



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	Journalism 1-2	
<i>Instructor Info</i>	Name: Elizabeth Kirsch	Contact Info: ekirsch@pps.net
<i>Grade Level(s)</i>	9-12	
<i>Room # for class</i>	Room: M219	
<i>Credit</i>	Type of credit: Elective	# of credits per semester: 0.5
<i>Prerequisites (if applicable)</i>	N/A	
<i>General Course Description</i>	See course highlights below.	

#### Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	>Welcome to Intro to Journalism! I am Elizabeth Kirsch. This is my 9th year at Franklin. I teach both English and journalism. I love students, cats, snakes, cheese, Franklin, antiracist learning, Taylor Swift, and a number of other things that are some combination of exciting and embarrassing. I'm excited to get to know my students and families this year!
<i>Course Highlights (topics, themes, areas of study)</i>	<b>Goals:</b> 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.
<i>Course Connections to <a href="#">PPS Reimagined Vision</a></i>	According to PPS Reimagined Vision, “A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.” Content and teaching are aligned with PPS’s core values of Students at the Center, Racial Equity and Social Justice, Honesty and Integrity, Excellence, Respect, Relationships, Creativity and Innovation, Partnerships and Collaboration, and Joyful Learning and Leadership.


### Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The Oregon Journalism Education Association recommends the following standards for beginning journalism. At the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and create stories in the categories of news, feature, opinion, sports</li> <li>● Convey a clear main idea</li> <li>● Support main ideas with accurate details relevant to the topic, audience and purpose</li> <li>● Complete multiple revisions as needed to create a portfolio of professional work</li> <li>● Organize and conduct effective interviews</li> <li>● Be familiar with computer programs commonly used in newspaper production (only during in person learning)</li> <li>● Be familiar with the basics of publication design (only during in person learning)</li> <li>● Have knowledge of media history, laws and ethics</li> <li>● Synthesize skills in producing a “front page” in a mini-staff (only during in person learning)</li> <li>● Evaluate the reliability of sources, identify bias, and distinguish between credible and non-credible news sources</li> </ul>
<i><a href="#">PPS Graduate Portrait Connections</a></i>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <li>● inclusive and collaborative problem solving</li> <li>● inquisitive critical thinking</li> <li>● leading in racial equity</li> <li>● resilient lifelong learning</li> <li>● effectively communicating needs, opinions, beliefs, arguments, etc</li> <li>● connecting to personal strengths</li> <li>● developing reflection and empathy</li> <li>● understanding multiple perspectives and perceptions and how they are influenced</li> </ul>




	<ul style="list-style-type: none"> <li>connecting with and pursuing personal ambitions</li> </ul>
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i>  <i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p> <p><i>504 Plans:</i>  <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i>  <i>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, 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</i></p> <p><i>Talented &amp; Gifted:</i>  <i>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.</i></p>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	N/A
<b>Section 4: Cultivating Culturally Sustaining Communities</b>	
<b>Tier 1 SEL Strategies</b>	
<i>Shared Agreements</i>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> <li>norming the CCAR Compass as a way to navigate content and other conversations, and as a way to ground ourselves on a daily basis</li> <li>sharing my/school/district expectations/agreements</li> </ul>



	<ul style="list-style-type: none"> <li>● creating shared agreements for each class, as a class, and providing opportunities to revisit and revise them</li> <li>● norming sharing activities that tune in to our emotions such as circles</li> <li>● teaching students about cultural lenses so they are empowered to examine norms for cultural responsiveness through multiple lenses</li> <li>● norming the values listed in the <a href="#">Society of Professional Journalists Code of Ethics</a></li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● on our Canvas sites</li> <li>● norms list in the classroom</li> </ul>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● consistent surveys to seek feedback from students</li> <li>● qualitative data around student behavior</li> <li>● informal/oral student feedback and class discussions</li> </ul>
<p><i>Student's Perspective &amp; Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Get to know students and center relationship</li> <li>● Examine personal biases</li> <li>● Own mistakes and do better</li> <li>● Listen to students</li> <li>● Elevate students' languages and cultures</li> <li>● Adapt policies, practices, and pedagogy that better and more equitably serve students</li> <li>● Family and community involvement</li> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</li> </ul>
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> <li>● Email: <a href="mailto:kirsch@pps.net">kirsch@pps.net</a></li> <li>● Phone</li> <li>● Conferences</li> </ul>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>● Praise/positive feedback</li> <li>● Displaying student work online or in the classroom</li> <li>● Positive phone calls to families/guardians</li> <li>● Class celebrations</li> </ul>



