

Course Title

21st Century Journalism/Digital Media Technology

Course Instructor

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Course Description

This course is designed to meet the objectives for a CTE-approved class under the A/V Communications pathway that replaced Introduction to Journalism in a rural district in Kansas. The class is designed as an elective for freshmen and sophomores. It meets every day for 50 minutes and is recommended as a prerequisite for students interested in Digital Media Design and Production (newspaper, news website, yearbook) as upperclassmen. Students learn the basics of journalism and digital media while producing one to two stories per quarter that are submitted to the production classes for consideration. These publications are “web-first,” so emphasis is placed on digital over print production and changing media. The course name shifts after the first semester to reflect this focus; additionally, law and ethics concepts are sprinkled throughout the units based on the content for that unit. For example, students examine the First Amendment and student speech in the Media and Society unit, FOIA, copyright, and fair use with the Newsgathering unit, and libel with the News Writing unit. Thus, there is not a separate Law and Ethics unit.

Student Learning Objectives

By the end of this course, students should be able to

- Define common terminology and concepts in journalism and digital media technology.
- Explore the equipment, software and tools used in journalism, including digital media technology such as digital imaging, video and social networking.
- Analyze the definition and purpose of news to develop news-gathering skills.
- Explain how journalism has evolved through history, its current and future roles in society and its importance in a democracy.
- Analyze writing and story forms (including feature, editorial and news) for various media applications, such as social networking, online and broadcast media.
- Analyze the design process of producing media (from concept to finished product).
- Demonstrate the ability to find sources and determine their reliability.
- Analyze legal and ethical concerns that affect the journalism field, such as copyright, acceptable and fair use, libel, slander, obscenity, invasion of privacy, bias, objectivity, protecting sources, plagiarism, student press rights and fabrication.

- Explain the importance of the First Amendment, Freedom of Information Act and copyright laws to communications and journalism.
- Analyze how images, sound and interactive media can convey messages.
- Identify and understand the use of color, audio and video in digital media.
- Analyze the effects of ongoing technological advancements in digital media.
- Demonstrate digital media principles in a digital media project.
- Demonstrate a strong command of written language and adapt language use for different audiences and products.
- Follow the SPJ Code of Ethics for all projects, decisions and actions.
- Demonstrate the ability to collaborate with others to follow a production schedule and meet deadlines.
- Understand and demonstrate quality presentation skills.
- Create a portfolio of journalism projects.

Course Calendar

Week 1: Course Introduction

Learning About Your Leadership Style (three 50-minute class periods)

A lesson on how to identify their own leadership styles and determine how they can work most effectively with their peers on the publication staff

Interviewing Basics (four 50-minute class periods; two this week)

An introduction to interviewing including how to plan, conduct and conclude an interview, suitable for beginners who have no interviewing experience, including an icebreaker game that will help make them comfortable with asking questions and writing a simple profile story to share with the class.

Week 2: Media and Society

Interviewing Basics (four 50-minute class periods; two this week, continued from last week)

An introduction to interviewing including how to plan, conduct and conclude an interview, suitable for beginners who have no interviewing experience, including an icebreaker game that will help make them comfortable with asking questions and writing a simple profile story to share with the class.

Understanding News Literacy (50-minute class)

In this lesson, students are introduced to the fundamental conventions of news literacy and are asked to reflect upon their own expectations for today's news media.

Evaluating Your Media Savvy (50-minute class)

Students will evaluate their own personal news media habits based on the media log assigned in the previous lesson and by answering self-reflective questions. Students will consider how

their perspectives on news media have developed over time, and what influences their family, community and education have had on their expectations for journalism.

[Why News Matters](#) (50-minute class)

Using historical documents and news coverage, this lesson explores the role of news in a democracy, and the role journalists play in helping citizens to be active, informed and engaged. By understanding the societal obligations that underpin journalism, students will have a greater appreciation for why news literacy is important.

