such as accuracy, objectivity, bias, perspective, and the influences of social, historical, political, and economic forces will be examined. Students will refine critical reading habits and establish their ability to identify the "news".

The Craft: Journalists aim to engage and influence their audiences. Students will develop techniques to uncover news, to document events, and to tell compelling stories. Observational, interviewing, researching, and concise writing skills will form the focus of study. Students will develop and meet standards for quality writing within expected deadlines and they will experiment with all journalistic formats to deliver real news to real audiences. **This unit is developed throughout the course.**

**The Medium and the Message:** News is reported through a variety of media. The medium influences how the message is produced and perceived. Preparation requirements vary according to the elements available to present the news. These elements impact the audience. Students will compare elements of and techniques by the various news media and experiment with using these to increase the impact of their own news stories.

Designing Connected Learning Experiences
Learning experiences in the units should be designed following these guiding principles, they:

- are relevant
- include assessment and use it to inform instruction
- occur in an environment that is participatory, interactive, collaborative, and inclusive
- encourage a sense of inquiry
- gradually release responsibility (Pearson and Gallagher, 1983)

[Gradual Release](#) of Responsibility
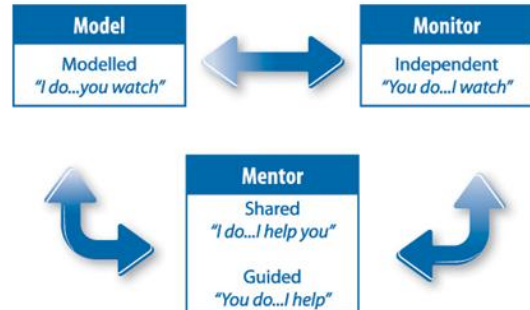
A fundamental principle of this course is that students **assume responsibility for their own learning** in co-operation with the teacher. Teachers may take the time to talk about methods of organizing and brainstorming the big questions for inquiry and directing students toward resources that would support their journalistic endeavors.
Students should be encouraged to find strategies to link their learning in this course to their studies in other courses. Journalism crosses disciplinary boundaries.

The Inquiry Approach and Essential Questions
Using inquiry to guide learning will develop critical thinking, problem solving, collaborative, and communication competencies. The field of journalism is one of inquiry; therefore, using an inquiry-based approach to instruction supports the development of the competencies, and provides the opportunity for lived experience. Throughout the course, students will act as researchers, reporters, editors and photographers. These experiences will support a deeper understanding of the roles and responsibilities of journalists.

A key component of teaching and learning through inquiry is to understand how to develop essential questions. Essential questions are considered to be:
- important questions that recur throughout one's life – they are broad, timeless, and they have no definitive answer. For example, "How can knowledge of journalism help you to become a better citizen?"
- key questions within a discipline – they point to the big ideas of a subject. For example, "What constitutes responsible journalism?"
- question required for learning core content – they make sense of important but complicated ideas, knowledge and skills. For example, "How do the best journalists tell compelling stories in a clear, concise fashion?"

Grant Wiggins, on the Authentic Education e-journal, articulates a question is essential when it:
1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
4. stimulates vital, ongoing rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;

6. naturally recurs, creating opportunities for transfer to other situations and subjects;
(Source: http://www.authenticeducation.org/bigideas/article.lasso?artId=53)

The essential questions, related course work, and the units of study that comprise Journalism 120 will build a learning community, motivate students, and encourage pursuit of independent interests. Reading, writing, and critical thinking skills will be reinforced and the inquiry approach will develop interpersonal, communication, and collaborative skills and provide authentic situations for feedback, criticism, and goal setting. Students should be encouraged and supported to develop and research essential questions. Performance products will showcase the skills and knowledge the students are acquiring.

Units of Study Guide Inquiry
Four big units of study will guide the inquiry in Journalism 120. They are Accountability; Propaganda, Sensationalism, News; The Craft; The Medium and the Message. Each unit features suggested essential questions and sample questions for guiding research and discussions; as well as, instructional suggestions to assist teachers to plan learning opportunities that will develop the knowledge and skills articulated in the curriculum outcomes.

Units of Study, Curriculum Outcomes, Inquiry Questions			
	1.0 Students practise journalistic integrity.	**2.0** Students tell accurate and compelling stories.	**3.0** Students analyze how journalism shapes and is shaped by the world.
Accountability		What information does a community need to know? Is the journalist the "voice" of the powerless in society?	
Propaganda, Sensationalism, News	Sample Inquiry Questions	Is it really possible for a journalist to tell the truth? What is the truth? What is the future of journalism?	
The Craft		What makes a story compelling? What is newsworthy?	
The Medium and the Message		Is the medium the message? What is the best way to deliver the news?	

Unit of Study: Accountability
Suggested time: 20 Hours

Accountability: The field of Journalism and the role of the journalist have changed over time. Students will investigate the influence journalism has had and determine its relevancy to modern society. Topics such as freedom of speech, democracy, legal, and ethical issues will be examined. Students will develop a class journalism code of ethics to guide their conduct throughout the course.

Sample Essential Questions

What information does a community need to know?

Is the journalist the "voice" of the powerless in society?

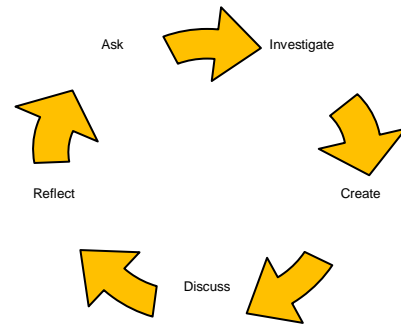Ask   Investigate

Reflect   Create

Discuss

Unit of Study: Accountability

Accountability: The field of Journalism and the role of the journalist have changed over time. Students will investigate the influence journalism has had and determine its relevancy to modern society. Topics such as freedom of speech, democracy, legal, and ethical issues will be examined.

Curriculum Outcomes	Suggestions for Teaching and Learning
Students: **1.1** follow a code of ethics and understand legal obligations. **1.2** participate collaboratively and cooperatively. **1.3** meet deadlines with high-quality work. **2.3** present and produce relevant and engaging news. **3.2** analyze the impact of amateur and professional journalists. **3.3** recognizes the impact of economic, social, historical, and political forces on journalism.	Providing Context: Explore the history of journalism looking at a variety of print and electronic information sources. For example, a three minute YouTube video such as the following, http://www.youtube.com/watch?v=uG355goqap4, will spark a great deal of discussion about how journalism is changing. Access what students think about the need for professional journalism in the future. Ask students to think about the role of student journalists within their school community. Explore how student journalism has changed over time. For example, students can prepare for and interview their parents or other teachers about high school journalism when they went to school. Determine Prior Knowledge: Access a record of students' understanding, through writing, drawing, or speech, of the following concepts: Freedom of Speech, Liable, Hate Crime, Democracy, and Ethics. This will establish a baseline from which students and teachers will be able to measure learning. Explain that these are important concepts for all citizens and they have special implications for journalists. Model for the class, how to become an "expert" by demonstrating how to research the concept of an ethical code. Demonstrate how to gather information, look for main ideas, and compile an overview which is designed with consideration for the audience (student learners). Demonstrate how terms and ideas may need further clarification before presenting, and how to consider the best way to communicate the information. As each part of the process is modeled, have pairs, or small groups, of students choose one of the following topics to practice the learned skills for eventual sharing with the class. Each group should take on the responsibility to facilitate for their peers a deeper understanding of one of the following: Freedom of Speech, Harms Principle, Offence Principle, Democracy, Liable, and Hate Crimes. Following the presentations, choose one of the concepts and find a current news example which highlights this concept. In small seminar groups, present these examples for discussion. **Early in the Couse:** Guide students through reading the *Code of Ethics* of the *Society of Professional Journalists* http://www.spj.org/ethicscode.asp and the *Canadian Association of Journalists.* Work together to apply knowledge of ethics to make decisions about possible tricky scenarios, such as those found at the following http://www.saskschools.ca/curr_content/journalism20/print_journalism/teacher_ethics_journalism.htm (Handout of Scenarios). Introduce the Placemat Strategy (Stepping Out, p. 124) and work together to design a class journalistic code of ethics. For media awareness to complement this unit follow this link https://portal.nbed.nb.ca/tr/m/Media%20Awareness/Pages/default.aspx

