



## H. Digital Journalism 3-8 Syllabus

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### Course Description

H. Digital Journalism 3-8 serves as advancement options upon completing and passing Journalism 1-2 or the combination of Photojournalism 1 and Digital Journalism 1, providing an opportunity to create digital content that matches professional journalism standards, just as members of the *North Star* newspaper staff and the *Viking* yearbook staff will create. During this course, students will apply the fundamentals of broadcast journalism, including digital media law, and broadcast writing through podcast creation and videography, while examining current events in order to refine critical thinking skills.

### 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 will be assigned mostly projects that require school equipment and software, and be prepared to be challenged while having some fun along the way. Keep in mind: journalism isn't just about writing, especially the digital journalism you will be creating this year. Sure, writing can 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 while creating projects of which they are proud and are journalistically sound. This content will then be distributed to audiences.

### Content Standards

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

### Major Units of Study

1. News gathering
  - Observation and story development
  - Interviewing
  - Enterprise/investigative journalism
- 2.) Digital journalism law and ethics
- 3.) Online reporting
  - Resources for online infographics
- 4.) Digital storytelling

Feature, news and sports video packaging  
Multimodal news packaging

5. )Audio Production

Audio editing software  
Radio production  
Writing for radio  
Podcast production

6.) Video Production

Adobe Premiere Pro editing software  
Basics of videography  
Camera angles  
Lighting  
Writing for video

## Course Expectations

- Complete monthly beat reports. Beat reports are intended to promote professionalism and to help develop real reporting skills. Deadlines for this to come.
- 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 writing skills through workshops focused on grammar and Associated Press (AP) style.
- Remain up-to-date on current events (both in the school community and beyond)
- Apply journalism fundamentals in order to produce content that will be featured in the school newspaper and school broadcast programs
- Demonstrate knowledge of news values, journalism law and ethics.
- Produce and identify different story types and forms.
- Identify characteristics of quality photography and graphic design.
- Keep a portfolio of major stories and projects completed throughout the year.

## 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
- Materials necessary for your current project

## Assessment

The particular assignments are broken down in your syllabus as a glance, which is also posted in our TEAMS page.

### Formative:

- Deadlines for production cycles of **major project** and **monthly beats**
- Biweekly evals: **double formative** – graded individually and averaged together 3 times throughout the semester
- Weekly current events analysis or bell work assignments on different skills

### Summative:

- Major project Eval: to be completed after each major project (**1 per quarter**)
- Major Project – **1 per quarter; double summative**
- Monthly stories final product
- Final Reflection – last day of the semester

## 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 final 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

# Honors Digital Journalism 3-6 Syllabus at a Glance

Welcome back to a year where we hopefully can dig into all things journalism that we missed last year! As a journalist, your job is more important than ever to document the ever-changing, ever-important events, ideas, movements, policies, and more that arise in 2020. I'm glad you're willing to take on such a daunting task.

Here is what I expect you to achieve this semester – know that I am open to more ideas on what it is you want to cover this year.

## **Who is my teacher and how do I get a hold of her?**

Shelby Schmidt  
Room 330  
A7 Plan  
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## **What's Required and how it will be graded?**

### **Formative:**

- Deadlines for production cycles of **major project** (single formative each):
  - o includes:
    - Story planner,
    - interviews,
    - external research,
    - story board,
    - script,
    - footage,
    - first draft
- Biweekly evals: **double formative** – graded individually and averaged together 3 times throughout the semester
- Monthly stories:
  - Planning Sheet
  - Footage
  - Story board/script
- Weekly current events analysis or bell work assignments on different skills

### **Summative:**

- Major project Eval: to be completed after each major project (**1 per quarter**)
- Major Project – **1 per quarter; double summative**
- Monthly stories final product
- Final Reflection – last day of the semester

# Key Dates to know (for now)

Below, you will see major assignment due dates as of now - some may shift with the nature of the school year. As always, meeting our deadlines in journalism is integral, but even more so now with a world where something new happens every single day. **Note: You will create your own mini deadlines for your projects and will be held accountable for those. We can add those to this document as you determine them.** I cannot wait to take this on with you this year and keep sharing the news with your readers, listeners and viewers.

## Thursday, September 2

Biweekly reflection 1 Due

## Friday, September 17

Biweekly reflection 2 Due - average of last two reflections goes in gradebook (double formative)

## Wednesday, September 29

September Beat Due (Summative)

Biweekly Reflection 3 Due

## Wednesday, October 6

Major Project 1 Due (Summative)

## Thursday, October 14

Biweekly Reflection 4 due - averaged grade of last two reflections goes in gradebook (double formative)

## Thursday, October 28

Biweekly reflection 5 due

October Beat Due (Summative)

## Thursday, November 11

Biweekly reflection 6 due

## Friday, November 29

November Beat Due (Summative)

## Thursday, December 2

Biweekly reflection 7 due - average grade of last three reflections goes in gradebook (double formative)

## Monday, December 6

Major project 2 due (Double Summative)

## Tuesday, December 14

December Beat Due (Summative)

## Thursday, December 16

Semester Reflection due (Summative)