Week 3: Media and Society

[News Defined: What Is News?](#) (50-minute class)

Students will recognize what is news and what is not news through reading examples of news reports and opinion articles and making some basic news judgments for themselves.

[News Judgment](#) (three 50-minute classes)

A lesson on news judgment and the “Rule of Eight” news values to understand what makes a story newsworthy. Following a presentation on the news judgment, students will analyze current news stories based on the eight news values. The lesson concludes with a test that requires students to appropriately identify the news value and potential sources for which they will write questions pertaining to the news value chosen.

[Overview of the First Amendment](#) (50 minutes)

Students will learn the Five Freedoms as guaranteed by the First Amendment. Students will collaborate on what they know about the First Amendment and its relevance to their lives. Students also will examine how this document has remained relevant.

Week 4: Media and Society

[SPLC Media Law Presentation: Press Freedom](#) (50 minutes)

Students will be exposed briefly to many of the topics related to press freedom including: role of the free press, censorship, First Amendment, difference in public and private school law, several law cases and unprotected speech.

[Researching About Court Cases Important to Student Journalists](#) (four 50-minute classes)

Students will evaluate and analyze a court case for presentation to the class. The presentation will include background, main points, decision and its implication.

Week 5: Newsgathering

[Basics of Journalistic Research](#) (three 50-minute classes)

After viewing a slideshow that identifies various types of research journalists use, students will practice locating information based on one of five story scenarios using internet research. Students also will prepare a short summary of their research in which their sources are cited as they are in journalistic writing and they will defend why their sources are valid and reliable.

[Note Taking Practice](#) paired with [Fact Finding and Observation](#) (two 50-minute classes, with the class split into two groups, switching on each day)

In this lesson, students will learn some tips and tricks for journalistic note taking and practice taking notes from a guest speaker, video or prepared speech.

In the second lesson, students will practice essential skills of a reporter: finding and researching facts, interviewing and observation. The lesson includes a scavenger hunt that requires students to use their reporting skills to uncover information while familiarizing them with the sources of information in their school.

Week 6: Newsgathering

[Interview with a Pro](#) (50 minutes; the other days of this lesson will be addressed in future weeks; paired with resources from the [Interviewing Practice](#) lesson)

Students will connect with a professional journalist, do basic research, conduct an interview and write an article or Q-and-A or produce a video or audio story. Interviews may focus on career exploration or on an aspect of journalism.

[SPLC Media Law Presentation: Copyright](#) (50 minutes)

Students will be exposed to several aspects of copyright law including basic definitions of fair use and public domain.

[SPLC Media Law Presentation: Reporter's Privilege](#) (50 minutes)

Students will be exposed to Reporter's Privilege, its history and its application to scholastic journalists. The SPLC slideshow addresses source confidentiality as well as what to do if journalists are asked to relinquish notes, photos, etc. by someone in an official capacity. Additionally, source terminology is discussed.

[SPLC Media Law Presentation: Freedom of Information](#) (50 minutes)

Students will learn about obtaining access to public records and meetings. Students will be taken through the types of Freedom of Information (FOI) as well exemptions. Students will also learn how to request access to open records and meetings.

[Reading, Writing and Discussing the Family Educational Rights and Privacy Act \(FERPA\)](#) (50 minutes)

Students will engage in discussion and close reading to understand the often erroneous application of FERPA, also known as the Buckley Amendment, to scholastic journalism.

Week 7: Newsgathering

(Check in on [Interview with a Pro](#) interviews throughout the week)

[Exploring the Issues with Anonymous Sources](#) (four 50-minute classes)

Students will examine the positive and negative potential in the use of anonymous sources, participate in activities examining the roles of anonymous sources and develop policies to guide their future use in local student media.

[News Gathering Basics Review and Test](#) (two 50-minute classes; one this week)

This lesson provides a review and a test of news gathering basics: research, writing questions, interviewing and observation.

