



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

<i>Course Title</i>	Journalism 3-4
<i>Instructor Info</i>	Name: Elizabeth Kirsch Contact Info: ekirsch@pps.net
<i>Grade Level(s)</i>	10-12
<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>	Journalism 1-2 or instructor permission
<i>General Course Description</i>	See course highlights below.

Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	Welcome to the Franklin Post! 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 love advising the Post because it is student-run and student-centered.
<i>Course Highlights (topics, themes, areas of study)</i>	The Advanced Journalism class serves as staff for the Franklin High School student newspaper, <i>The Franklin Post</i> . Students will learn and practice journalistic writing and production skills as they produce a monthly



newspaper. They will also learn the business, advertising, and production aspects of running a newspaper. The class is largely student-run (and runs like a newsroom more than a traditional classroom), and students take on all elements of professional reporting. Class involves attendance at “Late Nights” during publication time. All staff members will have a copy of the Late Night schedule and are responsible for attending.

Editors in Chief:

- **Nora Hugo**
- **Sophie McEwen**
- **Oliver Fox**

Section Editors:

- Luke Ramsey (News)
- Joseph Howitt (Sports)
- Lucy Eckel (Feature)
- Stella Holt Dupey (Feature)
- Ella Pulscak (Forum)
- Ella Kauffman Smith (Forum)
- Abi Crowe (Literary)
- Ada Hallstrom (Arts and Entertainment)
- Everette Cogswell (Arts and Entertainment)
- Estelle Keaveny (Variety)
- Ruby Conrad (Variety)

Other Leadership Roles:

- Director of Social Media, Marketing and Distribution: Oscar Ponteri

Course
Connections to [PPS
Reimagined Vision](#)

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.” The Post’s goals 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



<p><i>Prioritized Standards</i></p>	<p>The Oregon Journalism Education Association recommends the following standards for beginning journalism.</p> <p>At the end of the year, students will be able to:</p> <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 (only during in person learning) ● Be familiar with the basics of publication design (only during in person learning) ● Have knowledge of media history, laws and ethics ● Synthesize skills in producing a “front page” in a mini-staff (only during in person learning) ● Evaluate the reliability of sources, identify bias, and distinguish between credible and non-credible news sources
<p><u>PPS Graduate Portrait Connections</u></p>	<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"> ● inclusive and collaborative problem solving ● inquisitive critical thinking ● leading in racial equity ● resilient lifelong learning ● effectively communicating needs, opinions, beliefs, arguments, etc ● connecting to personal strengths ● developing reflection and empathy ● understanding multiple perspectives and perceptions and how they are influenced ● connecting with and pursuing personal ambitions
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <p style="padding-left: 40px;"><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></p> <p style="padding-left: 40px;"><i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i></p> <p style="padding-left: 40px;"><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,</i></p>




	<p><i>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 & Gifted:</i></p> <p><i>Strategies used in this class to address TAG needs will include, but are not limited to, the following: Student choice, flexible grouping, independent based learning.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>N/A</p>


Section 4: Cultivating Culturally Sustaining Communities

<p>Tier 1 SEL Strategies</p>	
<p><i>Shared Agreements</i></p>	<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"> ● norming the CCAR Compass as a way to navigate content and other conversations, and as a way to ground ourselves on a daily basis ● sharing my/school/district expectations/agreements ● creating shared agreements for each class, as a class, and providing opportunities to revisit and revise them ● norming sharing activities that tune in to our emotions such as circles ● teaching students about cultural lenses so they are empowered to examine norms for cultural responsiveness through multiple lenses ● norming the values listed in the Society of Professional Journalists Code of Ethics <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● norms list in the classroom ● Students have folders with details about class expectations



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● consistent surveys to seek feedback from students ● qualitative data around student behavior ● informal/oral student feedback and staff discussions
<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Get to know students and center relationship ● Examine personal biases ● Own mistakes and do better ● Listen to students ● Elevate students' languages and cultures ● Adapt policies, practices, and pedagogy that better and more equitably serve students ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact
	<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"> ● Email: kirsch@pps.net ● Phone ● Conferences
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Publication ● Positive phone calls to families/guardians ● Class celebrations ● Working to increase the visibility of the Post online and within our community
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Editor feedback forms ● Restorative justice circles ● Written input ● Student voice



