

**RUTHERFORD PUBLIC SCHOOLS**  
**ENGLISH LANGUAGE ARTS**  
**JOURNALISM IN THE 21<sup>st</sup> CENTURY**  
**2016**

**Approved by the Rutherford Board of Education**  
**November 14, 2016**

## INTRODUCTION

This semester-long course takes a “media systems” approach with regards to the academic portion of the course. This course will take a “production-based” approach with regards to the creation of potential submissions for the school newspaper. In order to best engage the students, this course will reveal the ideologies and concepts that form the creation, distribution, and exhibition of news, information, entertainment, education and advertising.

Interdisciplinary curriculum coordination is possible with other departments of the school. Throughout this course, students may use resources from these departments in order to complete various assignments.

## NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## COURSE OUTLINE

- MEDIA LITERACY
  - “Is Media a Mirror or a Window?”
    - Source
    - Audience
    - Text
    - Subtext
    - Persuasion Techniques
    - Point of View
    - Recognizing and Understanding Opinion
  - The Business of Media
    - “Who Owns What and Why Does it Matter?”
    - Advertising Influence
    - Corporate Influence
    - Consumer Influence
  - Media Influence and Saturation
    - “How Do You Know What You Know?”
      - Text
      - Subtext

- The Language of Persuasion (“Analogy,” “Association,” “Bandwagon,” “Celebrity,” “Experts,” “Fear,” “Humor,” “Repetition,” “Rhetorical Questions,” “Scapegoating,” “Scientific Evidence,” “Testimonials,”)
      - The Manufacture and Management of Information
        - Slanting News
        - Spinning News
        - Propaganda
    - The Ethics and Responsibilities of the Media Creator and Consumer
      - Government Regulation
      - Self-Regulation
      - Right of Privacy
      - Censorship
      - Confidentiality of Information/Sources
      - Ethics
      - Libel laws
      - Copyright
- MASS MEDIA GENRES
  - The Communication Process and Function
  - The Print Media
    - Book Industry
    - Newspaper Industry
    - Magazine Industry
  - The Electronic Media
    - The Recording Industry
    - The Radio Industry
    - The Movie Industry
    - The Television Industry
    - The Internet Industry
    - The Video Game Industry
  - Advertising and Public Relations
    - The Advertising Industry
    - The Public Relations Industry
  - Cross-Media Platforms and Activities
    - A World of Blurred Media Boundaries
- HISTORY OF JOURNALISM
  - Journalism in the United States of America
    - The 1<sup>st</sup> Amendment
    - The Free Press
    - Yellow Journalism
    - 20<sup>th</sup> Century Technology
      - Telegraph
      - Radio
      - Television

- 21<sup>st</sup> Century Technology
  - Internet
  - Social Media
- Journalism and Free Speech in the School
  - Tinker v. Des Moines (1969)
  - Bethel School District v. Fraser (1986)
  - Hazelwood School District v. Kuhlmeier (1988)
  - Morse v. Frederick (2007)
- Journalism Around the World
  - Comparative Study with United States of America
  - State-Run News Organization
- JOURNALISTIC TECHNIQUE
  - Writing Styles
    - Subjective
    - Objective
    - Editorializing
    - Writing with “Spin”
  - The Essential Elements of Writing
    - Grammar
    - Mechanics
    - Usage
    - Modifiers
    - Qualifiers
    - Abstractions
  - Techniques
    - Style-book
    - Inverted Pyramid
    - Second-hand reporting
    - “Who, What, Where, When, Why & How”
    - Styles of Interviewing and Questioning
- HIGH SCHOOL NEWS PUBLICATION
  - Consumer/Audience Definition
  - Stylebook Creation
  - Writing Styles
    - News
    - Features
    - Editorials
    - Sports
    - Entertainment
    - Business
    - Photojournalism
  - Design
    - Layout
    - Production

**PROFICIENCY LEVELS**

*Journalism in the 21<sup>st</sup> Century* is a course designed for students in grades 10-12 who have an interest in the media systems, modes of communication and/or the production of news.

**METHODOLOGIES**

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

Teacher/Curriculum Assessment will be conducted according to the following statement:

Throughout the year the teacher will provide the language arts supervisor with suggestions for improving and changing the curriculum in regard to meeting the course objectives and their alignment with state standards.