Week 8: News Writing

[News Gathering Basics Review and Test](#) (two 50-minute classes; one this week)

This lesson provides a review and a test of news gathering basics: research, writing questions, interviewing and observation.

[Introduction to Personality Profiles](#) (50 minutes)

This is the first of several lessons on personality profiles. Students will read two profiles and compare their subject and content matter. They will then begin the initial steps of their personality profile (determining a subject and making contact).

[Personality Profile: Finding a Theme and Gathering Information](#) (50 minutes)

Students will begin by reading a third profile and discussing it. They will then explore what makes a good subject and angle as well as what a reporter must do to construct a good profile. Finally, the teacher will introduce the rubric and clarify expectations.

[Critiquing the Interview and Drafting the Profile](#) (50 minutes)

Students will begin by sharing the information they've gathered in their interviews. They will then develop follow-up questions, determine how to continue their interviews (if needed) and begin drafting their profiles.

[Interview with a Pro](#) (50 minutes; the other days of this lesson will be addressed in future weeks; paired with resources from the [Interviewing Practice](#) lesson)

Students will connect with a professional journalist, do basic research, conduct an interview and write an article or Q-and-A or produce a video or audio story. Interviews may focus on career exploration or on an aspect of journalism. This lesson will be devoted to peer editing and discussion of research notes.

Week 9: News Writing

([Interview with a Pro](#) stories due)

[The Basic News Lead](#) (four 50-minute classes)

A multi-part lesson introducing students to the basic information required for news with a four-step process for writing basic news leads

[Analyze the Pros: Reading News from a News Writer's Perspective](#) (two 50 minute classes)

Students will evaluate examples of news stories from disasters to see how the facts are presented in order of importance (using inverted pyramid style).

Week 10: News Writing

[Analyze the Pros: Reading News from a News Writer's Perspective](#) (two 50 minute classes)

Students will evaluate examples of news stories from disasters to see how the facts are presented in order of importance (using inverted pyramid style).

[Fairy Tale News Stories](#) (three 50-minute class periods)

In this lesson students will use fairy tales to practice writing news stories without the added complexity of conducting interviews and outside research.

[Finding the News](#) (three 50-minute class periods; one this week)

Following a real or virtual tour of campus and internet research on current issues affecting teenagers and students, students will work in small groups to come up with 10 newsworthy story ideas addressing at least three different constituencies among potential readers or viewers.

Week 11: News Writing

[Finding the News](#) (three 50-minute class periods; two this week)

Following a real or virtual tour of campus and Internet research on current issues affecting teenagers and students, students will work in small groups to come up with 10 newsworthy story ideas addressing at least three different constituencies among potential readers or viewers.

[Beyond the Snore: Covering Annual Events](#) (two 50-minute classes)

A two-day lesson on how to find a fresh angle for covering events, occasions and issues that come up every year, using a strategy called story paths

[News Reports vs. Feature Stories](#) (50 minutes)

Students will discuss the concept that everyone has a story. Then, students will learn the differences between news and features.

Week 12: News Writing

[Types of Feature Stories](#) (two 50-minute classes)

First, students will examine examples from their Lesson 1 assignment and review the different categories of features. Then, over the course of several days, students will learn about the different types of features and examine examples from each category.

[Finding and Focusing for Fast Turn-Around](#) (3 50-minute classes)

Students will brainstorm feature ideas from the news, pitch those ideas for publication, then research, write, revise and publish in a three-day cycle.

Week 13: News Writing

(Include mini lessons from [Edit for Style](#) throughout this week as students edit their stories while learning about these media law and ethics lessons)

[SPLC Media Law Presentation: Libel Law](#) (50 minutes)

Students will learn about the definition of libel law. Included are “red flag words” as well as emphasis on the importance of taking complete notes and acting reasonably.

[SPLC Media Law Presentation: Invasion of Privacy](#) (50 minutes)

Students will learn about the basic four types of Invasion of Privacy: Public Disclosure of Private and Embarrassing Facts; Intrusion; False Light; and Misappropriation. Students also will begin to apply these concepts to examples found in the slideshow.