Unit of Study: Accountability	
Learning Cycle **Plan:** Design learning experiences for interest and success (Universal Design for Learning). Engage students in co-constructing criteria. **Do:** Use an approach that scaffolds learning **Check:** Build in time to check for understanding **Act:** Respond and provide descriptive feedback	
Collect Evidence in Learning Portfolios	Teacher Notes
Sample Guiding Questions to Check Knowledge and Skills What is journalism and why does it matter? What is freedom of speech? How does freedom of speech influence society? How do journalists create trust with their audience? How do journalists affect public opinion? What are the consequences to a society without freedom of speech? What limitations do journalists experience in Canada? How does Canada compare to other countries? **Conversations:** Notes from conferences Interviews Responses to questions (verbal and written) Entrance/Exit Slips **Observations:** Notes describing learning Student Logs/Journals **Products:** Quizzes Unit Tests Presentations Projects	

Unit of Study: Propaganda, Sensationalism, News

Suggested time: 20 Hours

Propaganda, Sensationalism, News: Journalists document stories which influence attitudes, beliefs, and values. Students will develop and/or clarify a schema of responsible journalism. Topics such as accuracy, objectivity, bias, perspective, and the influences of social, historical, political, and economic forces will be examined. Students will establish critical reading habits and refine their ability to identify the "news".

Sample Essential Questions

Is it really possible for a journalist to tell the truth? What is the truth?
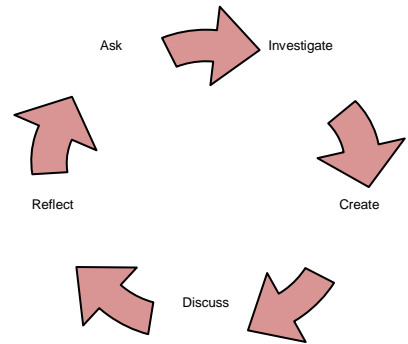What is the future of journalism?

Ask   Investigate

Reflect   Create

Discuss

Unit of Study: Propaganda, Sensationalism, News
Propaganda, Sensationalism, News: Journalists document stories which influence attitudes, beliefs, and values. Students will develop and/or clarify a schema of responsible journalism. Topics such as accuracy, objectivity, bias, perspective, and the influences of social, historical, political, and economic forces will be examined. Students will establish critical reading habits and refine their ability to identify the "news".

Curriculum Outcomes	Suggestions for Teaching and Learning
Students: **1.2** participate collaboratively and cooperatively. **1.3** meet deadlines with high-quality work. **2.2** determine newsworthiness, purpose, audience and appropriate format. **2.3** produce and present relevant and engaging news. **3.1** deconstruct texts to identify perspective, bias, and intent. **3.2** analyze the impact of amateur and professional journalists. **3.3** recognizes the impact of economic, social, historical, and political forces on journalism.	Explain that as students explore the field of journalism, they will discover their own answers to these questions such as: *Is it really possible for a journalist to tell the truth?* See Appendix A for key questions for responsible journalists. Have students read and discuss the topic of bias and propaganda techniques http://www.media-awareness.ca/english/resources/articles/diversity/bias_news.cfm . Provide students with a scenario and have them employ propaganda techniques to demonstrate understanding. The following source http://www.pbs.org/weta/reportingamericaatwar/teachers/captwaskow.html provides a useful list for dealing with the topic of propaganda versus responsible journalism as it encompasses the issues of perception, perspective, rules for reporting, and the importance of witnessing things firsthand Invite a journalist to class, or arrange an online meeting. Model how to prepare questions for interviewing and have students deconstruct short professional interviews to establish guidelines for good interviewing techniques. Ensure students are prepared to gather information which will deepen understanding of the concepts of Freedom of Speech, Democracy, Ethics, and about post-secondary education and career paths in journalism. Prior to the interview brainstorm all of the ways humans give us information (e.g., word choice, body language, tone). Practice interviewing skills prior to the guest appearance. See Appendix A for question suggestions. Following the interview discuss observations the students have made about what and how the journalist communicated. Introduce news/journalistic style and the features of a news story. News stories contain at least one of the following important characteristics: proximity, prominence, timeliness, human interest, oddity, or consequence. News writing attempts to answer all the basic questions about any particular event: **who, what, when, where and why** and also often begins with establishing **how**. Introduce the inverted pyramid structure and apply this to current news texts. Introduce the features of a nut graph. Have students read a feature article such as the one found at http://www.weeklyreader.com/pdfs/SAMPLE%20FEATURE.pdf. Discuss what this story is about. Identify the *nut graph*. Using a Venn diagram compare and contrast the feature story and a regular news story. Read a variety of local, national, international newspapers and tabloids.(See World Newspapers in Worldbook Online http://www.worldbookonline.com/advanced/relatedinfo?&id=ar388180&type=news) What are the different components of each? How is each organized? What are the common features of each type of paper? How do the readers know where to find certain topics or interests? What do all share in terms of organization? What are the differences between each type of publication? What percentage of the paper includes advertising? What kinds of firms advertise? Which are most prominent? Could this influence news coverage? As a class, create a simple rubric for measuring responsible journalism, this may be changed as students' progress through the course. Read a newspaper and watch a television newscast for the same day. Are the story selections the same? Determine reasons for the differences. Examine a variety of news including how the public might be contributing to the reporting of a news item. (See the list of investigative journalism sites found in the annotated bibliography.) Compare and contrast how news is reported out. Discuss what students observe about the influences at

	play and have them apply their rubric for responsible journalism to measure the degree to which they are witnessing it in the selected news items.
	Explore the following questions: What is responsible journalism? How do we determine opinion from fact? How can you verify what is true? Can we determine the information source? Is it reliable? Is there a hidden agenda? What are the signs of bad journalism and propaganda? Follow this discussion by examining perspectives on a current journalistic issue such as Wikileaks (current at the time this document was completed): View: http://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks.html Read: using the "Note-making Frameworks" (p. 122 Stepping Out) read this lengthy article about the importance of identifying sources and the impact on democracy. http://www.thestar.com/opinion/editorialopinion/article/1001122--wikileaks-canadian-media-and-democracy-media-with-a-face
	Us understanding to demonstrate responsible journalism by creating a news or feature story from a short interview (video, live, written, etc.) from a newsworthy local (school or community) item. Use a discussion forum, such as the fishbowl approach (see Appendix A), to encourage students to discuss and provide feedback to one another.

Unit of Study: Accountability

Learning Cycle
Plan: Design learning experiences for interest and success (Universal Design for Learning). Engage students in co-constructing criteria.
Do: Use an approach that scaffolds learning
Check: Build in time to check for understanding
Act: Respond and provide descriptive feedback

Collect Evidence in Learning Portfolios	Teacher Notes
Sample Guiding Questions to Check Knowledge and Skills What determines if a story is newsworthy? What techniques do storytellers use to engage the audience? How does the news consumer determine reliability? How are particular agendas identified? What distinguishes news from propaganda and sensationalism? **Conversations:** Notes from conferences Interviews Responses to questions (verbal and written) Entrance/Exit Slips **Observations:** Notes describing learning Student Logs/Journals **Products:** Quizzes Unit Tests Presentations Projects	

Unit of Study: The Craft (On-going throughout)

Suggested time: 45 hours

The Craft: Journalists aim to engage and influence their audiences. Students will develop techniques to uncover news, to document events, and to tell compelling stories. Observational, interviewing, researching, and concise writing skills will form the focus of study. Students will develop and meet standards for quality writing within expected deadlines and they will experiment with all journalistic formats to deliver real news to real audiences.

Sample Essential Questions

What makes a story compelling?
What is newsworthy?

Ask
Investigate
Create
Discuss
Reflect

Unit of Study: The Craft

The Craft: Journalists aim to engage and influence their audiences. Students will develop techniques to uncover news, to document events, and to tell compelling stories. Observational, interviewing, researching, and concise writing skills will form the focus of study. Students will develop and meet standards for quality writing within expected deadlines and they will experiment with all journalistic formats to deliver real news to real audiences.

