



## Editorial Leadership Syllabus

<b>Instructor:</b>	Shelby Schmidt
<b>E-mail:</b>	shelby.schmidt@ops.org
<b>Office Phone Number:</b>	531-299-7131
<b>Plan</b>	A7
<b>Office/Classroom</b>	Room 330
<b>Best times to contact:</b>	Any time via email

### Course Description

Editorial Leadership is a course reserved for the editors of *The North Star* (newspaper) and *The Viking* (yearbook). The course encourages students to hone their leadership skills through collaboration and personal development. They apply their leadership skills taught in this course to their role in their publication staff as they plan lessons, communicate with fellow staff members, edit the publication, and work with representatives outside of the building.

### Instructional Philosophy

Student journalists play a vital role in the school. They tell the stories that need to be heard, giving a voice to the school. I whole-heartedly believe in what student journalists do and in giving them the opportunity to exercise their voices. I take this seriously and will provide a curriculum that will support you in this mission. You won't be assigned a lot of homework - there will be some - but you will be challenged while having some fun along the way. Keep in mind: journalism isn't just about writing. Sure, writing is a big part, but you must also be willing to invest in teamwork, truth-seeking, becoming a better citizen and encouraging others to do the same. My hope is that students leave 330 impassioned and confident in their ability to do just this.

### Content Standards

- |                           |                                  |
|---------------------------|----------------------------------|
| 1.) Writing               | 4.) Media Analysis               |
| 2.) Technology and Design | 5.) Collaboration and Leadership |
| 3.) Law and Ethics        |                                  |

### Major Units of Study

1. Leadership
2. Editing
3. Media Analysis

## Course Expectations

- Under the Collaboration and Leadership standard, students understand that they will be required to work in teams that change throughout the year. Expect groups to be determined by both students and teacher throughout the year.
- Refine leadership skills through workshops and readings focused on personal growth
- Remain up-to-date on current events (both in the school community and beyond)
- Apply knowledge of journalism fundamentals in order to lead the production of the *North Star* newspaper, *Viking* yearbook.
- Demonstrate knowledge of photojournalism and journalism law and ethics.
- Identify characteristics of quality various elements of writing, photography and design and provide feedback to peers.
- Reflect on individual role as a leader and growth throughout the program

## Class Rules and Expectations

**Class Rules: To be a Viking is to be Respectful, Responsible and Accountable. In room 330, that means:**

### Be Respectful

- to yourself and all others, both students and adults, by allowing all persons to maintain their dignity, **unconditionally**.
- The language you use should reflect your understanding that this is a classroom in which **everyone is welcome and respected**, regardless of difference or ability
- Respect yourself by embracing the privilege of distraction free learning:
  - Turn your **electronic devices OFF and keep them out of sight unless for journalistic reasons defined by your teacher**. If you find yourself unable to meet this expectation, please allow your instructor to keep watch over your device until the end of the period.
- Listen to your classmates and be respectful of their lived experiences
- Respect others by wearing your mask in a way that covers your mouth and nose

### Be Responsible

- **Be on time** in your assigned seat doing bell work when the bell rings
- **Use** class time wisely
- Be a **positive and respectful advocate** for the needs of yourself and others.
- Help promote a **positive learning environment**
- **Throw away any trash** in the trash can at the front of the room
- **Keep lids** on drinks
- Keep drinks **away from the computers**

### Be Accountable

- Be an **active participant** in your education:
- Have materials ready
- Complete assignments on time
- Participate in activities and discussions respectfully
- Raise your hand to ask or answer questions
- Try something NEW

## Required Materials EVERY DAY

Technological device that can access TEAMS

Some way to take notes

## Assessment

- Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major written, photography or design projects are to be expected at the end of each major unit outlined above.

### **OPS Secondary Grading Practices\***

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

#### **There are three types of coursework\***

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their finals score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced(4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A = 3.26 – 4.00

B = 2.51 – 3.25

C = 1.76 – 2.50

D = 1.01 - 1.75

F = 0.00 – 1.00

**Redoing/Revising Student Coursework\***

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher's discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

\*Indicates standardized language