	<ul style="list-style-type: none"> <li>● Encouraging students to submit to the Franklin Post</li> </ul>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● Regular check-ins</li> <li>● Student surveys</li> <li>● Restorative justice circles</li> <li>● Written input</li> <li>● Formative assessments</li> <li>● Student voice</li> <li>● Exit tickets</li> </ul>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ol style="list-style-type: none"> <li>1. Conventional classroom control and tier 1 interventions</li> <li>2. Private conference between teacher and student</li> <li>3. Outreach to counselor, community partners, and/or administrative team for intervention</li> </ol>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>● Creating space in the classroom and on Canvas for students to share their work</li> <li>● Inviting student voice in our daily check ins</li> <li>● Embedding regular opportunities to share into daily class</li> <li>● Encouraging students to submit to the Franklin Post</li> </ul>

## Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> <li>● Wear a mask unless actively eating or drinking</li> <li>● Do your best to maintain at least 3 feet of distance</li> <li>● Respect the identities of everyone in our community</li> <li>● Use press passes responsibly and professionally</li> </ul>
<p><i>Coming &amp; Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <li>● One student out with a pass at a time</li> <li>● Return in a timely manner</li> <li>● Maintain distance and wear mask when in the hallways</li> <li>● If interviews need to be conducted in the hallway or other spaces, see Ms. Kirsch for a special press pass</li> </ul>



<b>Submitting Work</b>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>● Canvas</li> <li>● Email</li> <li>● Paper copy</li> </ul> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> <li>● No penalty for late work, with the understanding that timeliness is an important skill in journalism and journalists need to meet deadlines. Students who go on to join the Franklin Post will not be able to submit late work in that course.</li> <li>● Multiple opportunities to demonstrate knowledge</li> <li>● Canvas</li> <li>● Invitation to tutorial</li> </ul>
<b>Returning Your Work</b>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> dependent on assignment</p> <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> <li>● Written feedback</li> <li>● completion score out of 10</li> </ul> <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> <li>● As many as needed but students should be proactive about seeking these opportunities and do so in a timely manner - attending tutorial strongly encouraged</li> </ul> <p>Students will have the opportunity to work with student editors from the Franklin Post.</p>
<b>Formatting Work (if applicable)</b>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <ul style="list-style-type: none"> <li>● We will use <a href="#">AP Style</a> guidelines.</li> </ul>
<b>Attendance</b>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> <li>● Checking our class slide deck in Canvas is the first and best way to find out what you missed.</li> <li>● I am also available via email and at tutorial to support students in getting caught up.</li> </ul>
<b>Section 6: Course Resources &amp; Materials</b>	
<b>Materials Provided</b>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> <li>● Texts</li> </ul>



	<ul style="list-style-type: none"> <li>● Paper (if needed)</li> <li>● Writing utensils (if needed)</li> </ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>● Texts</li> <li>● Student chromebook and charger</li> <li>● Pen/pencil</li> <li>● Paper or notebook</li> <li>● Folder or binder for journalism work/handouts</li> <li>● It is helpful to this course if you have a phone with a voice recorder feature.</li> </ul> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> <li>● <a href="#">High school supplies list</a></li> </ul>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> <li>● <a href="#">PPS Chromebook &amp; Wifi Support Page</a></li> <li>● Canvas</li> <li>● Synergy</li> <li>● Our class Remind</li> <li>● Teacher instagram</li> </ul>
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess &amp; communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> <li>● Grades</li> <li>● Comments on formative assessments</li> <li>● Verbal feedback/praise</li> <li>● Email communication</li> <li>● Written feedback</li> <li>● Scores and comments on Canvas assignments</li> <li>● Feedback from Franklin Post editors</li> </ul>