Curriculum Outcomes	Suggestions for Teaching and Learning
Students **1.1** follow a code of ethics and understand legal obligations. **1.2** participate collaboratively and cooperatively. **1.3** meet deadlines with high-quality work. **2.1** employ journalistic interview and observational techniques. **2.2** determine newsworthiness, purpose, audience and appropriate format. **2.3** produce and present relevant and engaging news.	While "The Craft" appears as the third unit in the Journalism 120 Curriculum document, it is expected that the work of student journalists will happen throughout the semester. Producing news is authentic and motivational. The journalist lives for an audience. Appendix B features ideas for school community news, but district and community events should be considered an excellent source for student investigations and reporting. Teachers and students should consult the *Canadian Press Style Guide*, when preparing stories. Follow the Writers Workshop format to structure class time and scaffold writing. Journalism is story telling not merely data sharing. Journalists often highlight "the story of one" to represent the story of many whose voices may be disempowered. Explore this idea through viewing a resource such as: "Tank Man" about Tiananmen Square in 1989 at http://www.pbs.org/wgbh/pages/frontline/tankman/view/, "The Falling Man" about the terrorist attack on The Twin Towers at http://www.cbc.ca/passionateeyemonday/fallingman/index.html and http://www.cbc.ca/documentaries/passionateeyeshowcase/, and "How a Single Match can Light a Revolution" http://www.nytimes.com/2011/01/23/weekinreview/23worth.html?_r=1&src=twrhpFollowing this, students should be encouraged to find and share current stories and to witness and write a local story to highlight the power of "the story of one". Throughout the semester, use a variety of exercises to help students develop observational acuity. For example, have students go out and observe people and practice noticing subtle things about human behaviour. Journalists are observers and commentators on life. They are constantly looking for experiences that are changing people's lives. A journalist must learn to be a witness of potential stories. Interview each other in class and write a story that represents a turning point in a peer's life. Throughout the semester, examine and construct a broad range of journalistic formats (see Appendix B for more on News Writing), for example: • examine an editorial page. How does it differ from the front page? Identify a controversial editorial – who are the opponents? What is the issue and what facts are used to support an opinion? How does the writer attempt to persuade the reader? • examine several reviews of a popular movie. Observe the structure and organization of the reviews. What is the reviewer's opinion? Have students view the same movie and write their own review. Student journalistic writing should progressively reflect a growing awareness for telling engaging and compelling stories. Composition instruction should include process and traits/conventions with specific lessons in revision for precise communication depending on the medium. Tools such as the inverted pyramid (see Appendix D) and practice writing nut graphs support the everyday work of the student journalist throughout the course.

Unit of Study: Accountability	
Learning Cycle **Plan:** Design learning experiences for interest and success (Universal Design for Learning). Engage students in co-constructing criteria. **Do:** Use an approach that scaffolds learning **Check:** Build in time to check for understanding **Act:** Respond and provide descriptive feedback	
Collect Evidence in Learning Portfolios	Teacher Notes
Sample Guiding Questions to Check Knowledge and Skills How do journalists keep records? What different styles are used in reporting the news? What are the elements of the different journalistic formats? What do journalists look for when they are interviewing Have students create a themed collection of best pieces for final evaluation of this course. Potential journalistic craft explorations (not an exhaustive list): Fashion, Feature, Interview, Investigative, News Story (inverted pyramid), Opinion/Editorial, Photojournalism, Political Cartoon, Profile, Review, Sports, Utility? **Conversations:** Notes from conferences Interviews Responses to questions (verbal and written) Entrance/Exit Slips **Observations:** Notes describing learning Student Logs/Journals **Products:** Quizzes Unit Tests Presentations Projects	

Unit of Study: The Medium and the Message

Suggested time: 15 hours

The Medium and the Message: News is reported through a variety of media. The medium influences how the message is produced and perceived. Preparation requirements vary according to the features available to present the news. These features impact the audience. Students will compare techniques and features of the various news media and experiment with using these to increase the impact of their own news stories.

Sample Essential Questions

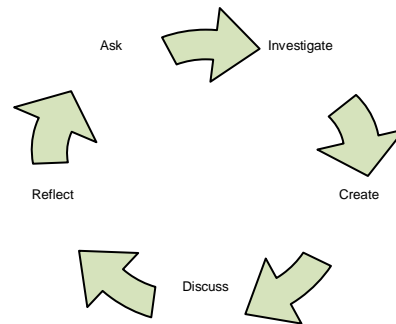Is the medium the message?
What is the best way to deliver the news?

Unit of Study: The Medium and the Message

The Medium and the Message: News is reported through a variety of media. The medium influences how the message is produced and perceived. Preparation requirements vary according to the elements available to present the news. These elements impact the audience. Students will compare elements of and techniques by the various news media and experiment with using these to increase the impact of their own news stories.

Curriculum Outcomes	Suggestions for Teaching and Learning
Students **1.1** follow a code of ethics and understand legal obligations. **1.2** participate collaboratively and cooperatively. **1.3** meet deadlines with high-quality work. **2.1** employ journalistic interview and observational techniques. **2.2** determine newsworthiness, purpose, audience and appropriate format. **3.1** deconstruct texts to identify perspective, bias, and intent. **3.2** analyze the impact of amateur and professional journalists. **3.3** recognizes the impact of economic, social, historical, and political forces on journalism.	Create interest in this unit by discussing ways we communicate messages. Explore some of the conventions of current media (e.g., grammar in the texting world, Facebook status updates, hashtags on Twitter, infographics) and how the medium becomes the message. Note: this is a complex concept, not intended to be mastered but to encourage students to be question how the medium influences the audience. Attribute the phrase the *Medium is the Message* to Marshall McLuhan, a Canadian. Perhaps show the *Heritage Moment*: http://www.historica-dominion.ca/content/heritage-minutes/marshall-mcluhan and briefly discuss what he was getting at when he said "the medium is the message". Access prior knowledge about how the actual medium of delivery has and is influencing: What is considered news? Who has access? Who is a journalist? and discuss what opportunities and limitations are presented by the actual medium. Create a list of questions that arise from the discussion for extended investigation. In small groups, draft the skeleton of a short news story about a real news item. If possible, work in an online form, such as a class wiki. Using the posted news stories, work in self-selected groups to use any available media tool (e.g., photostory, camera, video camera, voice recorder, twitter, Blog, print, poster board) to produce one news item. This should not take a long time, as news often has to be written and turned around in a very short time. After view and discuss the artifacts they have produced. Search for a variety of award-winning print and media internet photos which they feel are compelling (photo galleries at online news sites are a good source). Determine what story is represented by each photo. Carry out discussions of hypothetical events trying to think beyond the surface level. Use this as a springboard to an exploration of how we all see things differently and how our different perspectives can lead to different versions of events. Consider a scenario and how various media, the perspective of the journalist and the perspective of the audience can influence the versioning of the same event. Sample scenario: a car accident happens involving an 89 year old and a 16 year old driver. Examine the impact design can have on a medium. Collect five online images taken by photojournalists. What do these images have in common? Are they similarly composed? What does the subject matter have in common? Three principles of photo design are the rule of thirds, framing, and leading lines. Identify examples of these principles in the chosen photographs and decide which image tells the most complete story. What story does it tell and what emotions does it evoke? Discuss the notion of citizen journalism and the rise of video blogs. Watch current examples of video blogs (vlogs). Deconstruct the techniques used to communicate the message. Create a simple rubric for effective vlogs. In small groups, choose a current controversial topic, write a script and plan and shoot a video (maximum three minutes to impact the audience). A resource for background video from the web is http://www.zamzar.com/

Learning Cycle
Plan: Design learning experiences for interest and success (Universal Design for Learning). Engage students in co-constructing criteria.
Do: Use an approach that scaffolds learning
Check: Build in time to check for understanding
Act: Respond and provide descriptive feedback

Collect Evidence in Learning Portfolios	Teacher Notes
Sample Guiding Questions to Check Knowledge and Skills How do visuals influence a message? How does audio influence a message? How does word choice influence a message? How does sentence structure influence a message? How does organization influence a message? How is our perception influenced by different media? What are the differences between writing for electronic media versus print media? What are the conventions for reporting news using the radio, television and internet? How do radio, television, and internet reporting differ? What do radio, television, and internet reporting have in common? How do social media impact news reporting? Conversations: Notes from conferences Interviews Responses to questions (verbal and written) Entrance/Exit Slips Observations: Notes describing learning Student Logs/Journals Products: Quizzes Unit Tests Presentations Projects	

Appendix A: Teaching Suggestions and Strategies for Propaganda, Sensationalism, News

Key Questions for Discussion in Promoting Responsible Journalism
1. What is the message?
2. Who is sending the message?
3. Why is it being sent?
4. How is it being sent?
5. Who is the intended audience?
6. Who benefits from the message?
7. Who or what is left out of the message?
8. Can I respond to the message?
9. Does my opinion matter?
10. Do I need the information?

