

Introduction to Journalism  
Spring Course Syllabus: 2018

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Block 4A 1:32-2:33  
Block 4B 1:32-2:30

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**Purpose:** The primary purposes of this course are to create monthly issues on our online website, Aviator Insider, and to design and create the 2017-2018 grade 7-12 yearbook.

**Reporting Standards:**

**Photojournalism:** Capture moments and edit as needed to produce quality photographs that enhance your writing.

**Journalism:** Write compelling, polished articles about assigned and chosen topics.

**Journalism Course Assessments:**

Formative Assessments:

Small coverage stories (SCS), position fulfillment. Much of your time will be spent on these. Remember these all add to your 80% completions rate, so whatever role or assignment you have--it must always be completed on time and to the best of your ability).

Formative Codes:

- EXE – student performance on the learning task exceeds expectation
- MET – student performance on the learning task met expectations
- DNM – student performance on the learning task did not meet expectations
- NC – student has not completed the learning task

Summative Assessments:

Each student will be individually assessed on what they contributed to the published monthly issues on the Aviator Insider and the Compass 2017-2018 grades 7-12 yearbook.

Summative Scores:

**Standards Referenced Grading Scale:**

- **4** = Demonstrates thorough understanding of grade level standards and consistently and independently applies knowledge and skills in a variety of contexts.
- **3** = Demonstrates understanding of grade level standards and applies knowledge and skills in presented contexts.
- **2** = Demonstrates understanding and application of most grade level standards; needs teacher support to demonstrate proficiency.
- **1** = Demonstrates limited understanding and application of grade level standards; needs more instruction and/or practice to demonstrate proficiency.
- **0** = Rarely demonstrates understanding and ineffectively applies grade level standards.

**80% Completion Rate Policy:** In order to be considered for a passing grade, a student must complete at least 80% of the outcomes covered (formative and summative work) during a semester. If 80% of the coursework is not completed, the student will receive an incomplete in the course.

**Attendance:** If you miss a class, you are responsible for knowing before the next class what you missed and what work is due the day you return. Please ask another student what you have missed and not your instructor (especially during class). Remember, you are responsible for making up all the work you have missed. This work will only be accepted (if your absence was excused) on your first class back.

If you miss class or know that you are missing class the day an assignment is due, it is your responsibility to:

- Have someone bring the assignment to class for you;
- Get any and all homework from another student;
- Get lecture notes from a classmate.

**Late Work:** Assignments will always be due at the beginning of class on the due date. In order to avoid stress, always plan for the worst. Prepare for your computers to die, printers to run out of ink, and papers to get eaten by dogs. Ensure that your papers are punctual by planning ahead.

**Academic Integrity policy:** You are expected to take credit only for original work that you produce. Plagiarism consists of submitting another writer's work or ideas as your own, or failing properly to credit another writer's words or ideas. It will earn you an automatic **F** for the work, your parents will be notified, and you will be reported to the administration. In order to protect yourself, always document your sources in notes and/or bibliography. Use the Modern Language Association (MLA) guidelines for all citations.

**Plagiarism includes passing off someone else's work as your own, copying from your peers, collaborating on individual assignments with peers, and using sources without proper citation.**

**Behavior Expectations:** The values I strive to promote in my classroom are respect and integrity. If the learning community lacks the ability to respect themselves, each other, and the educator then the learning process will become hindered. Every member of my classroom will respect their fellow members and also be respected as well. The members of my classroom must also maintain their integrity in order to be successful. Integrity is a combination of honesty and moral principles. If everyone holds themselves accountable for their education then all work will be a direct reflection of your own skill

**A Note on Controversial Subject Matter:**

“It shall be the practice of Compass Public Charter School to provide for study of controversial issues in order that the student may have an opportunity to study such issues in a class atmosphere void of partisanship and bias. The rights of students to study significant issues in an objective atmosphere should be protected. [...] An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.”

~CHHS Practices for Handling Controversial Subject Matter

**Writing Assignments:** All assignments should be typed, double-spaced, and in 12-point, Times New Roman font. Follow all Associated Press format guidelines. Articles are due at the *beginning* of class for full credit.

**Submissions:**

Since I am stepping in halfway through the semester, I will be using the same course format Mrs. Keys’ developed.