[SPLC Slideshow Review](#) (50 minutes)

Students will apply what they’ve learned in the SPLC slideshows to several scholastic journalism scenarios that could easily happen in a high school setting. These scenarios should help students review what they’ve learned, apply the information and retain the legal information. For an extension, teachers could also include real-world situations that are in the news (if applicable).

[Just Because You Can Doesn’t Always Mean You Should](#) (50 minutes)

Students will evaluate the differences between journalism law and ethics using other professions as a starting point. Students will define ethics and examine Society of Professional Journalists’ Code of Ethics.

[When Journalists Must Navigate Ethical Situations](#) (two 50-minute classes; one this week)

Students will work through one sample scenario and then role play several others. After each scenario is role played, students will analyze the situation and decision using the handout provided.

Week 14: News Writing

[When Journalists Must Navigate Ethical Situations](#) (two 50-minute classes; one this week)

Students will work through one sample scenario and then role play several others. With each scenario, students will analyze the situation and decision using the handout provided.

[The Difference Between News and Opinion](#) (50 minutes)

The teacher will present about the difference between opinion and news stories as well as how to determine the purpose of a piece of writing. After the presentation, students will look at examples of news and opinion writing and determine the purpose of the types of writing.

[Types of Opinion Stories](#) (50 minutes)

Students will read an example of a review, a column and an editorial with emphasis on similarities and differences. Then the teacher will use direct instruction to present the differences between these three types of opinion stories.

[Editorials and News](#) (two 50-minute classes)

Students will look at both news stories and editorials on the same topic in the same newspaper and discuss why there is a need to have both, and how the two complement each other. On the second day, students will examine newspapers to find stories they want the paper to address in an editorial, discuss stances and assign editorials to group members.

Week 15: Photography

[What Makes a Photo Powerful?](#) (50 minutes)

Students will examine a variety of photos and pick a photo that speaks to them. Then, students will answer a variety of questions about that photo, including why they think the photo is so powerful. They will share their findings with the class and then consider individually how and why emotions are communicated through photography.

[Play By the \[Composition\] Rules](#) (four 50-minute classes)

In this lesson, students will learn basic composition techniques (rule of thirds, framing, leading lines, strong subject, angles, repetition, selective focus) as well as common composition errors. After that, students will work with partners to take a sample photo of each of the seven composition rules, and the class will discuss and critique photos together. Students will then write a short reflection about what they have learned during this lesson. They will also look at sample photo stories to determine how to tell an effective story through photography.

Week 16: Photography

[Capture the Moment](#) (50 minutes)

In this lesson, students will learn about the importance of storytelling in journalistic photography. Using selected student photography, they will discuss the visual impact that can occur when photojournalists capture unique storytelling moments.

[News & Feature Photos](#) (50 minutes)

In this one-day lesson, students will explore the differences between news and feature photos. They will learn techniques for shooting different types of photos and then will practice them as a homework assignment.

Photo Editing Basics (two 50-minute classes)

During this two-day lesson, students will learn about basic photo editing skills, including cropping, color adjustment, resolution and file modes, dodging, burning and cutouts. They will also examine different ways to save photos depending on the medium in which a photo will be used. Then, they will have the opportunity to practice using those skills in a photo editing software.

A Picture Never Lies (four 50-minute class periods, used as three class periods, including the weekend for homework; one this week)

Students will read an article by photojournalist Snorri Gunnarsson about the ethics of manipulating photos. Students will discuss the ethical issues that surround using tools like Adobe Photoshop to edit a photo, including looking at examples and discussing how much editing is too much. Then, students will work in pairs to research a famous manipulated photo and present their findings to the class.