Possible Interview Questions
Some possible questions might be:
- What is the most captivating story you have written?
- How does your own opinion affect your writing?
- How do the opinions of co-workers or superiors affect your writing?
- Are you restricted regarding the issues you may cover?
- Has there ever been an instance when you regretted what you had written?
- Where did you study to become a journalist?
- How do you handle disturbing stories on a personal level?
- How do you verify your sources?
- What principles do you have to uphold as a responsible journalist?
- What has been the effect of current technology – twitter, facebook, cell phones - on journalism?

Fishbowl Conversation
Four chairs are arranged in a circle within a circle. Four students are in the fishbowl while the others listen. The students in the bowl discuss the effectiveness of the news story and provide feedback. This goes on for a few minutes and then members inside the fishbowl exchange places with the others. Discussions continue, the quality of the feedback provided within the fishbowl receives equal scrutiny to the actual item of discussion. This supports participants to attend to the feedback they provide.

Appendix B Teaching Suggestions and Strategies for The Craft

Producing News Sources for the School Community

Have students act as reporters to cover stories from their school and district highlighting various extracurricular activities and events. These could be presented on a school website or in a coffee news broad sheet or as a radio broadcast on a school or local network or if possible, create a television broadcast or podcast that would be available online.

Possible News Stories:
1. major student or school accomplishments
2. enrichment projects
3. community service projects
4. teacher accomplishments/honors
5. programs unique to the school
6. creative uses of technology
7. projects that connect with other schools/districts/the world
8. major athletic or co-curricular events/accomplishments
9. major drama productions/ events to be staged
10. guest speakers

Possible Feature Stories:
1. a student who has won a significant award/recognition
2. coach recognized by the district/ province
3. teacher recognized by the district/province
4. exchange students/programs
5. guest speakers/writers/professionals sharing talents with schools

Possible Interviews:
1. a student whose been recognized
2. a teacher/administrator whose been recognized
3. a coach
4. retiring teacher
5. new teacher
6. exchange students
7. travel club students
8. elite level athletes
9. a principal's perspective on what their school is all about

Possible Videos:
1. highlight interesting programs unique to a school
2. virtual school tour
3. interviews
4. guest speakers
5. oratory contests
6. drama productions
7. science fairs
8. technology events

News Writing

The following questions will serve as starting points for teaching forms of journalistic writing. They are intended to support active engagement through inquiry. The teacher will guide, extend, and encourage students to look beyond the obvious, dig deeper and to articulate what how they arrived at their understandings. Students will search for patterns and clues in existing texts to develop an understanding of how to

- use and apply different journalistic styles
- write clear, concise and captivating stories
- write effective lead paragraphs
- use the inverted pyramid style effectively
- use interviews and quotes effectively in reporting
- know and apply the elements of good feature writing
- know and apply the elements of good sports, editorial and review writing
- know and apply photojournalism to their news writing styles

Why do journalists need to use different writing styles in reporting the news?

- What are these writing styles?
- How do they differ?
- Why is it important for a newspaper to be an open forum?
- Why are accuracy, clarity and style important to news writing?
- How does a writer make stories clear and concise?

What are the essential elements of a good news story?

- What is a lead paragraph?
- How can one write effective lead paragraphs?
- What is the inverted pyramid style; the hourglass style? When is it used? (See http://www.snn-rdr.ca/snn/nr_reporterstoolbox/invertedpyramid.html and http://www.slideshare.net/Brett509/organizing-a-news-story)
- What are the rules for writing good headlines?
- How can we keep opinions out of news stories?
- What questions will the reader have that the reporter needs to answer?

What is feature writing? How is it different from news writing?

- How do feature writers become expert in the area before gathering information?
- What are the basic design principles of feature writing?
- What are the characteristics of good sports writing?
- What is editorial writing? What are the basic types of editorial writing?
- What is review writing?
- What constitutes a good picture and caption?
- How is photojournalism different from photography?
- What is a photo essay?

Appendix C: Supporting Reading and Viewing of Texts

The Cross Curricular Reading Tools available on the Portal in the Related Resources section for Physical Education and all other subjects. The document contains additional Graphic Organizer templates and explanation of their use in improving comprehension of material.

Stepping Out Reading and Viewing – Making Meaning of Text (Teacher Resource) is a professional development resource with effective teaching strategies for developing adolescent literacy skills in content areas. The book is available in most New Brunswick middle and secondary schools and contains many graphic organizer templates and teaching strategies.

Think Literacy (Ontario) has several resources to support cross-curricular literacy instruction.

Before, During and After Framework

Stepping Out Teaching Framework: Reading and Viewing			Notes
Before (What will you do to prepare students for the task?)	**Background Information**	*Select strategies that* • activate background knowledge • link existing knowledge to new information • review, extend, enrich, and clarify vocabulary and concepts	
	Awareness of Purpose	*Select strategies that* • motivate students' interests • establish a purpose for the activity	
During (How will you help students think through and organize ideas?)	**Thinking Through**	*Select strategies that enable students to* • think through ideas • self-monitor their understandings	
	Organizing	*Select strategies that enable students to* • extract and organize relevant information for a specific task	
After (How will you get students to demonstrate or translate their understandings?)	**Using New Information**	*Select strategies that enable students to* • evaluate ideas critically • demonstrate understanding of learning	

Framework from *Stepping Out, Reading and Viewing*: Teacher's Resources, p. 66

Note-making Framework

Topic:

Text title:

First paragraph
Main idea:
Examples, supporting ideas, key words:
1.

2.

3.

Second paragraph
Main idea:
Examples, supporting ideas, key words:
1.

2.

3.

Previewing a Text

Predict	• Read the introduction and conclusion.
	• Based on your reading, predict what the text will be about.
	• Make a list of questions that you think that the text will answer.
	• Look at the write-up about the creator: What do you think are the qualifications for a product like this? What does the creator have to know?
Identify Publishing Information	Locate the publishing information:
	• When was the text published?
	• In your opinion, does this make it a "recent" publication?
	• How many re prints/makes have there been?
	• Why do you think materials are rereleased? What does that tell you about the content? about the company who released it?
Explore the Structure	• Skim/scan the contents.
	• How many sections are there?
	Check out two or three sections:
	• How are the sections laid out?
	• Are all the sections laid out the same way?
	• Are there section summaries, guides, questions, pictures, maps, charts?
	• Is there a glossary or index?
	• Is there a reference list?
	• Are there notes? What are they about?
Share Predictions	With a partner, compare your observations on the text so far:
	• What topic or topics does it cover?
	• What do you think that you'll be expected to learn from this text?
	• How do you see yourself using this text?
	• How easy or hard does it appear to be?
	• Can you find specific information in this text easily?
	• What predictions can you make about this text? How will you use it? How will your teacher use it? How would you *like* it to be used?

