

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Mass Media Productions I	
VALLEY ROP #:	AME-5757-MassMed1	
CDE #:	1212	
CBEDS TITLE:	Desktop Publishing	
CBEDS #:	5757	
CTE SECTOR:	Arts, Media & Entertainment	
CTE PATHWAYS:	Production & Managerial Arts	
JOB TITLES:	Reporters and Correspondents	27-3022.00
	Poets, Lyricists and Creative Writers	27-3043.05
	Copy Writers	27-3043.04
	Photographers	27-4021.00
	Desktop Publisher	43-9031.00

COURSE DESCRIPTION:

This course covers the desktop publishing of the campus newspaper and yearbook. The CA State Standards for English Language Arts for grades 11 and 12 will be used to teach topics including the study and history of newspapers in the United States, the production of a newspaper and yearbook, and the art of effective writing in journalism. The class involves training and hands-on experience in the following areas: writing and evaluating various types of articles, proofreading, editing, reporting, interviewing, use of technology such as Microsoft Office, PageMaker, desktop publishing, etc., layout design and photography. Students also will develop skills in planning and organizing, independent and cooperative work, and meeting deadlines.

DATE APPROVED:	February 3, 2004
REVISED DATE(S):	March 2009 / Nov 2009
HOURS:	180 per year
CREDITS:	10 per year
PREREQUISITES:	English I and II with a "C" or higher and Instructor's Approval
GRADE LEVEL:	11 & 12

TEXTBOOKS/ RESOURCES: Textbooks: Ferguson, D.L., Patten, J., Wilson, B., *Journalism Today*. 6th edition, 2001; McGraw Hill. ISBN: 0658004042.
Style guide. Supplemental Reading: Local, State, & National Newspapers, News and Entertainment Magazines.
Technology: Word processing programs, Adobe Photoshop, YearTech, World Wide Web, CD-ROM, Digital Camera, Scanner.

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Develop reading and writing skills in the areas of Language Arts and Journalism using the ELA Content Standards Grades 11+12.
- Develop interviewing, reporting, evaluating, and editing skills.
- Learn and refine cooperative learning and peer critiquing skills in the writing process as well as all other aspects of journalistic production.
- Learn about newspaper and yearbook promotion, organization, and publication.
- Improve organization and time management skills
- Learn about the ethics of journalism and develop personal character.
- Produce the campus newspaper and yearbook.

INSTRUCTIONAL METHODS:

- Primary instructional methods/strategies
 - Interactive lecture: Teacher-based instruction with interaction as a check for understanding
 - Group/cooperative work: used regularly for production of newspaper and yearbook as well as regular class assignments
 - Reading: whole class, independent, and outside reading in text and professional publications will be utilized
 - Guided practice: student practice with teacher guidance
 - Independent practice: student practice of skills continued independently
- Other methods/strategies
 - Library research
 - Internet research
 - Role-playing
 - Guest Speakers
 - Student-lead instruction

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Ten point grading scale will be used.
 - A= 90%-100%
 - B= 80%-89%
 - C= 70%-79%
 - D= 60%-69%
 - F= 59% and below
- Writing rubrics based on both 4 points and 6 points will be used.
- Teacher and peer editing of assignments.
- Tests and quizzes on subject matter.
- Meeting deadlines for assignments.
- Portfolio of written and visual assignments.

KEY ASSIGNMENTS:

- Reading and discussing student and professional publications
- Writing assignments in response to student and professional publications
- Formal essays/research papers on such topics as current and historical events
- Writing every type of news article
- Meeting regular deadlines for campus newspaper and yearbook
- Interviewing and reporting for the newspaper and yearbook
- Designing, promoting, and publishing campus newspaper and yearbook

COURSE OBJECTIVES:

- Read, discuss, and respond in writing to professional models in local, state, and national newspapers and magazines.
- Complete assignments in reporting, writing, photography, and designing on a deadline.
- Organize and carry out successful interviews, peer evaluations, and editing conferences.
- Use appropriate research skills.
- Utilize appropriate grammar, punctuation, and stylistic devices.
- Develop vocabulary appropriate to the context of many genres of writing.
- Evaluate and critique all aspects of newspapers and yearbooks for aesthetic and content purposes.
- Create and develop a personal portfolio.

COURSE OUTLINE:

Unit of Instruction

Estimated Hours

Introduction to Journalism

- History
- News sources
- Ethics
- Careers in Journalism
- Publication terms and tools
- Photography

- Evaluate and critique informational texts
 - Student publications
 - Professional publications
- Research
 - Library resources
 - Internet research
 - Evaluating sources
- Literary connections

- Types of news stories
- Elements of a news story
- Caption and Headline writing
- Grammar and Punctuation
 - Usage
 - Proper citation
 - Editing standards
- Vocabulary
- Word Processing basics
- Desktop publishing
 - Basic layout design
 - Style
- Personal response
- Listening and Speaking Skills
- Group discussions
- Interviewing
- Marketing/Promotion
- Peer conferencing
- Formal presentations

STANDARDS:

New Writing

1.1-1.7, 1.9, 2.1-2.6, 3.1, 11.5.7, 12.8, 12.8.2, C2.1, C2.4, C2.8, C3.3

Feature Writing

1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 2.1- 2.6 4.2, 5.2, 5.3 3.3 11.5.6 11.5.7, 11.8.8,
12.8 12.8.2 C2.1 C2.4 C2.8 C3.3

Opinion Writing

1.1-1.3, 1.5-1.7, 1.8, 1.4, 2.1- 2.6, 3.3, 4.2, 5.2, 5.3, 12.8, 12.8.2 C2.1, C2.4, C2.8, C3.3

Sports Writing

1.1 – 1.3, 1.5- 1.7, 1.9, 2.1-2.5, 12.8, 12.8.2 C2.1, C2.4, C2.8, C3.3

Photography

1.3, 1.4, 5.3, 10.0, 10.7, 10.10, 12.8, 12.8.2, C1.1, C1.2, C1.4, C2.1, C2.3, C2.6

Sports Photography

1.3, 1.4, 5.3, 10.0, 10.7, 10.10, 12.8, 12.8.2, C1.1, C1.2, C1.4, C2.1, C2.3, C2.6

Layout & Design

4.0 – 4.7 10.0, 10.7, 10.10 C1.1 C1.2, C1.4, C2.1, C2.6, C3.2, C3.3

Technology & Software

2.1, 2.2, 4.1 – 4.7, C1.1, C1.2, C1.3, C2.1, C2.5, C2.6

Interviewing

1.1, 1.3, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12 2.3, 7.2, 7.4, 7.5, 7.6, C1.4, C2.3, C2.4, C3.1, C3.3

Editing

1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1-2.6, 3.3, C2.1, C2.4, C2.8, C3.3

Hierarchy of Editorial Management

2.6, 3.0-3.8, 5.0-5.3, 7.0-7.7, 9.0-9.7, C1.1, C1.2, C1.3, C1.4, C2.1 C2.2, C2.3, C2.4, C3.1,
C3.2, C3.3

Employment Portfolio

1.4, 3.1-3.8, 6.0-6.1, 6.3, 6.4, 6.5 C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, 3.1, C3.2,
C3.3

Publishing

2.1, 2.3, 2.5, 2.6, 7.1-7.7, 8.0-8.6 C1.1, C1.2, C1.3, 1.4, 2.1, C2.2, C2.3, C2.4, C3.1, C3.2, C3.3

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.

- e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.

3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.