



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/21/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Journalism 1-2		
Instructor Name: Elizabeth Kirsch	Contact Info: ekirsch@pps.net	
Grade Level(s): 9-12		
Credit Type: (i.e. "science", "elective") elective	# of credits per semester: 1	
Prerequisites (if applicable): N/A		
General Course Description: This class will focus heavily on writing skills; students will write every day, learning to adjust their tone and style based on the topic, purpose, and intended audience of their writing. The class will also familiarize students with tenets of journalism such as ethics, interviewing, design, etc, and prepare them to be effective and responsible journalists. This class is the prerequisite for the staff of the Franklin Post (or the Advanced Journalism class), and as such, students will be treated as professional journalists in training and will have opportunities to work with the staff of the Post and submit stories for publication.		
Prioritized National/State Standards: The Oregon Journalism Education Association recommends the following standards for beginning journalism. At the end of the year, students will be able to: <ul style="list-style-type: none">● Identify and create stories in the categories of news, feature, opinion, sports● Convey a clear main idea● Support main ideas with accurate details relevant to the topic, audience and purpose● Complete multiple revisions as needed to create a portfolio of professional work● Organize and conduct effective interviews● Be familiar with computer programs commonly used in newspaper production● Be familiar with the basics of publication design● Have knowledge of media history, laws and ethics● Synthesize skills in producing a "front page" in a mini-staff● Evaluate the reliability of sources, identify bias, and distinguish between credible and non-credible news sources		
Course Details		
<i>Learning Expectations</i>		



Materials/Texts

Spiral notebook for note taking
Binder or folder to keep class materials
Several pens or pencils
Brightly colored pen for editing and revising drafts
Highlighters for marking text (3 colors if possible: some are available in class)
If you have a cell phone, it will be helpful in recording interviews and taking photographs

Course Content and Schedule:

A note about distance learning: This time has posed new challenges for all of us. It is important that we are intentional about supporting our own health (physical AND mental/emotional) and the health of each other. In addition to the ever-present need for reflection to better support my goals for students and my commitment to equity, which means that our curriculum and policies are always subject to adjustment, this year presents specific needs for curricular and policy modifications. I do not know what all of those will be, but they will almost certainly include a smaller workload than usual. One final note about virtual class time: I ask that *if and when possible*, students have their cameras on in order to be more fully present in class. Being able to see each other increases connection at a time when many of us desperately need it and significantly enhances class discussion and engagement. That said, we all have individualized needs (things going on at home, limited technology, limited access to quiet/private workspace, need for digital breaks, etc) that may impact our capacity and willingness to have our cameras on at certain times.

Likely Units for This Year:

- Interviews
- Feature writing
- News writing
- Sports Writing
- Opinion Writing
- Law and Ethics

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Special Education/Individual Needs: Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents.

- **ELL:** Strategies used in this class to address ELL needs will include, but are not limited to, the following:
 - Posting clearly defined objectives
 - Emphasizing key vocabulary
 - Providing clear expectation of tasks, slower speech, increased wait time, etc

- Scaffolding techniques like think-alouds to support student understanding
 - Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
 - Using activities that integrate reading, writing, speaking and listening
 - Providing regular feedback
- **TAG:** Strategies used in this class to address TAG needs will include, but are not limited to, the following: Challenge prompts, flexible grouping, independent based learning, honors option

Safety issues and requirements (if applicable):

Classroom norms and expectations:

Expectations (Also see our class agreements in Canvas)

I expect students to act as the “best versions of themselves.” This means embodying behavior (social, academic, professional, etc.) that is conducive to a positive learning environment. Let’s push ourselves (me included) to replace judgment with curiosity as much as we can. Franklin STRONG values are strong guidelines for how we show up.

At Franklin High School, we

Strive to be. . .

Thoughtful: We aware of our surrounding and others

Respectful: We interact positively and compassionately

Organized: We are prepared

Neighborly: We partner, work, and celebrate together

Generous: We are willing to contribute and share

Important policies and expectations of students: (some of these are specific to being in the building)

- **Materials:** I expect students to come to class every day with paper or a notebook, writing utensils, a folder or binder, and class materials and texts. Please see me if acquiring these materials is a problem. If you come to class without your book, a pencil, etc, I expect you to problem solve (borrow materials from my classroom, the library, peers, etc) in order to be able to participate effectively in class.
- **In building: I expect your undivided attention while I am teaching. School policy requires that electronic devices are away during instructional time unless the teacher permits them.** I will remind you to put **electronic devices**, headphones, etc, away before instruction. There will be times when these devices will be permitted, and I will communicate that to you. If devices are out when they should be put away: first, I will ask you to put it away. **If I have to ask you multiple times, school policy requires that I give your phone to the office for the day.** Refusal to do this will result in office staff coming to pick up your phone. It should never get to this point. Let’s work together to manage concerns.