Previewing a Text (continued)

Understand the Text Layout	Select a section of the text: • Is it well set out? • Are there clear headings? • Are there subheadings? How do the subheadings add to your understanding of what the text is about? • Read a paragraph: Are there unfamiliar words? Are the works explained? Are you going to have to use a dictionary/search to understand some of the terms? Does the text refer you to the glossary to explain words? • Are there illustrations? Are there clear captions with the illustrations to explain the content? • What other characteristics of this text did you notice?
Identify the Reading Level of the Textbook	• Is the print in this text easy to read? • Are the words easy to follow and understand? • Are there many difficult words on the page? • Try the "five-finger exercise": Start reading at the beginning of a section. Each time that you read a word that you don't understand, hold up one finger. If you hold up five fingers in a short text, you may find the it challenging. • Are new words introduced, highlighted or explained?
Quick Quiz	• Locate a section in this text on [choose a topic}. • Where was the text published? OR Who published the text? • Where will you find this word [insert word] explained in the text?

Generate Questions	• With a partner, make a list of five or six questions about the text that will be of interest to you and your classmates. Think about"
	
	   – how the text might be used
	
	   – where you will find information on a particular topic
	
	   – what other resources you might have to use to supplement the text
	
	   – What films, TV shows, books, or magazines you know that connect to the topics in this text

Independent Task	• With other pairs, share your questions and try to answer them. • Share unanswered questions with the whole class for resolution.

Developing Questions

These sentence starters can help you develop questions for helping students dig deeply into texts. Ensure that assignments feature of range, especially in the 3 – 6 categories.

1. Knowledge
- List the steps for . . .
- Identify the characteristics of . . .
- Define the term . . .
- Restate the events that led to . . .

2. Understanding
- In your own words, what happened to. . .
- Put these concepts in order . . .
- Give examples of . . .
- Why did . . .

3. Application
- Put the ideas on a chart or diagram.
- Draw a map to show . . .
- Calculate the . . .
- Retell this story from the point of view of . . .

4. Analysis
- If this happens, then . . . ?
- What is the relationship between . . . and . . . ?
- What is the difference between the concept . . . and the fact that . . . ?
- What are the most significant developments . . .?

5.Synthesis
- Create a new plan that . . .
- Write a new ending so that . . .
- Put yourself in the situation. What would you have done?
- What would have happened if . . .?

6. Evaluation
- Tell why you think that . . .
- To what extent did . . .
- Rate the options that . . .
- In your opinion . . .

Appendix D: Graphic Organizers

Graphic organizers help students to view and think about the meaning of texts. The organizers in this section can be adapted for a variety of activities.

Houghton, Mifflin, Harcourt's The Education Place has copyright free graphic organizers which can be duplicated and used in New Brunswick Classrooms (http://www.eduplace.com/graphicorganizer/)

Sensory Notes
Sensory Notes guide the readers' attention telling them what to look for as they read. Sensory Notes train their eyes to see, their ears to hear, their nose to smell. This technique asks the readers to evaluate the different sensory information and determine which of all the sounds, for example is the most important. This tool is helpful in the early stages of feature writing to help the writer plan how to "show not tell".

Name: _____   Date: _____

Topic: _____   Period: _____

Directions: Sensory Notes are a tool and technique designed to help you pay closer attention to details while you read/view. Effective readers use all their senses while they read. Use this sheet to take notes on what you see, hear, smell, feel and think as you read. Be as specific and if possible write down the page numbers for future reference.

I see	Most important image
I hear	Most important sound
I feel	Most important sensation
I smell	Most important scent
I think	Most important thought

Tools for Thought by Jim Burke (Heinemann:Portsmouth, NH); c 2002 pg. 70

Lead: Hooks the reader with important information and answers How? and 5 W's?

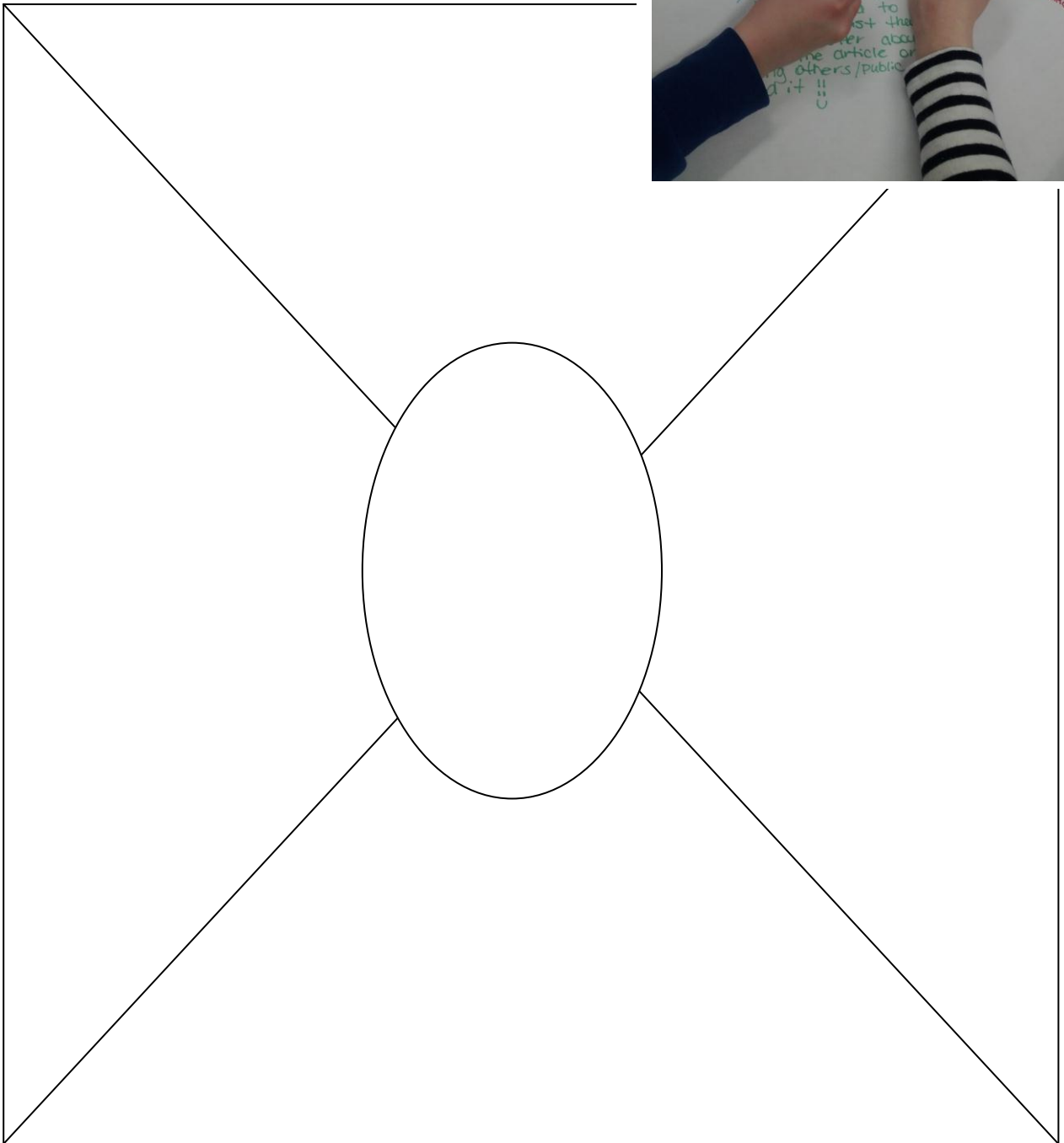Body: Presents interesting facts and colourful details. Reader may skim.

End: Least essential information.
Reader may not read.

Inverted Pyramid for News Story Writing

A compelling story increases the
likelihood the reader will read to the end.