Week 17: Design and Desktop Publishing

A Picture Never Lies (four 50-minute class periods, used as three class periods, including the weekend for homework; two this week)

Students will read an article by photojournalist Snorri Gunnarsson about the ethics of manipulating photos. Students will discuss the ethical issues that surround using tools like Adobe Photoshop to edit a photo, including looking at examples and discussing how much editing is too much. Then, students will work in pairs to research a famous manipulated photo and present their findings to the class.

Judge a Paper By Its Cover (50 minutes)

Using hard copies of local newspapers or the electronic resources located at the Newseum's website, students will work with a partner to evaluate the front pages of local, regional and national papers. They will make observations about the types of stories and photos included on the front page, which stories or photos catch their eye, etc. Then, class members can discuss their findings about how staffs can plan content that will attract readers' attention.

Caption Writing & Headlining Photos (50 minutes)

In this lesson, students will discuss the importance of including a caption for each photo included in a publication. Then, students will learn about AP Style for writing captions and headlines for photos as well as how to expand photo captions for traditional yearbook photo captions. They will finish the lesson by practicing writing their own captions and headlines to go along with photos.

Principles of Design Basics (50 minutes)

Students will receive vocabulary for foundational design principles: composition, components, concept, placement, harmony, balance, proportion, scale, unity, rhythm, divisions, grouping, emphasis, contrast, balance, direction, spatial relationship, alignment, proximity and flow. Students will analyze examples of designs that demonstrate strong and weak design based on these principles. They will use sample spreads to identify principles of design.

Week 18: Design and Desktop Publishing

Principles of Design Analysis (50 minutes plus homework)

Students will receive vocabulary for foundational design principles: composition, components, concept, placement, harmony, balance, proportion, scale, unity, rhythm, divisions, grouping, emphasis, contrast, balance, direction, spatial relationship, alignment, proximity and flow. They will evaluate why the design is effective and what particular elements contributed to the effective design. Students will then evaluate the samples of bad design principles, and analyze what principles are ineffective or missing from the samples. After analysis, students will determine three ways the ineffective samples can be improved with solid design principles.

Typical Type (50 minutes plus homework)

This lesson aims to teach students about fonts and their appeal in design for print and online publications. Choosing a great font can on its own create a great design or make a powerful statement. Choosing the wrong font can make a publication useless in attracting readers. To that purpose, students will learn the difference between serif, sans serif, script and decorative fonts to use them effectively. Students also will learn the anatomy of a font and font attributes.

True Colors (two 50-minute classes)

Students will identify different methods for combining different shades of color to ensure colors match and work together. Then students will identify color profiles using these groupings to create a color guide for the class or staff.

Photo Essay Design (two 50-minute classes; one this week)

In this lesson, students will design a photo essay using photographs that they have taken by making use of a digital design program such as InDesign. The lesson is written to give students approximately 90 minutes of work time, but that time could be adjusted based on students' previous experience with the design software and/or access outside of class time.

Week 19: Design and Desktop Publishing

Photo Essay Design (two 50-minute classes; one this week)

In this lesson, students will design a photo essay using photographs that they have taken by making use of a digital design program such as InDesign. The lesson is written to give students approximately 90 minutes of work time, but that time could be adjusted based on students' previous experience with the design software and/or access outside of class time.

Sidebar, Your Honor? (50 minutes plus homework)

Students will learn about the different types of alternative story forms, also called sidebars, alts or charticles. After studying samples from student media, they will suggest alternative story forms for a common topic. Then students will have the opportunity to sketch their own alternative story form idea to improve an existing page or spread in student media.

You Wouldn't Even Know It's Data (two 50-minute classes)

Students will learn the importance and value of using infographics in publications by studying different samples of infographics in student media. Finally, students will use data they collect to create an infographic of their own.

Week 20: Digital Media and Journalism

[The Changing American Newsroom](#) (50 minutes)

This lesson explores the changing culture of the newsroom, especially in light of new media technologies. As news gathering and reporting changes, so does our concept of what news is, and our expectations for traditional journalism. Students will discuss perceptions of news coverage and will reflect on their own role as news consumers.

