

Journalism Supplemental Standards for English Language Arts

Introduction:

Journalism has been called the “first rough draft of history,” and the practice of journalism has value in education as a vehicle to teach critical thinking, basics of law and ethics, writing, media literacy, management and organization, technology, multimedia, mass media, and digital citizenship. Students who get involved in journalism graduate with skills that can help them in a variety of college majors and a host of careers. Journalism courses are applied or advanced courses that may be used to fulfill up to 1 credit of the English Language Arts graduation requirement. These standards align with the Utah Core Standards for English Language Arts.

Strand 1: Law & Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.

Journalism.1.1: Analyze and understand student expression under the First Amendment including protections and limitations including school district publication policies.

Journalism.1.2: Analyze laws, ethics, and landmark cases specific to journalism.

Journalism.1.3: Apply the rulings to both practice and real-life situations specific to the school community and publication(s).

Journalism.1.4: Research and evaluate the role of a free and independent media within a democratic society.

Journalism.1.5: Understands issues and perspectives that are inclusive in terms of gender, race, ethnicity, sexual orientation, and other areas of underrepresentation.

Strand 2: Media Literacy. Students will critically evaluate various forms of media.

Journalism.2.1: Critically analyze content found in print and digital media used to inform, persuade, entertain, and transmit social information.

Journalism.2.2: Evaluate how visual techniques or design elements carry or influence messages in various media.

Journalism.2.3: Analyze the impact of social media on trends and public opinion.

Journalism.2.4: Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.

Journalism.2.5: Identify choices content producers make while constructing media. Evaluate how choices contribute to the impact on the audience.

Journalism.2.6: Compare and contrast coverage of the same news stories in a variety of print and digital media.

Journalism.2.7: Evaluate the credibility of sources in a variety of print and digital media stories.

Strand 3: Reporting & Writing Process. Students will effectively use the reporting and writing process to produce coherent media stories.

Journalism.3.1: Compose and evaluate interview questions for written or broadcast journalism.

Journalism.3.2: Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.

Journalism.3.3: Research using current reporting tools, from advanced Google searches to data journalism.

Journalism.3.4: Write journalistically sound headlines and captions.

Journalism.3.5: Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

Journalism.3.6: Develop a variety of journalistically sound pieces (see appendix) using standard writing conventions ensuring the principles of fairness, balance and accuracy.

Journalism.3.7: Revise original pieces for content and style appropriate to the medium and audience.

Journalism.3.8: Peer- and self-edit using journalism style manuals as references.

Strand 4: Multimedia Tools. Students will develop an understanding of how multimedia journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.

Journalism.4.1: Analyze & evaluate photography, videography, and audio in journalism (e.g., emotional connection, how multimedia elements enhance text, reader response, storytelling quality of the photo).

Journalism.4.2: Apply principles of photography such as composition, lighting, and other important photojournalism concepts.

Journalism.4.3: Apply principles of videography, such as wide, medium and close shots, length of shot, etc.

Journalism.4.4: Apply principles of audio production, such as natural sound, stereo, nonlinear editing.

Journalism.4.5: Use professional ethics in producing and selecting photos, videos, and audio for publication.

Journalism.4.6: Collect accurate information to provide context to the photo, video, or audio and connect it logically to the story that it illustrates (e.g., captions, metadata).

Strand 5: Technology & Design. Students will apply appropriate principles of technology and design.

Journalism.5.1: Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).

Journalism.5.2: Analyze and apply principles of layout and design to create a visually appealing school publication that effectively communicates to the audience.

Strand 6: Management & Organization. Students will develop management and organizational leadership skills to produce media content.

Journalism.6.1: Apply organizational, economic, and management skills necessary to meet student media production schedules.

Journalism.6.2: Develop and execute a marketing plan to maximize the awareness and readership of student media.

Journalism.6.3: Develop a business plan to learn principles of innovative funding models (e.g.: advertising, sponsored content, nonprofit model).

Journalism.6.4: Investigate educational opportunities and careers in journalism and mass media.

Strand 7: Digital Citizenship. Students will be able to recognize good digital citizenship and use best practices in social media.

Journalism.7.1: Demonstrate professional social media ethics in use and production.

Journalism.7.2: Develop meaningful, engaging content for multiple social media platforms adhering to each platform's guidelines.

Journalism.7.3: Develop strategies for finding reliable sources on social media and contacting them for interviews.