Appendix E: Working in Groups

Placemat Strategy (see p. 124, Stepping Out Reading and Viewing)

Appendix F: Annotated Electronic Resources for Teachers

<table>
<tr><td>Teach Aspects of Journalism</td></tr>
</table>

http://www.thecanadianpress.com/books.aspx?id=182 This is the official site for the Canadian Press. There are numerous information links, as well order information for the most recent Canadian Press Style Guide..

http://www.snn-rdr.ca/snn/reporterstoolbox.html An excellent resource for teachers featuring: Getting Started, Research and Reporting, Writing Skills, Covering a Beat, Ethics and the Law, and Multimedia (photos, audio, video).

http://www.highschooljournalism.org/ An excellent site for both teachers and students featuring lesson plans, journalism terminology and a wide range of suggested resources.

http://writing.pppst.com/journalism.html The Mr. Donn website could be used as a starting point for discussion on a number of journalism topics. It has lesson plans and PowerPoint presentations for students and teachers including Responsible Journalism, News basics, News Elements, Inverted Pyramid, Using Quotations, Feature Articles, Feature Writing, Different Kinds of Features, Fact/Opinion and Reasoned Judgment, Headline Writing, Plagiarism, and Punctuation.

http://www.saskschools.ca/curr_content/journalism20/electronic_journalism/electronic_journalism_index.htm for excellent lessons on electronic journalism.

http://www.media-awareness.ca/english/teachers/index.cfm) This website has a number of resources for teachers, students and parents. The section for teachers includes journalism lesson plans and content, in addition to background information and articles.

http://ldt.stanford.edu/~ewojcicki/index.html This website provides a good overview of establishing the study of journalism as a learning community in a school setting.

http://news.bbc.co.uk/cbbcnews/hi/teachers/ News based teaching ideas and topics for journalism.

http://www.saskschools.ca/curr_content/journalism20/main_pages/links.htm The Saskatchewan Department of Education Journalism 20 curriculum website is an excellent resource for teachers with many valuable links, lesson plans, teaching activities and suggestions.

http://www.lessonplanet.com A search engine for teacher lesson plans on journalism

http://www.tki.org.nz/r/hot_topics/journalism_e.php This website provides access to a wide range of useful links and lesson plans for a variety of journalism topics.

http://poynterextra.org/centerpiece/highschool/ This website contains a series of links to other journalism websites. In particular, see the section on journalism ethics.

http://www.eduref.org/cgi-bin/print.cgi/Resources/Subjects/Language_Arts/Journalism.html Website for the Educator's Reference Desk on Journalism providing a wide range of useful links to lesson plans, internet sites and online journalism communities.

http://www.cln.org/themes/journalism.html This website has links to two types of resources related to the study of Journalism. Students and teachers will find curricular resources (information, content...) to help them learn about this topic. In addition for teachers, there are links to lesson plans.

http://www.wethersfield.k12.ct.us/Lang_arts/Journalism.pdf This 2006 curriculum document is an excellent resource for teachers in dealing with the topic of print journalism.

http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/ The New York Times website features lesson plans and links on journalism for teachers which can readily be applied to the classroom setting.

http://www.nytimes.com//indexes/2010/01/11/learning/learningnetworkemail/index.html Available as a free subscription service through the New York Times, The Learning Network newsletter on journalism, writing, and student blogs provides lesson plans, student opinion blog topics and other features

Use Inquiry to Create Relevant Classes

http//www.authenticeeducation.org/bigideas/article.lasso?artid=53

Create Assessment and Evaluation Tools

http://rubistar.4teachers.org/
A website to create evaluation rubrics for various journalism assignments.

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=E39599&
A gallery of rubrics allowing the educator to build, share and reuse rubrics. There is a section specifically dedicated to journalism.

Write Like a Journalist

http://teacher.scholastic.com/writewit/news/index.htm
An online news writing tutorial on how to write a compelling news story complete with teacher resources and assessment rubric.

http://www.snn-rdr.ca/snn/nr_reporterstoolbox/invertedpyramid.html

http://www.slideshare.net/Brett509/organizing-a-news-story

http://www.writersblock.ca/tips/monthtip/tipapr99.htm
Visit this site for some rules on using quotations.
http://en.wikipedia.org/wiki/List_of_commonly_misused_English_words
Visit this website for some examples of commonly misused words

http://northernstar.info/nina/highschool/write.html
A concise but excellent resource on journalism writing tips for both teachers and students including the following topics: building blocks, first five paragraphs, leads, 10 guidelines to clearer writing, using quotes, story organization and more.

http://www.scribd.com/doc/2629370/Writing-The-Elements-Of-Style-Strunk-White-4Th-Edition
An online version of The Elements of Style by William Strunk Jr. & E.B. White (4th ed. 2000) A style guide on how to write clearly, concisely and accurately; also, includes common usage errors, punctuation and grammar rules.

Take and Edit Video and Audio

http://www.mediacollege.com/ An excellent resource for information and links to all forms of electronic media including video and television production, audio work, photography, graphics, web design and more.

http://www.newscript.com/
http://blog.twitter.com/
Twitter micro-blogging site. This website is an online tutorial dealing with radio journalism, with particular attention to the writing of news scripts.

http://www.bbctraining.com/onlineCourse.asp?tID=5914&cat=2781 Training guide on TV production techniques offered by BBC Training. The Good Shooting Guide covers organizing a shoot, choosing equipment, planning footage and managing audio.

http://www.bbctraining.com/journalism.asp An excellent site providing a complete inventory of television broadcast journalism skills

http://curriculum-podcasting.pbworks.com/ Practical website for teachers who would like to tap into the power of podcasting in the curriculum.

http://www.zamzar.com/ Free file conversion site suitable for video blog production.

Be a Photojournalist

http://lens.blogs.nytimes.com/ The photography blog of The New York Times presents photographs, videos and slide shows and is an excellent photojournalism source. It also highlights the best work of other newspapers, magazines and news and picture agencies.

http://photojournalismlinks.com/ An excellent source for photojournalism.

http://photoinf.com/General/Geoff_Lawrence/Composition.html Practical and informative article on photojournalism.

http://www.boston.com/bigpicture/
http://www.cbc.ca/news/photogalleries/
The above sites are excellent for photojournalism and useful for the writing of photo essays.

When taking their own pictures is not possible, students can use these royalty free images:

http://morguefile.com/

http://www.phillipmartin.info/clipart/homepage.htm Cartoon images that are free for educational purposes.

Interpreting the News (professional websites)

http://www.newseum.org/todaysfrontpages/ Features over seven hundred daily front pages from seventy-three countries
http://onlinenewspapers.com/ This website provides links to thousands of global newspapers and magazines.

http://www.refdesk.com/mag.html This website provides access to a host of North American magazines.

http://www.democracynow.org/ A daily TV/radio news program, airing on over 850 stations, pioneers the largest community media collaboration in the U.S.

http://english.aljazeera.net/ English version of the Arabic-language news network. Breaking news and features plus background material including profiles and global reactions.

http://www.cbc.ca/

http://www.ctv.ca/

http://www.canada.com/

http://www.bbc.co.uk/

http://www.cnn.com/

http://www.foxnews.com/

http://www.msnbc.msn.com/

http://www.digitalstoryteller.com/ Current and past video news stories and blog topics

http://www.canadaeast.com/ This link provides access to all three New Brunswick daily newspapers – The Times-Transcript, Telegraph Journal and The Daily Gleaner.

Documentary or Investigative Journalism Websites

http://www.cbc.ca/documentaries/doczone/index.html This CBC website lists a series of documentaries on contemporary topics and issues that could provide models for documentary topics that students might produce or use to write opinion pieces on or editorialize on.

http://www.cbc.ca/fifth/ The Fifth Estate provides investigative journalism stories on contemporary topics and issues that could provide models for docs that students might produce or use to write opinion pieces

http://www.cbc.ca/fifth/conspiracytheories/ This Fifth Estate documentary deals with conspiracy theories as to who was responsible for the 911 terrorist attack and lends itself to a discussion of how can you verify what is true or not. An excellent lead in for emphasizing that journalists need to develop a healthy skepticism of what is fact or not.

http://www.cbsnews.com/sections/60minutes/main3415.shtml?tag=hdr;cnav and
http://www.msnbc.msn.com/id/3032600/ and http://abcnews.go.com/2020/
Websites for 60 Minutes, Dateline and 20/20 featuring recent American investigative journalism topics

http://www.ctv.ca/w5/ Website for W5, the CTV investigative journalism show

http://marketplace.publicradio.org/ Marketplace website featuring Canadian investigative journalism topics

http://www.cbc.ca/q/ **Q** with host Gian Gomeshi, weekdays 10am and 10 pm (explores arts, culture, and entertainment)

http://www.cbc.ca/quirks/ **Quirks and Quarks** with host Bob McDonald, Saturday 12pm to 1pm

http://www.cbc.ca/thesundayedition/ **The Sunday Edition** with host Michael Enright, Sunday 9am to 12pm (explores current affairs, politics, pop culture, music, debate)

http://www.cbc.ca/tapestry/ **Tapestry** with host Mary Hynes, Sunday 2pm to 3 pm (explores spirituality, religion, and the search for meaning)