	<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"> 1. Conventional classroom control and tier 1 interventions (student editors and I are responsible for this) 2. Private conference between teacher and student (student editors will take lead on resolving minor conflict) 3. Outreach to counselor, community partners, and/or administrative team for intervention
<p><i>Showcasing Student Assets</i></p> 	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Creating space in the classroom for students to share their work ● Inviting student voice ● Embedding regular opportunities to share into daily class ● Publishing student work

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> ● Wear a mask unless actively eating or drinking ● Do your best to maintain at least 3 feet of distance ● Respect the identities of everyone in our community ● Use press passes responsibly and professionally
<p><i>Coming & 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"> ● One student out with a regular hall pass at a time ● Return in a timely manner ● Maintain distance and wear mask when in the hallways ● If interviews need to be conducted in the hallway or other spaces, see Ms. Kirsch for a special press pass
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Google Drive (the Post has a shared drive that we use to submit all final work) ● Paper copy <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"> ● Timeliness is an important skill in journalism and journalists need to meet deadlines.



	<ul style="list-style-type: none"> ● If a student misses a deadline, I and editors will work with the student to develop a plan.
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> students will receive editing feedback within a period of a few days from a section editor, and Editor in Chief, and me. Student will receive final work returned after the cycle ends.</p> <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● Written feedback on your work and your professionalism this cycle ● score out of 10 <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> ● Editing is embedded into our publication cycle.
<i>Formatting Work (if applicable)</i>	<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"> ● We will use AP Style guidelines.
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Students should remain in regular contact with their specific editors and our Editors in Chief when absent. ● I am also available via email and at tutorial to support students in getting caught up, but student editors need to be involved as well.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Paper (if needed) ● Examples of articles ● graphic organizers ● Writing utensils (if needed) ● Adobe programming
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Student chromebook and charger ● Journalism folder (given at the beginning of the year) ● Pen/pencil ● Paper or notebook ● Folder or binder for journalism work/handouts ● It is helpful to this course if you have a phone with a voice recorder feature.



	<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>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"> • High school supplies list
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <ul style="list-style-type: none"> • PPS Chromebook & Wifi Support Page • Synergy • Our class Remind • Teacher instagram • Student physical journalism folder with all resources
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: <ul style="list-style-type: none"> • Grades • Comments on formative assessments • Verbal feedback/praise • Email communication • Written feedback • Feedback from Franklin Post editors
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: <ul style="list-style-type: none"> • Articles • Leadership opportunities • Page design
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> • Self-assessments • Meeting with editors • Tutorial check-ins • Student surveys



- Student input on grading policy

Section 8: Grades

Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	<p>Students & 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"> • ParentVUE/StudentVUE
	<p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> • Dependent upon assignment
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> • <i>A = highly proficient and/or significant growth/learning</i> • <i>B = proficient and/or substantial growth/learning</i> • <i>C = developing proficiency</i> • <i>D = emerging proficiency</i> • <i>NP = Not Passing (I haven't received enough evidence to evaluate student)</i>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p style="margin-left: 40px;">A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) D (69.99 - 60%) INC (59.99 - and below)</p> <p>Incomplete means that students did not meet the requirements for a passing grade but may work with me to recover credit.</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>A summary is below, but for the class rubric we use, please see this link.</p>



A--All deadlines met with quality work, excellent stories and art/photos/captions/credits submitted, communication is consistent and proactive, creative work engages readers and expands skills, newsroom behavior is respectful, productive, focused, and committed

B--Draft and final deadlines met with quality work, work requires some basic clean up but is essentially complete and accurate, communication is consistent, newsroom behavior is mostly on task and committed

C--Most deadlines met, some scrambling at end, copy or art requires editor to return for additional reporting or significant correction AFTER deadline, challenges from issue to issue without clear effort for growth, newsroom behavior is sometimes on task and sometimes appropriate, commitment is clear but inconsistent, communication is inconsistent

D--Missed deadlines, sloppy or incomplete work, inaccurate information, work is sloppy and shows little initiative, newsroom behavior and communication with others is inconsiderate and/or disrespectful

F--Plagiarism and fabricating information or quotes.

Withdrawal F--Any student found to plagiarize another's work and present it as their own without citing a source risks being withdrawn from the class and failed. Any student who is found to have knowingly included false, misleading, libelous, or defamatory information in their submittals risks being withdrawn from the class and failed.

Other Needed info (if applicable)

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