Appendix A: Glossary of Journalism Terms

Types of Journalism Pieces/Medium:

- News - Serious or timely stories about important topics that inform or educate (Bender, et al., 2019). A key element is objectivity, written in the third person.
- Features - Human-interest stories that may make readers laugh or cry, love or hate, envy or pity, such as a profile of a person, a “how to,” article, hobbies or other “soft news.” (Bender, et al., 2019). These also have the element of objectivity and written in the third person.
- Enterprise story - Enterprise stories are news stories that take a deeper look into the topic. They require numbers that establish the trend or support the narrative and multiple sources, including someone who is living the problem or trend and experts who can bring perspective to the problem or trend.
- Opinion - Opinion articles are written with the aim to persuade. They may be written in the first, second or third person. They may express the opinion of a single person or an institution, such as an editorial board. An opinion article that expresses the opinion of the news organization’s editorial board is an editorial. They should be based on facts that are attributed and verified.
- Column - Columns provide observations, experiences, reporting and opinions from a personal perspective. They should elicit emotion of some sort and may be humorous, sad, ironic, angry or express other emotions that are appropriate for the subject matter. Columns include personal essays, which build from a personal experience to make a broader point and should have some type of reported, verified facts behind them.
- Podcast - a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically that include interviews with newsworthy or entertaining people highlighted with audio production techniques such as natural sound, music, sound effects and good editing.
- Reviews - Critical essays on the performance of some type of art: visual, performing or written.
- Copywriting - The art of creating written content that accompanies an advertising campaign. Advertising copywriting is based on the idea of marketing a particular product to a specific consumer audience.

Types of standard journalism conventions:

- Lead or lede - The first paragraph of a news story. Usually this includes a summary of the main point and covers the 5 W’s: who, what, when, where, why and how. However, other types of ledes are possible, such feature ledes, anecdotal ledes that tell a little story and other creative ledes.
- Nut graph - When feature ledes are used, a nut graph should follow to summarize the importance of the story and any of the 5 W’s that were not covered in the lede.
- Attribution - A journalistic way of citing sources. It consists primarily of “So-and-so said.” or “according to Source.”
- Inverted pyramid - A way of organizing a journalistic story that highlights importance over chronology.
- Other ways of organizing journalistic stories - There are multiple ways of organizing a journalistic story other than the inverted pyramid. The inverted pyramid is a starting place for beginning journalists.
- VO-SOT-VO - Short for voiceover / sound on tape / voiceover, this is a broadcast journalism convention that has an announcer reading the news over recorded video, also known as b-roll, with a quote from an interviewee (SOT) in the middle. They often

last from 30 to 60 seconds.

- Package - In broadcast journalism, this is a more fully reported story with the reporter appearing on camera to talk directly to the audience, as well as doing voiceovers and including SOTs. The package tells a more in-depth story and usually will last from 2 to 5 minutes.
- AP Style - Associated Press style is the standard guide to form and content in journalism. It covers topics from grammar, punctuation and capitalization to inclusive language and polling.

From Bender, J.R., Davenport, L.D., Drager, M.W., Fedler, F. (2019). *Writing and Reporting for the Media* (12th ed.). New York: Oxford University Press, p. 19.

Appendix B: Connections to Utah ELA Standards

Journalism Strand	Connections to Utah ELA Standards
1	RI.4, RI.8, RI.9 W.7, W.8, W.9 SL.1, SL.2, SL.3 L.4, L.6
2	RI.5, RI.6, RI.7 SL.1, SL.2, SL.3, SL.5
3	RI.1, RI.7 W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.3, SL.4, SL.5 L.1, L.2, L.3, L.4, L.5, L.6
4	RI.7 W.2, W.6 SL.2, SL.4, SL.5
5	RI.7 W.6 SL.4, SL.5
6	RI.7 SL.1, SL.2, SL.3
7	RI.1, RI.7 W.6, W.8 SL.1, SL.2, SL.3, SL.4, SL.5

Total Responses: 5

Shared via English language arts, social studies, and library media mailing lists, and LEA leadership mail lists.

Journalism Feedback

No change suggested, like as is: 4

Small typo on 2.4: 1

Specific feedback submitted: 4

Participant Role

Educators: 5

Feedback Responses

- I think the Journalism standards are right on target.
- These standards are comprehensive and will develop needed skills.
- Looks like these are getting better and better—thanks!