[The Expert Curator](#) (two 50-minute classes)

In this lesson, students explore the concept of information curation. They are exposed to the wide variety of news and hybrid news mediums while also reflecting on their own “newsgathering” habits. To practice these skills, they will learn to curate information and facts from a variety of sources in order to curate a comprehensive, accurate account of an event.

[Fact-Checking in the Digital Age](#) (four 50-minute classes, including three to watch “Shattered Glass”)

This lesson explores the practice of fact checking and requires students to identify and accept information with a critical eye for accuracy. Students will learn to use online resources to verify information.

Week 21: Digital Media and Journalism

[Fact-Checking in the Digital Age](#) (four 50-minute classes, including three for “Shattered Glass”)

This lesson explores the practice of fact checking and requires students to identify and accept information with a critical eye for accuracy. Students will learn to use online resources to verify information.

Are Social Media Websites Useful for Understanding News? (three 50-minute classes)

This lesson uses the nonprofit website ProCon.org and its social media pro/con research set to help students explore the benefits and limitations of social media. Specifically, students will explore the question: “Are social networking sites good for our society?” Then students will apply the same pro/con research and argumentation principles to a more specific question: “Are social networking sites useful for understanding news?”

Week 22: Digital Media and Journalism

Who is a Journalist? (50 minutes)

In this lesson, students will explore the differences between citizen journalism and professional journalism, including education, ethical content and judgment. They will consider the benefits and limitations to citizen journalism and how the process may affect the quality of information citizens can consume.

Truth and Social Media (50 minutes)

Students will look at infamous social media mistakes, inaccuracies and hoaxes in order to better identify which posts are correct or inaccurate. Students will become familiar with social media conventions that often hint at how authentic a post really is. Finally, students will develop their own step-by-step guide for assessing the accuracy of a social media post.

Evaluating Website Credibility (50 minutes)

Students will learn the key questions they should ask in order to determine the credibility of online news websites.

Audience Involvement and Tragedy (two 50-minute classes)

This single-day lesson challenges students to consider questions of ethics when involving citizens as journalists through social media in dangerous breaking news events. Students participate in large-group discussion about open-ended statements to discern their views on this question before viewing and discussing examples of when citizen journalism enabled the media to get a story they otherwise would not have been able to report. Then, students work with a partner to consider the role of citizen journalism during the attacks on Paris in November 2015.

Week 23: Audio-Visual Journalism

Video Basics: Shooting & Editing (15 classes, five this week; this unit is being used as a three-week instead of a six-week unit, just including the student profile assignment)

Students start by learning about video camera terminology that directly relates to operating a professional-level video camera. Then, students use the video cameras they learned about to put the scriptwriting terms into practice. When students have finished the shooting portion of the lesson, they transition to understanding basic editing terms that relate to the editing programs available. Students then are introduced to digital file structure and naming concepts. Then, students will practice audio principles they learned earlier. Students will complete the unit by profiling a classmate.

Week 24: Audio-Visual Journalism

Video Basics: Shooting & Editing (15 classes, five this week; this unit is being used as a three-week instead of a six-week unit, just including the student profile assignment)

Students start by learning about video camera terminology that directly relates to operating a professional-level video camera. Then, students use the video cameras they learned about to

put the scriptwriting terms into practice. When students have finished the shooting portion of the lesson, they transition to understanding basic editing terms that relate to the editing programs available. Students then are introduced to digital file structure and naming concepts. Then, students will practice audio principles they learned earlier. Students will complete the unit by profiling a classmate.

Week 25: Audio-Visual Journalism

[Video Basics: Shooting & Editing](#) (15 classes, five this week; this unit is being used as a three-week instead of a six-week unit, just including the student profile assignment)

Students start by learning about video camera terminology that directly relates to operating a professional-level video camera. Then, students use the video cameras they learned about to put the scriptwriting terms into practice. When students have finished the shooting portion of the lesson, they transition to understanding basic editing terms that relate to the editing programs available. Students then are introduced to digital file structure and naming concepts. Then, students will practice audio principles they learned earlier. Students will complete the unit by profiling a classmate.

