



Teaching Journalism

EDUO 9296

1 Semester Credit/Unit

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This is a partial syllabus. For a full syllabus, please email the instructor.

Course Overview

Journalism provides students the opportunity to make sense of real language by reading and writing in the context of the world they live in. Students will develop greater literary fluency through the analytical study of reporting. Through this process students will understand that journalism is the act of gathering and presenting news and information in a methodical and skillful means. Instructors will guide students to understand the components of the newspaper, the criteria of a suitable news story, and the values of a journalist.

Course Objectives

In this course participants will have opportunity to demonstrate:

- Instruct students to communicate effectively with a variety of audiences and for different purposes.
- Instruct students to use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Course Assignments:

Create a customized Journalism program containing information related to each of the 3 components described below that will enable students to implement a newspaper program at your school.

Part 1: Components of a Newspaper

Locate local newspaper articles related to your community from 3 different sources at various Lexile ranges for students to evaluate.

Preview the papers to ...

Identify the following components within the paper and explain their functionality: (Headline, Byline, Placeline, Lead, Body, Facts, Quotation)

Part 2: Criteria of what is Newsworthy

Create a visual guide as a student resource or teaching tool to instruct students on the criteria of what makes a news story “newsworthy” (Timelines, Proximity, Uniqueness, Impact, Prominence, Suspense, Conflict, Emotion, Progress, Importance)

Create a graphic organizer for students to ...

Compile at least 3 news articles or possible storylines at various Lexile ranges that can be evaluated by students to determine their newsworthiness.

Construct an evaluation and/or teaching tool for

Part 3: Newspaper Values

Develop a mini-lesson for each newspaper value. (Balance, fairness, wholeness, Accuracy/authenticity, Leadership, Accessibility, Credibility and Judgment)

Identify a news article for students to

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by identifying at least 3 articles from different sources and different Lexile ranges to enable students to identify the components of the newspaper and identify newsworthiness of newspapers by justifying criteria. In addition mini-lessons are clear and student geared to enable students to evaluate a writer’s ability to construct a balanced news article based on the core values of journalism.	Most responses shows evidence of new knowledge evidenced by locating a few articles to enable students to identify the components of the newspaper and identify newsworthiness of newspapers. Mini-lessons give a general overview of journalistic values and provide students with a limited opportunity to evaluate the effectiveness of a writer.	Responses show little to no evidence of new knowledge evidenced by locating a minimal number of articles with little substance and text features limited students’ ability to identify components of a newspaper and criteria of newsworthiness. Mini-lessons are overly simplistic and give a general overview of journalistic values and do not provide students with an opportunity to evaluate the effectiveness of a writer.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>