- **I expect you to fully participate in class.** You will need to talk almost every day. Speaking is a graded priority standard for high school students, which means that we will actively work on building this skill. We will also work until the bell rings, or until I tell you we are done and it is okay to pack up. Pack up early and feel my wrath.
- **I expect you to communicate with me to the best of your ability.** Come in during tutorial, ask to talk to me in the hallway, ask about making an after-school appointment. I want you to! If you have stuff going on that affects your work, come see me and we'll figure it out. I am a human being, too. Please know that I can help you more effectively when you advocate for yourself.
- **I expect you to act with respect towards others.** We all have bad days, and you can tell me if that happens. But **there will be no racist, sexist, or homophobic language of any kind.** Also please remember that there are all kinds of learners. Some students have IEPs or 504 plans that allow them specific accommodations in order access our curriculum. Some students are English Language Learners. Some students have a TAG designation and require some differentiation. As the teacher, my job is to do my best to meet the differing needs of all students. If you see someone who learns differently than you, I expect you to approach those differences with respect.
- **In building: Bathroom Policy:** According to Franklin school rules, students may not use the restroom during the first or last 15 minutes of class. If you need to use the restroom during class, let me know, and you can take a hall pass if the time is appropriate. I won't micromanage your bladder unless you start disappearing. **All students will receive a 5-10 minute break around the middle of class. If students wish to leave the classroom during that time, they must take a pass. Students who are unable to return to class on time will need to take their breaks in the classroom.**
- **In building: Food and Drink Policy:** If you clean up after yourself, go for it. I may ask that food or drink be put away if it becomes a distraction.
- **Homework:** A significant amount of work will be done in class (and students are expected to use that time), but you should expect to spend some time on homework if you are unable to finish during class time. When you do have homework assignments (including reading assignments), they need to be completed by the beginning of class on the due date. **I expect you to utilize work time that I give you.** In-class work time is a privilege; don't waste it, or the work will become homework.
- **Attendance and Late Work:** If you are absent, it is your responsibility to see me for missed work. Once a quarter/semester is complete, no more work from that unit will be accepted.
- **Revision Policy: Depending on what is appropriate for the assignment or skill we are working on,** I will allow you to revise (or come in and demonstrate the skill on a different assignment) **if you do so in a timely manner and with appropriate communication.** I am committed to giving you multiple opportunities to learn and

demonstrate proficiency towards standards, but **this will require you to come in for tutorial time. Note: If you come in the day before finals asking to “revise” an assignment that was turned in four months ago, don’t get your hopes up.**

Rules will be enforced as necessary, but I prefer to work towards encouraging you to be responsible for your own behavior through preparation, responsibility, integrity, and effort.

If you don’t follow class expectations, here is what you can expect:

1. Conventional classroom control
2. Private conference between teacher and student (doesn’t mean I don’t like you, doesn’t mean you’re in trouble--it means we’re listening to each other to try to work towards a solution)
3. Detention/tutorial time to establish restorative solutions and call home
4. Referral to counselor, community partners, and/or administrative team for intervention

Expectations of Me

1. I will not get mad if you ask me to slow down, repeat myself, or explain it another way (I may get mad if you just weren’t paying attention).
2. I will give you a 5-10 minute break every day, and you can use fidgets/doodle during discussion.
3. I may get frustrated with your *behavior* or the class’ *behavior*, but it will never change the fact that I care about you as a person and as a student.
4. I will listen. If you clearly tell me what you need and why, I will do my best to help you and work through it.
5. I will push you to do and be your best. Sometimes that might make you frustrated.
6. If I need to talk to you (about anything), I will try hard to protect your privacy. Expect me to ask you to talk in the hallway for a variety of reasons. It does not mean anything bad!
7. If I have to discipline you, I will do my best to be reasonable and equitable.

Evidence of Course Completion

Assessment of Progress and Achievement:

Assessment will take into account: journalistic writing standards, journalistic integrity, professionalism, and growth.

Progress Reports/Report Cards (what a grade means):

Students will be graded on their proficiency in journalism-related skills. Professionalism is a

huge component of students' grades, and includes class conduct, communication, and meeting deadlines.

Please see this [link](#) for our class rubric.

Career Related Learning Experience (CRLEs) and Essential Skills: N/A

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

Students may always ask us questions in class, and are encouraged to utilize tutorial time or to schedule a time to talk with me whenever they need help. I also welcome contact from parents and guardians. I care deeply about the learning, comfort, and success of my students, and I am grateful for the opportunity to have them in class this year.

My email address is ekirsch@pps.net.

Personal Statement and other needed info