Week 26: Web Production

[Comparing Print and Online Journalism](#) (two 50-minute classes)

A lesson on common differences between print and online stories, coverage

[How We Read Online](#) (50 minutes)

Students read excerpts from two articles synthesizing key research about online readers and demonstrate an understanding of how online readers interact with content.

[The Return of the Inverted Pyramid](#) (two 50-minute classes)

A refresher on the inverted pyramid structure, an explanation of why it is often used in online journalism, and an opportunity to write an online breaking news story using the inverted pyramid structure

Week 27: Web Production

[Chunking, Linking, and Liking: Making Online Stories Reader-Friendly](#) (two 50-minute classes)

A lesson on three strategies to make online stories easier to read

[Covering Developing Stories](#) (50 minutes)

Students read a series of stories covering a developing story to understand how continuous online coverage differs from the periodical print coverage most high school media staffs are accustomed to.

[How a Breaking Story Unfolds Online](#) (two 50-minute classes)

Students evaluate how professional news organizations break news using the web and social media tools.

Week 28: Web Production

[Understanding the Why in Online Story Package Design](#) (two 50-minute classes)

Students will evaluate online news and feature packages to discover the reasoning behind their design and to understand how journalists and editors decide how to package online stories.

[Interactive Alternative Copy Forms for the Web](#) (three 50-minute classes)

Students explore a variety of multimedia tools and experiment with one of them.

Week 29: Social Media

[Social Media 101](#) (three 50-minute classes)

This lesson introduces students to the basics of how social media is used by journalists, including a definition for social media, its purposes in journalism and tool selection. Students will also conduct an investigation of social media outlets for multiple publications to find effective and ineffective examples of social media usage.

[Writing for Social Media](#) (two 50-minute classes)

A lesson introducing students to techniques used in writing for social media, with a particular focus on Facebook, Twitter and Pinterest

Week 30: Social Media

Social Media Marketing (four 50-minute classes, plus homework)

Students will examine social media case studies and investigate advantages and disadvantages of several social media outlets.

[Social Media + Photography](#) (two 50-minute classes; one this week)

Students will be introduced to many issues surrounding social media, technology and photography, including copyright considerations and how to use photography effectively in different social media outlets. Then, students will experiment with using a specific social media outlet (of the teacher's choice) for journalistic purposes and will reconvene to share their experiences and debrief. Students will also examine both professional news outlets and student media outlets that use social media effectively.

Week 31: Social Media

[Social Media + Photography](#) (two 50-minute classes; one this week)

Students will be introduced to many issues surrounding social media, technology and photography, including copyright considerations and how to use photography effectively in

different social media outlets. Then, students will experiment with using a specific social media outlet (of the teacher's choice) for journalistic purposes and will reconvene to share their experiences and debrief. Students will also examine both professional news outlets and student media outlets that use social media effectively.

[Social Media Ethics: Reader Comments](#) (two 50-minute classes)

Students will read a case study from Mill Valley High School in Kansas about an article that actually caused a disturbance in school because social media extended the opportunities for readers to respond to the article.

[Crafting Social Media Policies](#) (two 50-minute classes)

This lesson prompts students to review and develop policies suitable for a staff manual for entrepreneurial activities related to engaging with an audience, particularly social media, marketing and public relations. Students will review policies from other schools as well as suggestions from JEA's Communication: Journalism Education Today magazine and develop a working social media policy in a team.

Week 32: Final Project

[Planning a Multimedia Package](#) (three 50-minute classes)

Students learn how to plan a multimedia package, then work in small groups to create their own online package plan.

[Critiquing a Multimedia Package](#) (two 50-minute classes)

In this lesson, students review the online story package planning questions, assess their own online package and evaluate other students' multimedia story packages.