School Publishing

http://www.newbrunswickbeacon.ca/
This St. Thomas University journalism website provides excellent examples of student story writing, editorials and would be very helpful in both examining responsible journalism and modelling a high school journalism website.

http://teachj.wordpress.com/
This website is hosted by a Texas journalism teacher. Interesting and up to date, it

features online student entries and weblog topics.

http://jmh.nbed.nb.ca/
James M.Hill Memorial High School website featuring daily school announcements in video format

http://ianbaillie.nbed.nb.ca/
Ian Baillie Primary school website featuring daily school announcements in video format as well as audio files used for a daily class letter.

http://dt16community.nbed.nb.ca/media/collection/othermedia
A list of links to image, video, and audio sites suitable for electronic journalism

Blogging

http://www.ojr.org/ojr/workplace/1017958873.php
http://www.ojr.org/ojr/workplace/1017958782.php
These two websites have excellent articles on weblogs and their role in journalism.

http://blog.twitter.com/
Twitter micro-blogging site

Themes

http://www.pbs.org/weta/reportingamericaatwar/about/
The PBS series "Reporting America at War" traces the evolution of war time reporting in America. It offers teacher resources and lesson plans which provide valuable insights into the evolution of war time reporting from propaganda to responsible journalism and as such deals with the importance of perspective, the importance of first hand accounts, and whose side journalists should be on. In particular, note the lesson plan on Captain Waskow written by World War II journalist, Ernie Pyle.

http://www.pbs.org/weta/reportingamericaatwar/teachers/captwaskow.html
This source provides a useful list of secondary sources complete with teacher lesson plans of the evolution of war time reporting in America. An excellent tool for dealing with the topic of propaganda versus responsible journalism as it encompasses the issues of perception, perspective, rules for reporting, and the importance of witnessing things firsthand. Includes key questions for discussion in promoting responsible journalism.

Journalism is story telling not merely data sharing. The story of one stands for many in journalism. Both the "Tank Man" at http://www.pbs.org/wgbh/pages/frontline/tankman/view/
about the 1989 Tiannamen Square crackdown and "The Falling Man" about the terrorist attack on the Twin Towers at http://www.cbc.ca/passionateeyemonday/fallingman/index.html and
http://www.cbc.ca/documentaries/passionateeyeshowcase/

http://journalists.net/news/Journalism-Training/journalists-qualities.html and
http://journalists.net/news/ This website features an excellent article on "The Essential Qualifications of a Good Journalist" as well as recent trends in American journalism.

http://www.pbs.org/wgbh/pages/frontline/tankman/view/
A 2008 Frontline documentary of the 1989 Tiananmen Square crackdown in Beijing, China; it is an excellent example of how one can stand for the many and how journalism can be the voice of the people.

http://www.cbc.ca/passionateeyemonday/fallingman/index.html and
http://www.cbc.ca/documentaries/passionateeyeshowcase/
This Passionate Eye documentary of "The Falling Man" deals with the September 11, 2001 terrorist attack on the

Twin Towers using the graphic imagery of a person leaping to their death as an example of the horror of this event. Again, an excellent example of how one can stand for the many.

http://www.imdb.com/title/tt0391024/
Journalists must think critically and develop a healthy skepticism. View the feature film,
"Control Room" involving two network's coverage of the opening days of the U.S. – Iraqi War.

Authentic Audiences

http://www.stu-sja.ca/
Students can submit their best work to the Atlantic Student Journalism Awards.

Note:
Schools/districts should attempt to establish community partnerships with the industry which could provide valuable resources and experiences for their journalism students. Examples: CBC, ATV, Global, Rogers, newspapers and radio stations.

Technical Equipment:
Digital Video Camera with mini DV tapes instead of Flash based or hard drive cameras which are harder to edit. The camera should have a jack for an external microphone. Ratio: 1 camera per 4/5 students

Adobe Production Studio kit with Adobe Premier, Photoshop, In Design, Encore, and Audition software. (These are powerful pieces of software for higher end editing; however, it is not intuitive. It requires a good understanding of video, audio and photo editing.)

Windows Movie Maker is suitable for video production but students should have hands on experience with more advanced equipment as per Adobe Production Studio kit.

Adobe Visual Communicator is suitable for live video productions. Also for can be used for pre-recorded reports or announcements and it can do instant "green screening," as well add audio, video clips, subtitles, names underneath and more.
Each school should have a **green screen** for producing videos but green screen paper can be used for a fraction of the cost.

Audacity is available online as a free audio edit system but requires technical expertise to use.

Appendix G: Assessment Strategies and Sample Rubrics

<table>
<tr><th colspan="2">Method</th><th>Description</th></tr>
<tr><td rowspan="18" style="writing-mode:vertical">Gathering/ Interpreting Information</td><td>Questioning</td><td>Asking focused questions to elicit understanding</td></tr>
<tr><td>Observation</td><td>Systematic observations of students as they process ideas</td></tr>
<tr><td>Homework</td><td>Assignments to elicit understanding</td></tr>
<tr><td>Conferences</td><td>Investigative discussions with students about their understanding</td></tr>
<tr><td>Demonstrations, Presentations</td><td>Opportunities for students to show their learning in oral and media performances/exhibitions</td></tr>
<tr><td>Quizzes, Tests, Examinations</td><td>Opportunities for students to show their learning through written/oral response</td></tr>
<tr><td>Rich Assessment Tasks</td><td>Complex tasks that encourage students to show connections that they are making among concepts they are learning</td></tr>
<tr><td>Technology Applications</td><td>Systematic and adaptive software applications connected to curriculum outcomes; digital presentations</td></tr>
<tr><td>Simulations, Docudramas</td><td>Simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning</td></tr>
<tr><td>Learning Logs</td><td>Student descriptions of the process they go through in their learning</td></tr>
<tr><td>Projects and Investigations</td><td>Opportunities for students to show connections in their learning through investigation and production of reports or artifacts</td></tr>
<tr><td>Responses to Text</td><td>Opportunities for students to show connections in their learning through oral, written, or visual responses to text</td></tr>
<tr><td>Developmental Continua</td><td>Profiles describing student learning to determine extent of learning and define next steps, and to report progress and achievement</td></tr>
<tr><td>Checklists</td><td>Descriptions of criteria to consider in understanding students' learning</td></tr>
<tr><td>Rubrics</td><td>Descriptions of criteria with graduations of performance described and defined</td></tr>
<tr><td>Reflective Journals</td><td>Student reflections about their learning and what they need to do next</td></tr>
<tr><td>Self-Assessment</td><td>Process in which students reflect on their own performance and use defined criteria for determining the status</td></tr>
<tr><td>Peer Assessment</td><td>Process in which students reflect on the performance of their peers and use defined criteria for determining the status of the learning of their peers</td></tr>
<tr><td rowspan="3" style="writing-mode:vertical">Record Keeping</td><td>Anecdotal Records</td><td>Focused, descriptive records of observations of student learning over time</td></tr>
<tr><td>Student Profiles</td><td>Information about the quality of students' work relative to curriculum outcomes or a student's individual learning plan</td></tr>
<tr><td>Videotapes or Audiotapes, Photographs</td><td>Visual or auditory images that provide artifacts of student learning</td></tr>
</table>

	Portfolios/ E-portfolios	Systematic collection of student work that demonstrates accomplishments, growth, and refl ection about student learning
Communicating	Demonstrations, Presentations	Formal student presentations to show student learning to parents, judging panels, or others
	Parent-Student-Teacher Conferences	Opportunities for teachers, parents, and students to examine and discuss the student's learning, and plan next steps
	Records of Achievement	Detailed records of students' accomplishments relative to the curriculum outcomes
	Report Cards	Periodic symbolic representations and brief summaries of student learning for parents
	Learning and Assessment Newsletters	Routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of student learning

Assessing and Evaluating Student Achievement

Rubrics
The strength of rubrics is that they clarify expectations and ensure that student creations are judged on common criteria. One of the greatest strengths of a rubric comes when it has been co-created with students prior to the assigned task. This helps to ensure that the students truly understand the task and the expected level of performance. Rubrics also provide students with information and direction for the future.