<p><i>Summative Assessments</i></p>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <i>learned</i> abilities:</p> <ul style="list-style-type: none"> <li>• Articles (we will practice many type of journalistic writing)</li> <li>• Presentations</li> <li>• Collaborative projects</li> </ul>
<p><i>Student Role in Assessment</i></p>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> <li>• Self-assessments</li> <li>• Tutorial check-ins</li> <li>• Student surveys</li> <li>• Student input on grading policy</li> </ul>
<p><b>Section 8: Grades</b> <b>Progress Report Cards &amp; Final Report Cards</b></p>	
<p><i>Accessing Grades</i></p>	<p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> <li>• <a href="#">ParentVUE/StudentVUE</a></li> </ul> <p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> <li>• Dependent upon assignment</li> </ul>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> <li>• <i>A = highly proficient and/or significant growth/learning</i></li> <li>• <i>B = proficient and/or substantial growth/learning</i></li> <li>• <i>C = developing proficiency</i></li> <li>• <i>D = emerging proficiency</i></li> <li>• <i>NP = Not Passing (I haven't received enough evidence to evaluate student)</i></li> </ul>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>A (100 - 90%)  B (89.99 - 80%)  C (79.99 - 70%)  D (69.99 - 60%)  INC (59.99 - and below)</p>





Incomplete means that students did not meet the requirements for a passing grade but may work with me to recover credit.

I use this system for the following reasons/each of these grade marks mean the following:

It has come to be my belief that the traditional letter grade system in which we have all been conditioned was created to rank and categorize students based on merit, potential, behavior, intellectual capacity, productivity, etc. I believe our definitions of things such as merit, intellectual capacity, etc are culturally specific, socially constructed, and rooted in White systems. It is my aim to disrupt these traditional functions of grading by decentering letter grades and centering feedback. I am still growing and learning how to do this, and therefore it is possible I may adjust our grading policy throughout the year in my effort to best create an equitable system that honors your skills and learning and also pushes you to grow. It is my goal that students will exit my class stronger writers, readers, and communicators; in my earlier years of teaching, I used grades to communicate about what I perceived to be student proficiency in these categories. I no longer believe that grades are the most effective or equitable tool for communicating with you about your strengths and areas of growth. I believe we already face natural consequences when we do not take opportunities to engage in learning, and I don't feel the need to impose additional consequences using grades. However, I am required to issue letter grades at the end of the course. As such, for my class...

- Individual assignments entered into the gradebook will be graded on completion and participation. All assignments will be given scores out of 10. Fully complete assignments will receive a 10/10. Please note that fully complete means that I can tell you spent SOME time on it. My goal is that these standardized completion grades will encourage you to focus on the feedback you receive rather than fixate on the grade attached.
- Missing assignments will be entered as 5/10 in order to avoid a mathematically disproportionate penalty.
- A passing grade in this course (A, B, C, or D) means that:
  - You completed all summative (major) assignments--I will always tell you when an assignment is summative. We will do a lot of formative work (opportunities to practice) and some summative work. Summative assignments will include: class discussions, Socratic seminars, articles, projects, and presentations. While these assignments are also opportunities to practice skills, they are an important way to demonstrate your learning.
  - You completed enough of the coursework to demonstrate some proficiency and/or grow some of your skills (definition of coursework is flexible and I will include evidence of your



	<p>participation and engagement in: class, tutorial time, supporting other students, class assignments, class discussions--written and oral). I will use your proficiency and growth as evidence to support the highest grade possible.</p> <ul style="list-style-type: none"> <li>● An Incomplete in this course means that: <ul style="list-style-type: none"> <li>○ You did not meet the requirements for a passing grade, but may work with Ms. Kirsch to do so at a future time to recover credit.</li> </ul> </li> </ul> <p>This is not a perfect system. It does not necessarily measure your skills in journalism (and the Franklin Post, or Advanced Journalism class, does not utilize this grading system). It measures the degree to which you engaged in class work, and our ability to engage right now is significantly impacted by our home lives, our lived experiences, the world around us, and more. I do, however, believe that the extent to which we choose to engage given those circumstances impacts how much we learn and grow. Therefore, as needed, I will be using my professional discretion to make individualized decisions about student grades based on other factors such as engagement, quality of work, proficiency, alternate assignments, etc.</p>
<b>Other Needed info (if applicable)</b>	

