

Journalism I

Time on Task: 4 hours per week

Course Philosophy

Written work, art, and photographs are powerful tools God has given us to influence people and to praise Him. In journalism, students will inform parents, teachers, and fellow students of future and past activities through schedules, reporting, charts, graphs, and photos. Students will also construct a memory book for each year that praises the Lord for all activities, classes, students, faculty, and staff that blessed Southcrest Christian School for each school year.

Course Description

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.62. Journalism (One-Half to One Credit). (a) Introduction.</p> <p>(1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective</p>	<p>Scope and Sequence</p> <ul style="list-style-type: none">• Journalism History in a Democracy<ul style="list-style-type: none">○ Newspapers○ Freedom of Press○ Telegraph○ Yellow Journalism○ Minority Media○ Radio○ Television○ Technology○ Ethics○ Function○ Evaluating○ Limits• Gathering News<ul style="list-style-type: none">○ What is News	<p>Spiritual Goals God's intended purpose for journalism:</p> <ol style="list-style-type: none">1. To learn how to communicate with others and with God in a way that glorifies Him.2. To learn to communicate in such a way as to draw men to Christ.3. To learn the persuasion of others writings and what objectives the writer might have had.4. To learn accuracy and clarity of meaning so as not to cause misunderstanding.5. To learn to write persuasively in order to get a point across clearly.
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<p>communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(2) The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in subsection (b) of this section.</p>	<ul style="list-style-type: none"> ○ News Elements ○ Story Ideas ○ Polls ○ Newspaper Staff ○ Redesigning Staff ○ News Sources ○ Coverage ○ Staff Communication ○ Interview Guidelines ○ Conducting Interviews ○ Writing Interview Stories • Writing and Delivering News <ul style="list-style-type: none"> ○ Writing Story Leads ○ AP, Summary, Lead ○ Inverted Pyramid ○ Writing process ○ Leads with Problems ○ Building on Leads ○ Body of Story ○ Other organization ○ Copyediting ○ Direct Quotes ○ Paraphrase ○ Partial Quotes ○ Speeches ○ Scholastic Press ○ In Depth Stories ○ Design and Layout ○ Type ○ Graphics ○ Yearbook and Magazine Design • Writing Features, Sports, and Editorials 	<p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ul style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ul style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory.
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<p>(b) Knowledge and skills.</p> <p>(1) The student demonstrates an understanding of media development, press law, and responsibility. <i>The student is expected to:</i></p> <p>(A) identify the history and development of American journalism through people and events;</p> <p>(B) identify the foundations of journalistic ethics; and</p> <p>(C) distinguish between responsible and irresponsible media action.</p> <p>(2) The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. <i>The student is expected to:</i></p> <p>(A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;</p> <p>(B) plan and write relevant questions for an interview or in-depth research;</p> <p>(C) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;</p> <p>(D) incorporate direct and indirect quotes and other research to write in copy;</p>	<ul style="list-style-type: none"> ○ Feature Stories ○ Sports ○ Sports Features ○ Pregame ○ Game Story ○ Postgame <p>Correlation with TEKS <u>Journalism Today</u> Glencoe Student ISBN 0-07-8611616-6 Teacher ISBN 0-07-866572-8</p> <p>Chapter 1</p> <p>Chapter 2</p> <p>Chapter 3</p> <p>Chapters 4, 5</p> <p>Chapter 5</p> <p>Chapter 7</p> <p>Chapter 8</p>	<p>(Psalm 8:1, Psalm 19:1)</p> <p>3. <i>What is a human being?</i></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p>
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<ul style="list-style-type: none"> (E) revise and edit copy using appropriate copyreading and proofreading symbols; (F) use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade; (G) demonstrate an understanding of the elements of news through writing; (H) select the most appropriate journalistic format of present content; (I) use journalistic style; (J) gather information through interviews (in person or telephone); (K) write captions; (L) demonstrate an understanding of the function of headlines through the writing of headlines; and (M) rewrite copy. 	<p>Chapter 9</p> <p>Chapters 11, 12, 13</p> <p>Chapter 3</p> <p>Chapter 10, 11, 12, 13</p> <p>Chapter 10</p> <p>Chapters 11, 12, 13</p> <p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 10</p>	<ul style="list-style-type: none"> b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12) c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23) d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21) e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)
<p>(3) The student demonstrates understanding of the principles of publishing through design using available technologies. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> (A) identify the variety of journalistic publications and products such as newspapers, newsmagazines, and newsletters; (B) design elements into an acceptable presentation; (C) use illustrations or photographs that have been cropped, to communicate and emphasize a topic; (D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic; (E) prepare a layout for publication; and (F) design an advertisement for a particular audience. 	<p>Chapters 10, 11, 12, 13, 14, 20</p> <p>Chapter 10</p> <p>Chapters 18, 19</p> <p>Chapter 20</p> <p>Chapter 10</p> <p>Chapters 15, 16, 17</p>	<p>5. <i>Why is it possible to know anything at all?</i></p> <ul style="list-style-type: none"> a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13) b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27) c. God reveals, Himself to us in two basic ways: by general revelation and by special
<p>(4) The student demonstrates an understanding of the economics of publishing. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> (A) differentiate between advertising appeals and propaganda; (B) demonstrate understanding of the type of advertising such as classified, display, or public service; and (C) understand general salesmanship in selling student-produced publications. 	<p>Chapters 15, 16, 17</p> <p>Chapters 15, 16, 17</p> <p>Chapter 14</p>	

	<p>Student Activities Reporting Organizing Photography Computer Design Advertising Point of Sale Writing</p> <p>Teaching Strategies Students create, design, and publish weekly newsletter and annual yearbook</p> <p>Evaluation Procedures Exams Grading of written work Grading of Leadership Grading of setup, layout, organization</p> <p>Other Resources and Bibliography Internet Newspapers Others' yearbooks Create Your Own Class <u>Newspaper</u>, by Diane Crosby</p>	<p>revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ul style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are
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		<p>measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because</p>
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