

Course Title

Intro to Journalism

Course Instructor

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Course Calendar

Week 1

[News Defined: What is News?](#)

A basic lesson to teach students to recognize that news must be informative, interesting and factual, or it is not news.

[News Values: What Makes It News](#)

A lesson on the values of news using the “Rule of Eight” and a few other news considerations

[The Basic News Lead: 5Ws and H](#) (Parts 1 and 2)

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

Week 2

[The Basic News Lead](#) (Parts 3 and 4)

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

[News Writing Structure](#) (Parts 1 thru 3)

A multi-part lesson teaches a basic, effective structure for news writing, a modified inverted pyramid form of Lead-Quote-Transition-Quote (LQTQ)

Week 3

[News Writing Structure](#) (Parts 4 and 5)

A multi-part lesson teaches a basic, effective structure for news writing, a modified inverted pyramid form of Lead-Quote-Transition-Quote (LQTQ)

[Finding the News](#) (Parts 1 thru 3)

A three-day lesson on how to find and report the news by being aware of the audience for a publication or broadcast

Week 4

[News Writing Tips and Tricks](#) (Parts 1 thru 4)

A multi-part lesson on how to write high-quality news articles that attract readers

[Revising and Editing News Stories](#) (Part 1)

A lesson to introduce rewriting and self-editing as a key to effective news writing

Week 5

[Revising and Editing News Stories](#) (Parts 2 thru 4)

A lesson to introduce rewriting and self-editing as a key to effective news writing

[Using Reading Strategies to Peer Edit](#)

In this lesson, students will learn to consider readers' needs when writing stories and designing pages. Struggling students will learn a method of peer editing that breaks down the process into manageable chunks.

Review news writing

Week 6

Quiz on news writing

[Writing a Preview Story](#)

A two day lesson on how to write a news story about an event that will take place in the future with the goal of informing readers who might want to attend or participate.

[Writing Sports News](#)

A lesson for advanced journalism students on the particulars of covering sports

[News Gathering for A Sports Story](#)

In this assignment, students will learn what sources and research are essential to sports writing and practice using those resources. This is a flexible lesson that teachers may fit to program needs by requiring students to gather information for one or more types of sports stories, including an advance, a game report, a season recap and/or a sports news feature. Students will gather information on a particular team and use that information to write the story or stories they are assigned.

Week 7

[News Reports Versus Feature Stories](#) A lesson introducing feature story characteristics and categories

Types of Feature Stories (4 days)

This is a multi-day lesson. 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.

Week 8

Building Background: Starting the Reporting Process

A lesson on how to begin research for a feature story

Introduction to Personality Profiles

A lesson to introduce profile basics including content, differing types and the final assignment of a 500-700 word profile

Personality Profile: Finding A Theme And Gathering Information

A lesson about what makes a good profile subject and how to gather information

The Difference Between News and Opinion

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

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.

Week 9

Types of Editorials

A lesson that outlines the difference between editorials and columns and types of editorial topics

Editorials and News

A lesson on how editorials are often connected to news stories

Using Evidence in Editorials

A lesson on researching information and using evidence in writing editorials

[Organizing an Editorial](#)

A lesson on editorial structure and how to order its parts

[Editorial Voice](#)

A lesson about how voice can affect how the audience perceives an editorial

Week 10

[Evaluating Editorials with a Rubric](#)

Introduce the rubric, answer questions and allow students time to work on their editorials

[Peer Editing and Sharing](#)

An activity in which students edit their work in their editorial teams, then revise their editorials

[Say Something about Columns](#)

A lesson on sharing opinions and insights of newspaper column

[Descriptive Writing and Expertise](#)

A lesson on using descriptive language to back up opinions, and the importance of writing about things you are an expert in

[Parts of a Review](#) Students will learn about key features of a review, then read reviews and label parts

Week 11

Review Feature and Opinion Writing

Quiz Feature and Opinion Writing

[Comparing Print and Online Journalism](#) A lesson on common differences between print and online stories, coverage

[How We Read Online](#)

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

[Search Engine Optimization](#)

A lesson on using search engine optimization to drive traffic

Week 12

[Chunking, Linking and Liking — Making online stories reader-friendly](#)

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

[Understanding the why in online story package design](#)

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.

[Planning a multimedia package \(team reporting\)](#)

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

Review Writing and Planning for Web

Quiz Writing and Planning for Web

Week 13

[Exploring the History of Photojournalism](#)

In this two-day lesson, students will work in groups to fill in the blanks on a photojournalism timeline and begin to make sense of photojournalism's unique and complicated history. Then, students will have the opportunity to work in groups to explore a specific section of photojournalism's history and make an informal presentation to the class about their findings.

A Picture Never Lies (Days 1 thru 3)

In this four-day lesson, 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 14

A Picture Never Lies (Day 4)

[Capture the Moment](#)

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.

[Play by the Rules of Composition](#)

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.

[Caption Writing and Headlining](#)

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.

[News and Feature Photos](#)

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.

Week 15

[Introduction to Basic Exposure](#)

During this three-day lesson, students will learn about basic exposure techniques, including ISO, shutter speed and aperture.

[Photo Editing Basics](#)

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.

Week 16

[Photojournalism Project & Assessment](#) (5 Days)

Students will complete a miniature photo project as a way of demonstrating the knowledge they have learned over this unit. Then, they will complete the photojournalism assessment.