“I will accept writing assignments in **one way**. You will place drafts, revised drafts, final papers, and photos associated with your articles in a labeled folder in our Journalism Team Google Drive. The name of your Google Doc must follow this format: first name last name

**Positions: If you are enrolled in this course, you must apply to be placed in one of these positions. You may not get the position you applied for, so make sure to list your second and third choices.**

- Managing Editor [ME] (1): This position requires excellence in the English language and proficient managing skills. The ME assigns editing duties to editors and makes their own editing and revising suggestions. ME is the last set of eyes on all content and can approve or deny the work set to be posted online. ME writes articles for AI, but does not write small coverage stories.
  - Editor [E] (3-4): This position requires excellence in the English language. These positions are responsible for submitting revision and editing feedback to their assigned categories of writing. Editors write articles for AI, and may write small coverage stories.
- Advertising Manager [AM] (1): This position creates, manages and approves all advertisements, announcements, and article links on social media accounts and around the school. AM writes articles and occasionally writes small coverage stories.
- Advertising [A] (1): These positions create advertising content assigned by the advertising manager and submit them to the advertising manager for approval. Members of the advertising group write articles and small coverage stories.
- Online Content Manager [OCM] (1): This positions requires excellence in online blogging and website design and maintenance (Wordpress). The Online Content Manager will retrieve final drafts of articles (once a month) and small coverage stories (every class

day) and post them on our online website. OCM writes articles and small coverage stories.

- Yearbook [Y] (3-4): Yearbook members must have proficient skills in photography and design. They must be creative and organized in order to lead the creative design of the 2017-2018 7-12 yearbook. Yearbook committee members write articles and may write small coverage stories.”

Second Semester: This semester will cover three separate topics, "school," "state," and "world" events. With the semester being separated into these three topics, students will be able to write about anything they would like as long as it fits under the event of the semester. These articles must be written through a non-biased voice so that the reader may consider the stories legitimate.

Here are some examples of stories that would fit into the three categories:

- 1) "School" – Students volunteered at Farmway Village over the Thanksgiving break.
- 2) "State" - Bogus Basin prepares to open the Terrain Park.
- 3) "World" - Puerto Rico's attempts to restore power to the island nation after hurricane.

**Journalism Time Commitment:** In order to produce an excellent newspaper, journalists must dedicate their time outside of the classroom. Since readers may lose interest if the paper only talks about the classroom we will be going to events that take place outside of school. These events may require transportation, so please keep this in mind.

## Journalism Proficiency Scales

<b>Photojournalism :</b>	Photograph moments and edit as needed to produce quality photographs that enhance your writing.	<b>Comments</b>
<b>4</b>	<b>In addition to a 3.0 score, student demonstrates sophisticated applications such as:</b> <input type="checkbox"/> Photo-editing <input type="checkbox"/> Creative use of storytelling with images <input type="checkbox"/> Captions enhance images and help tell the story <input type="checkbox"/> Photographs are interesting <input type="checkbox"/> Photographs engage the audience	
<b>3.5</b>	<b>In addition to 3.0, in-depth inferences and applications were partially correct.</b>	
<b>3</b>	<b>While engaged in grade appropriate tasks, the student demonstrates an ability to:</b> <input type="checkbox"/> Create clear images <input type="checkbox"/> Create images without red eye, blurriness, etc. <input type="checkbox"/> Captions covers 5 w's <input type="checkbox"/> Capture images that tell the story (moments)	
<b>2.5</b>	<b>No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.</b>	
<b>2</b>	<b>No major errors or omissions regarding the simpler details and processes such as:</b> <input type="checkbox"/> Capture image <input type="checkbox"/> Write caption	
<b>1</b>	The student demonstrates understanding of all 2.0 elements with help.	
<b>0</b>	Even with help, the student demonstrates no understanding or skill.	

<b>Journalism:</b>	Write compelling, polished articles about assigned and chosen topics.	<b>Comments</b>
<b>4</b>	<b>In addition to a 3.0 score, student demonstrates sophisticated applications such as:</b> <input type="checkbox"/> Write interesting, informative headline <input type="checkbox"/> Write an engaging, unique lede <input type="checkbox"/> Write several well-developed body paragraphs <input type="checkbox"/> Take a unique angle or approach to the topic <input type="checkbox"/> Cite several credible sources <input type="checkbox"/> Tell a unique story <input type="checkbox"/> Little to no errors in editing	
<b>3.5</b>	<b>In addition to 3.0, in-depth inferences and applications were partially correct.</b>	
<b>3</b>	<b>While engaged in grade appropriate tasks, the student demonstrates an ability to:</b> <input type="checkbox"/> Write headline <input type="checkbox"/> Write byline <input type="checkbox"/> Write placeline <input type="checkbox"/> Write a lede <input type="checkbox"/> Write body paragraphs (1-2 pages AP style) <input type="checkbox"/> Cite credible sources <input type="checkbox"/> Include accurate quotations <input type="checkbox"/> Covers 5 W's and H <input type="checkbox"/> Demonstrates use of the inverted pyramid <input type="checkbox"/> A few detectable editing errors	
<b>2.5</b>	<b>No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.</b>	
<b>2</b>	<b>No major errors or omissions regarding the simpler details and processes such as:</b> <input type="checkbox"/> Writes 5 W's and H very simply <input type="checkbox"/> Length of writing is very short	
<b>1</b>	The student demonstrates understanding of all 2.0 elements with help.	

<b>0</b>	Even with help, the student demonstrates no understanding or skill.	
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