

The Art of Journalism and the School Newspaper  
Spring 2013  
Instructor: Mr. Michael Ginsberg

**Course Description:** *The Art of Journalism and the School Newspaper* Spring 2013 course will introduce students to the role and craft of a reporter, and facilitate the creation of an AISN bimonthly newspaper. Students will learn how to write in a journalistic style using clear and concise language. Topics covered will include objectivity, newsworthiness, the five W's, the news lead, journalistic ethics, such as libel, slander, and plagiarism, and the various types of stories published, including feature articles and editorials. After reviewing these concepts, students will organize into their own news team with distinct roles and beats. The AISN newspaper will aim to publish on a bimonthly basis, with the additional goal that at the end of the course students will establish the paper as a club to ensure it continues into the future.

1. The What (standards, outcomes, benchmarks, all things that describe WHAT students will learn or be able to do.)

Source: English Language Arts AERO Framework

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**W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

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**a. Introduce claim(s) and organize the reasons and evidence clearly.**

**b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

**c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

**d. Establish and maintain a formal style.**

**e. Provide a concluding statement or section that follows from the argument presented.**

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**W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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**a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

**b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

**c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

**d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**

**e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

**f. Provide a concluding statement or section that follows from and supports the information**

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W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

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W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

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W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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**a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

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W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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**a. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources**

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W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences**

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## 2.) The Whether

### **End of Unit of Study Assessments**

Journalism Topics Quizzes

Rapid article assignments

### **Ongoing Assessments**

Bimonthly newspaper articles (Every other week)

Other contributions: Crossword puzzles, comics, photos

### *Grading*

30% - In class participation & behavior

30% - Quizzes & in-class assignments

50% - Contribution to Bimonthly newspapers

## 3.) The How

Lectures

Mock scenarios

In-class student-run teacher supervised topic discussion, interview, editing and production time

#### 4.) The Overview

### **February**

1/31-2/9/13

#### *Introduction to Journalism and the Student Newspaper*

- Newspaper brainstorm
  - Roles and responsibilities, topics, frequency
- The Five W's (Who, What, When, Where, Why & How)
- Article writing activity
- Discuss Got What it Takes to Be a Reporter? Quiz
- Students write down roles in order of preference on paper (editors, reporters – along with the beat or column you want to cover), photographers, publisher
- What Makes a Story Interesting to Readers? Newsworthiness – p.17
  - Impact
  - Immediacy
  - Proximity
  - Prominence
  - Novelty
  - Conflict
  - Emotions
- The Parts of a Story (p.26)
- HW:
  - Are you a journalist? Self quiz Due Tues. 2/5
  - Five W's paragraph Due Tues 2/5
  - Jenny Deadline, Ace Reporter – what would you have done if you were Jenny? (p. 20) – Due 2/7
  - Test Yourself Quiz – p.32 – Due 2/7
  - Read The Inverted Pyramid reading p. 38 – Due 2/7

2/10-16

#### *Newswriting basics*

- The Inverted Pyramid
- Writing basic news leads – in-class activity – “burying the lead”
- 8 types of leads, p.44 – in class activity
- The parts of a story
- Story structure
  - The inverted pyramid
  - The Martini Glass
  - The Kabob
- AP Style – p.55 – give as handout

- HW:
  - Choose three of the eight leads and do examples for each with an original idea – stay consistent with idea for all leads.
  - Find an actual news story or interview people and write an article in each style.
  - Test – p.62

2/17-2/23

*The Interview, Ethics & Setting up the newspaper team/structure*

- Attribution: On the record, off the record and on deep background – p.78,79
- Journalistic ethics: The seven deadly sins, p.146
- Libel, slander – p.141
  - You make the call p.148 – in class activity
  - Ethics survey quiz p.150-51
  - Libel quiz – p.152
- Assemble into beats and plan for next week to begin newspaper process
- HW: editor completes list of topic ideas, with input from researchers
  - Publisher – create template outline for paper layout, use p. 127

**March**

2/24-3/2

*The First Issue*

- Ideas and assignments meeting – chaired by editor
- Interviews and research, and photos
- HW:
  - Articles due: March 4
  - Individual beats readings
  - Generating story ideas reading pp.114-115

*The First Issue: Editing*

3/3-3/9

- Editing of articles, formatting of paper, last minute research
- Exploring feature articles, editorials, investigative articles
- Decide on title and distribution
- Publish – 3/7 or 3/14 ?

*The Second Issue*

3/10-30

- See previous two weeks, publish 3/28
- Incorporate comics and new features

**April**

*Two more issues*

- Role change opportunity

## **May**

*Two more issues*

- Incorporate academic papers?

## **June**

*One more issue*

- Discuss how to continue the paper into next year – elections, governing, create a student club? Club constitution?

## 5.) The Resources

Textbook: Inside Reporting: A Practical Guide to the Craft of Journalism