Journalism Studies 20 (ELA) – Distance Education

GENERAL INFORMATION

  i.   Journalism Studies 20 – 2017/2018

  ii. Instructor – Rene Cannon

  iii. Contact Information

      a. Email – rene.cannon@horizonsd.ca

      b. Text – (306) 320-7831

COURSE DESCRIPTION

  i.   Journalism Studies 20 will give students the opportunity to refine their writing and reporting skills while the principles of journalism. Students will gather information, write, edit, publish, and produce news reports in both print and electronic formats. This projects-based course will begin by exploring the basics of journalism moving through print journalism and electronic journalism.

  ii. Prerequisite – N/A

STUDENT LEARNING OUTCOMES

Learning Outcomes from the Journalism Studies 20 Curriculum include:

  I.   Recognize and appreciate the role of journalism in contemporary society and their personal lives.

  II.   Recognize and explore the ways in which print and broadcast media create and present a message.

  III. Recognize and create the various forms, conventions, and styles of journalistic writing.

  IV.   Recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press.

  V.   Develop the speaking, listening, reading, writing, representing, and viewing skills needed to create various print publications and broadcast productions.

TEACHING STRATEGIES

  i.   Journalism Studies 20 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:

      a. Hard News Articles

      b. Feature Stories

      c. Editorials

      d. News Broadcasting

  ii. Sample deadlines

      a. Semester One

         September 5 - September 22: Print Journalism – Module 1
         September 25 – October 27: Print Journalism – Module 2
         October 30 - November 17: Print Journalism – Module 3
         November 20 - December 1: Print Journalism – Module 4
         December 4 - January 5: Electronic Journalism
         January 8 - January 19: Final Project/On Assignment

      b. Semester Two

         February 1 - February 16: Print Journalism – Module 1
         February 19 - March 23: Print Journalism – Module 2
         March 26 - April 20: Print Journalism – Module 3
         April 23 - May 18: Print Journalism – Module 4
         May 22 - June 1: Electronic Journalism
         June 4 - 15: Final Project/On Assignment

There will not be a final exam in this course. Your final project will serve as your final assessment.

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iii.   The goals of the English Language Arts curricula K-12 are to:

    a. Develop students' English language abilities as a function of thinking abilities.
    b. Promote personal and social development by extending students' knowledge and use of the English language in all its forms.
    c. Develop enjoyment as well as proficiency in speaking, reading, writing, viewing, listening and representing.
    d. Develop appreciation of, as well as response to, all forms of text

The aim of Journalism Studies is to develop the knowledge, skills, and dispositions students need to understand the media and respond as informed and active citizens. (Saskatchewan Communication Media curriculum)

COURSE MATERIALS

i.   Any readings will be provided by the instructor through Moodle (either in print or audio version)

ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for Journalism Studies 20 are divided within the main units/modules and will be assessed in the following way throughout the course:

Major Module Assignments and Projects – 40%

- In the different modules for Print Journalism and Electronic Journalism, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

Portfolio of Classwork – 30%

- Many of the lessons will have assignments to check for understanding of key concepts and ideas. These assignments will be smaller and take less time than the Unit Projects. Assignments in this category will come throughout a module and will be used to check for understanding for formative assessment purposes.

Student Responses – 10%

- Periodically, I will post links to current new articles and ask you to read for specific techniques or discuss the article with other members of the class. Alternatively, you may be asked to select an article and pose a question for your classmates to answer. These activities will be assessed out of ten, based on your responses to the prompts provided.

Final Project – 20%

- The final project will be an agreement between the teacher and the student. Students may choose whichever medium(s) they would like and will be provided with an assessment pertinent to that medium prior to beginning the final project.

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

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Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.

*Saskatchewan Curriculum