



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: Advanced Journalism (Journalism 3-4)

Instructor Name: Elizabeth Kirsch

Contact Info: ekirsch@pps.net

Grade Level(s): 10-12

Credit Type: (i.e. "science", "elective") elective

of credits per semester: 1

Prerequisites (if applicable): Journalism 1-2 or instructor permission

General Course Description:

The Advanced Journalism class serves as staff for the Franklin High School student newspaper, *The Franklin Post*. 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.**

**** During digital learning, The Post will be exclusively publishing an online newspaper, and Late Nights will be either postponed or required via digital attendance when necessary.**

Editors in Chief:

- **Bijou Allard**
- **Bryan Webster**

Section Editors:

- Oliver Fox (News)
- Olivia Lufkin (Sports)
- Kate Patterson (Feature)
- Sophie McEwan (Feature)
- Sadie Tresnit (Forum)
- Mira Kron (Forum)
- Emma Smith (Literary)
- Grace Curley (Arts and Entertainment)
- Ryan Kovatch (Arts and Entertainment)
- Estelle Keaveny (Variety)



- Nora Hugo (Variety)

Other Leadership Roles:

- Director of Social Media, Marketing and Distribution: Arden Horacek
- Web and Social Media Manager: Abe Nelson

Prioritized National/State Standards:

No priority standards have been identified by Portland Public Schools for journalism classes. The Oregon Journalism Education Association recommends students meet the following course goals:

- Work effectively in a cooperative classroom environment
- Continue to develop journalistic writing skills
- Develop organizational skills by meeting deadlines
- Continue to develop layout and design skills
- Develop a journalism portfolio by maintaining an up-to-date clipbook of their work
- Develop effective communication skills by completing end-of-publication-cycle assignments
- Develop leadership skills by taking advantage of editor opportunities when available

This year, students will also focus on conducting in-depth interviews, increasing publicity and improving digital presence, and recruiting new staff for next year, as well as working to grow in our work during digital learning. We are committed to providing thorough and accurate coverage of local, national, and global events and issues, including but not limited to the pandemics of racism and COVID 19 and their impact on the Franklin community. Due to the COVID 19 pandemic, we will be starting the year digitally. Should the time come for us to return to the building this year, we will reassess our capacity to produce a physical paper at that time. This class will continue as a club second semester. Students who are unable to commit to the extra workload second semester can opt out. Note: editors and others students in a leadership role are encouraged to commit to both semesters, regardless of if they receive credit.

Course Details

Learning Expectations

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:

The publication schedule for the semester is still in development. *The Post* will publish at least 3 online issues during the course of the semester.

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:

Students are expected to abide by the Society of Professional Journalists (SPJ) Code of Ethics in pursuing the truth, minimizing harm, acting independently, and being transparent and accountable.

Evidence of Course Completion

Assessment of Progress and Achievement:

Because a newsroom requires many very different roles, each position will be graded according to the requirements of the position, e.g., writer, section editor, editor in chief. **In addition, ALL staff will be expected to solicit advertising and participate in fundraising and recruitment activities to support basic production. Staff will also be expected to help with distribution and mailing.**

(Note: these requirements are temporarily suspended while we are only producing a digital publication). Professionalism is a major component of students' grades in Advanced Journalism.

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

A summary is below, but for the class rubric we use, please see [this link](#).

A--All deadlines met with quality work, clean copy or art/photos/captions/credits submitted, creative design work engages readers and expands skills, newsroom behavior is respectful, productive, focused, and committed

B--Draft and final deadlines met with quality work, copy or photos require some basic clean up but are essentially complete and accurate, design work is clean and functional, newsroom behavior is civil, 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, design work repeats from issue to issue without clear effort for growth, newsroom behavior is civil if sometimes terse, some off task behavior, commitment is clear but inconsistent

D--Missed deadlines, sloppy or incomplete copy or art work, misspelled names, inaccurate information, design work is sloppy and shows little initiative, stories are misaligned, photos too dark, and generally unappealing, attitude and commitment are questionable

F--Someone else had to pick up your slack, causing stress in the newsroom. 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.

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

Communication with Parent/Guardian

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

Contacting Me

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. Editors are also available as a primary resource for students!

My email address is ekirsch@pps.net.

Personal Statement and other needed info