## GROUPING

*Journalism in the 21<sup>st</sup> Century* is a heterogeneously grouped class; therefore, no level placement criteria apply to this course.

## ARTICULATION/SCOPE & SEQUENCE/TIME FRAME

*Journalism in the 21<sup>st</sup> Century* is a half year elective and open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

## RESOURCES

### A. Interviews

Students are encouraged to use local individuals, parents, and organizations to obtain interviews that can enhance the curriculum with the approval of the administration.

### B. Technology

Students are expected to use technological equipment in order to produce a full newspaper production: design, layout, editing. Students also encouraged to make full use of technological resources for research-based projects. Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

### C. Supplies/Materials

Students must have abundant access to print media, electronic media and the Internet. DVDs on various aspects of media systems are to be used with teacher discretion.

### D. Texts

*Media Today: Mass Communication in a Converging World*, 5<sup>th</sup> Ed. 2013, Routledge.

### E. Supplemental Readings

Supplemental readings may consist of any media related to course content to be used with teacher discretion and/or supervisor approval.

## SUGGESTED ACTIVITIES

- Keep a Media Literacy Journal
- Create a Corporate Titan Research Project
- Analyze a Film Genre
- Publish the School Newspaper
- Investigate Careers in the Media

- Interview Local Newsmakers

## **INTERDISCIPLINARY CONNECTIONS**

*Journalism in the 21<sup>st</sup> Century* has virtually unlimited possibilities for interdisciplinary connections.

## **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames

- think-pair-share
- cooperative learning groups
- teacher think-alouds

### **PROFESSIONAL DEVELOPMENT**

The teacher(s) will continue to improve her/his expertise through participation in a variety of professional development opportunities as provided by the Board of Education and other organizations. Updating one's knowledge of teaching strategies for *Journalism in the 21<sup>st</sup> Century* will be a primary goal of professional development for the teacher(s). It is strongly suggested that the teacher(s) have a background in journalism, whether as a reporter, advisor to a school newspaper, or undergraduate or graduate courses in the field.



September/February	October/March	November/April	December/May	January/June
<p>Purposes of Journalism and the Media throughout the generations.</p>	<p>Types of Media</p>	<p>Ethical Issues in Journalism and the Media</p>	<p>Conducting Interviews</p>	<p>The Electronic Media</p>
	<p>Modes of Communication</p>	<p>Media Corporations and Ownership</p>	<p>Writing a “Spotlight” or Human Interest Piece.</p>	<p>Advertising and the Media</p>
<p>Stylebook and Techniques for Student Publication</p>	<p>The Free Press and the First Amendment</p>	<p>Ethics Involving Social Media</p>	<p>Appropriate Quoting Techniques.</p>	<p>The Advent of the Internet and the Impact of Blogging and Social Media</p>
	<p>The Free Press</p>		<p>Writing for Sports</p>	
<p>News Style Reporting</p>	<p>Censorship</p>	<p><i>*At all times, students will also be working on independent articles for submission to the R-Hi.</i></p>	<p>Writing Opinions such as Critiques and Editorials.</p>	<p>Purposes of Journalism and the Media throughout the generations.</p>
<p>Subjective vs. Objective Writing Style</p>	<p>Journalism around the World</p>	<p><i>At times, articles will be assigned. At other times, students write independently.</i></p>	<p>The Magazine Industry</p>	<p>Media as Entertainment.</p>
	<p>Media Literacy</p>		<p>The Power of the Photograph.</p>	<p>Media as Infotainment</p>
<p>Writing a Lead</p>	<p>Satire in Journalism</p>			<p>Media as Information</p>
<p>Writing Headlines</p>	<p>History of Print Journalism</p>		<p><i>*At all times, students will also be working on independent articles for submission to the R-Hi. At times, articles will be assigned. At other times, students write independently.</i></p>	<p>Investigative Journalism</p>
<p><i>*At all times, students will also be working on independent articles for submission to the R-Hi. At times, articles will be assigned. At other times, students write independently.</i></p>	<p><i>*At all times, students will also be working on independent articles for submission to the R-Hi. At times, articles will be assigned. At other times, students write independently.</i></p>			<p><i>*At all times, students will also be working on independent articles for submission to the R-Hi. At times, articles will be assigned. At other times, students write independently.</i></p>