Rubrics are helpful assessment tools because they provide students and teachers with a written description of various degrees of success. Rubrics are simply charts that identify criteria for success and describe various degrees of success. The challenge when creating rubrics is to ensure that the criteria reflect what is truly important and that the descriptors are specific enough that when one looks at the work, the correct criteria can be easily identified.

Here are some suggestions for creating rubrics:
- Involve the students in the process.
- Try to avoid or limit the use of words and phrases such as "very," "often," "sometimes," and "to a great extent" because they are hard to qualify.
- Limit the number of criteria. It is difficult for students to focus on more than three to five items at once. It may be necessary to reduce this number for individual students in the class.
- Consider the range of descriptors that are provided: three is a minimum, five a maximum.
- Decide whether certain criteria require only two descriptors (this may be necessary if a criterion is simply met or not, with no range in between).
- Decide whether some criteria are more important than others. If this is the case, you may want to weight these criteria more heavily, especially if grades are being assigned as a result of the rubric.
- Use student work samples to generate criteria and descriptors. Have students examine them and build the rubric with these in mind.

ASSESSING AND EVALUATING STUDENT ACHIEVEMENT

Learning Inventory

Student Name:		Description of Achievement on Learning Goals			
Students practise journalistic integrity.		Consistently	Usually	Sometimes	Rarely
follows a code of ethics and understands legal obligations.	acts according to a code of ethics developed with classmates				
	exercises responsible journalism				
participates collaboratively and cooperatively.	build knowledge as a team				
	contribute and encourage the contributions of others				
	get along, including manage conflict				
meets deadlines with high-quality work*.	hands materials in on time including when timelines are short				
	develops and uses time management strategies				
	performs according to the agreed upon standard (co-constructed criteria)				
Students tell accurate and compelling stories.		Consistently	Usually	Sometimes	Rarely
employ journalistic interview and observational techniques.	formulates effective questions (i.e., open and close-ended)				
	builds rapport with the interviewee				
	reads the situation				
	probes				
	records accurate detail				
determines newsworthiness, purpose, audience and appropriate format.	witnesses and reports a potential story				
	selects the format that best suits the audience, purpose, type of story, skill of the creator				
	witnesses and reports a potential story				
produces and presents news in a relevant and engaging format.	follows the composition (print, visual, oral texts) process (planning, drafting, revising, editing)				
	employs journalistic writing/representing techniques				
	creates (develop content, organize word and voice) opinion pieces, feature stories, and news story				
	employs a variety of techniques to communicate the message				

Students analyze how journalism shapes and is shaped by the world.		Consistently	Usually	Sometimes	Rarely
deconstructs texts to identifies perspective, bias, and intent.	considers critical literacy questions while reading any text				
	articulates perspective, bias, and intent				
analyzes the impact of amateur and professional journalists.	differentiates the roles of amateur and professional journalist				
	determines the validity of information				
recognizes the impact of economic, social, historical, and political forces on journalism.	accesses information about the history of journalism				
	determines sources				
	determines agendas				

Name: _____

Inverted Pyramid Rubric

	4	3	2	1
Lead	• Includes all relevant 5 w's • No more than 35 words • Summarizes news story and answers readers' questions • High level of interest and engagement	• May have missed 1 of the relevant w's • No more than 35 words • Summarizes news story and answers most of the readers' questions • Adequate level of interest and engagement	• Lead misses more than 1 of the relevant w's • Is significantly shorter or longer than 35 words • Does not adequately summarize news story, nor answer most of the readers' questions • Low level of interest and engagement	• Lead is missing or address limited relevant w's or feature lead is written instead • Does not summarize news story, nor answer any of the readers' questions • Minimal level of interest and engagement
Structure	• Follows inverted pyramid style consistently • Information is provided from most to least important	• Follows inverted pyramid order style of the time • May put less important information or quotes near the beginning once or twice	• Attempts to follow inverted pyramid style but not consistently • Strays from most important to least in one major or several smaller diversions	• Does not attempt to follow inverted pyramid style • Story is not ordered from most to least important.
Providing Information	• All information is newsworthy • There is no opinion or bias in reporting	• Most information is newsworthy • There are a few instances when opinion or bias is detected in reporting	• Very little information is newsworthy • There are many instances when opinion or bias is detected in reporting	• Story lacks any newsworthiness • Story shows an obvious or consistent bias
Quotes	• All quotes are relevant • All quotes have their own paragraphs • All sources are attributed	• Most quotes are relevant • Most quotes have their own paragraphs • Most sources are attributed	• Some quotes are relevant • Some quotes have their own paragraphs • Some sources are attributed	• No quotes are used and/or are irrelevant • Quotes do not have their own paragraphs • None of the sources are attributed

Observation Grid

Student Name and Date	Notes and Observations (What the students knows and is able to do)	Next Steps
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		

Appendix H: References

Assange, J. (2010, July). Julian Assange: Why the world needs WikiLeaks. *TED Talks*. (C. Anderson, Interviewer)

Burke, J. (2002). *Tools for thought.* Portsmouth: Heinnemann.

Canadian Association of Journalists. (2011). *Ethics guidelines*. Retrieved from Canadian Association of Journalists: http://www.caj.ca/?p=1776

Canadian Broadcasting Corporation Documentaries. (2008, September). *9/11 Falling man*. Retrieved from Passionate eye: http://www.cbc.ca/passionateeyemonday/fallingman/index.html

CAST. (1999-2011). *About udl*. Retrieved September 2010, from Transforming education through universal design for learning: http://www.cast.org/about/index.html

Council of Atlantic Ministers of Education and Training. (2007). *Cross-curricular Reading Tools.* Halifax: the Council of Atlantic Ministers of Education and Training.

Department of Education and Early Childhood Development: Assessment and Evaluation Branch. (2011). *Frameworks for provincial assessment*: Government of New Brunswick.

Government of New Brunswick. (1998). *Atlantic Canada English language arts curriculum: High School.* Fredericton: New Brunswick Department of Education Curriculum Development Branch.

Institut Historica Dominion Intitute. (n.d.). *Marshall McLuhan*. Retrieved from Heritage Minutes: https://www.historica-dominion.ca/content/heritage-minutes/marshall-mcluhan

Journalism studies 20. (n.d.). Retrieved from http://olc.spsd.sk.ca/DE/journalismstudies20/index.html

Kiddey, P., & Chambers, R. (2006). *Stepping out reading and viewing.* Toronto: Pearson Education and Western Australian Minister of Education and Training.

Noble, J. (2011). *WikiLeaks, Canadian media and democracy: Media with a face.* Toronto: thestar.com.

Pearson, P., & Gallagher, M. (1983). The instruction of reading comprehension. *Contemporary educational psychology, 8*, 317-344.

Society of Professional Journalists. (1996-2012). *SPJ code of ethics*. Retrieved from Society of professional journalists: http://www.spj.org/ethicscode.asp

Stiggins, R. (2008). Assessment manifesto: A call for the development of balanced assessment systems. Portland: ETS Assessment Training Institute.

Tasko, P. (Ed.). (2008). *The Canadian press stylebook: A guide for writers and editors.* Toronto, Ontario: The Canadian Press.

WGBH educational foundation. (2006, April). *THETANKMAN*. Retrieved from Frontline: http://www.pbs.org/wgbh/pages/frontline/tankman/view/

Wiggins, G. (2007, November 15). *Exploring the essential questions of education*. Retrieved from Big Ideas: An authentic education e-journal: http://www.authenticeducation.org/bigideas/article.lasso?artId=53

Worth, R. (2011, January). *Week in review*. Retrieved from The New York Times: http://www.nytimes.com/2011/01/23/weekinreview/23worth.html?_r=3&src=twrhp

Please Note: links are embedded in this document as potential resources to help Journalism teachers. They are not cited as they were not used to directly construct the course.