

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, February 2016

Multimedia Newslab | Digital Design and Publication
Brandi Adams and Kristin Slattery
February 2016

Course Essential Questions (from Phase I report):

- How do we determine what an audience considers “newsworthy”?
- What is the role of the writing process in a collaborative publication?
- What role does technology play in delivering and creating information in the 21st century?
- How does design affect readership on the web?
- Why is collaboration important in multimedia publication?

Course Units

- The New Media Mindset
- Print Ethics and Law
- Reporting Basics: Gathering Information
- Newswriting for the Web
- Planning and Designing Web Content
- Social Media Marketing

Phase II Curriculum

Unit 1: The New Media Mindset

Essential Questions:

What is the current state of news media?
What does it mean to be a digital journalist?
What is the relationship between digital news media and the societies that produce the news?
What careers exist in the modern news media field?

Essential Understanding:

Readership wants timely, high-interest, easily consumable stories,
In contemporary society, news is made relevant through interactive content such as audio/video elements, survey responses, or infographics
Digital journalists chronicle and curate relevant, meaningful content that can be consumed quickly and conveniently.
The “who, what, when, where and how” of traditional journalism is constantly changing in the digital age; however, the “why” of journalism remains. The need for fair and independent reporting will always exist in a democratic society.
The digital age has broadened and diversified the available career options in journalism.
Digital media can both positively and negatively influence the public.

LEARNING TARGETS

Knowledge/Content

I Know ...

Contemporary news is different than traditional news
Essential skills and mindsets required of modern journalists
The elements of news: timeliness, human interest, proximity, prominence, consequence, and conflict
Academic vocabulary: newsworthiness, news judgement

Skills/Processes

I Can ...

Describe the differences between traditional and contemporary news, focusing on what makes contemporary news unique.
Identify new media elements on news websites

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Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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Phase V Learning Plan

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Phase II Curriculum

Unit 2: Print Ethics and Law

Essential Questions:

What is ethics and how does it apply to journalism?
How are ethical issues different from legal issues?
What laws govern and protect journalists?

Essential Understanding:

Journalism ethics include reporting accurately, fairly, thoroughly and with integrity.
While certain laws regulate what can and cannot be printed, others provide protection of freedom of the press.

LEARNING TARGETS

Knowledge/Content

I Know ...

The concepts covered by Society of Professional Journalists Code of Ethics
The rights of journalists under the first amendment
Academic Vocabulary: privilege, privacy, libel, ethics, source, attribution, fair use, copyright, censorship, plagiarism, fabrication

Skills/Processes

I Can ...

Make ethical decisions in regards to journalism and reporting
Avoid breaking the law
Correctly quote and attribute sources

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Phase II Curriculum

Unit 3: Reporting Basics: Gathering Information

Essential Questions:

How do I plan coverage for a publication?
How do I generate story ideas?
How do I locate relevant and reliable sources for stories?
How do I prepare for and conduct a good interview?

Essential Understanding:

When planning publication coverage, it is important to determine what is meaningful for your audience.
Story ideas stem from many outlets--it is important for journalists to stay connected and aware.
Journalists should consider diverse perspectives and mediums when planning content.
Research and “leg work” is necessary before approaching sources to yield a smooth and fruitful interview.
Interviews require good interpersonal skills to put subjects at ease.

LEARNING TARGETS

Knowledge/Content

I Know ...

Alternative story forms
Different types of news content: feature, opinion, editorial, sports, blogs, and more.
The 5Ws&H: Who, What, Where, Why, When, How
Where to access information for stories
Academic vocabulary: feature story, editorial, follow-up question, hard news, interview, localization, open-ended question, primary source, secondary source, story form, angle

Skills/Processes

I Can ...

Prepare for and conduct an interview
Use research skills to inform myself on the story subject
Write open-ended interview questions and ask follow-up questions
Read social cues in regards to interviews
Generate story ideas
Work collaboratively to plan publication coverage
Create alternative story forms

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Phase II Curriculum

Unit 4: Newswriting for the Web

Essential Questions:

How does journalistic writing differ from academic writing?
What are the elements of a news story?
How do the visual and the copy text work together to tell the story?
How do you create multiple entry points to a story?
How can I write a story that readers want to read?

Essential Understanding:

- Most journalistic writing prioritizes concise, fact-based reporting with a layperson audience.
- A story package consists of headlines, subheads, bylines and usually element such as pull quotes, pictures/graphics, and captions.
- These elements of the story should all serve as different entry points to draw in readers.
- Tone, pace, and voice as well as having a story that showcases humanity or personality all work to draw in readers

LEARNING TARGETS

Knowledge/Content

I Know ...

The appropriate story form for the content being delivered
Inverted pyramid format and when it is appropriate to use
The elements of a story package: headline, subhead, byline, lead, caption, and body
Academic vocabulary: inverted pyramid, headline, subhead, byline, lead, caption, copy, summary lead, soft lead, entry point, nut grafs

Skills/Processes

I Can ...

Transform research and interview notes into story copy
Write story text, headlines, and subheads
Plan for visual or interactive entry points to stories
Format my writing in AP style
Write interesting and extended captions
Edit and revise content for publication
Write compelling leads and nut grafs

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Unit 5: Planning and Designing Web Content

Essential Questions:

How are news organizations and staffs structured?
What makes online content appealing to a reader?
What elements make web content different from traditional news delivery?
How do you take into account the way readers read when designing content?
How do we publish content online?
How can multimedia elements supplement written content?

Essential Understanding:

Each person on a news staff has different roles and responsibilities; at the same time, they work collaboratively and depend on each other.
Choices in font styles, font sizes, font pairings, color, and other design elements can either attract readers or deter them.
Web content can include surveys, hyperlinks, comments, video, slideshows. and more to engage readers in the conversation
Multimedia elements add more dimension to a piece, garnering higher reader interest.

LEARNING TARGETS

Knowledge/Content

I Know ...

Typography and style terminology for design
Current trends in web design
Different roles within a news organization or staff
The components and tools of the website publishing platform
Academic vocabulary: editor, beat, typography, font, style, navigation, hyperlink, usability, readability, banner

Skills/Processes

I Can ...

Create infographics related to story content
Create and place story package items on a web page
Create relevant surveys, hyperlinks, slideshows and other interactive elements
Follow the agreed upon design standards when publishing web content
Work independently and as a team to fulfill our publishing obligations
Use a publishing platform to control website publication
Match audio and visual content with a story package
Record and shoot audio/video

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(*identifies Performance Task)

Phase V Learning Plan

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Phase II Curriculum

Unit 6: Social Media Marketing

Essential Questions:

What role does social media play in news delivery?
How can social media be used to attract readers and build community?
How do you create a branding strategy using social media?
How can social media be used to gather content from the community?

Essential Understanding:

Social media allows readers more convenient access to the news source, providing an alternative entry point.
Social media opens up the interactive element and provides a sense of inclusion to the reader.
Reporters who are cognizant of social media can mine for content from their community, highlighting issues the readers care about.
A planned, deliberate social media strategy is essential to promoting a publication and gaining loyal readership.

LEARNING TARGETS

Knowledge/Content

I Know ...

The purpose of and uses for different social media platforms (Twitter, Facebook, Instagram, etc.)
Netiquette rules and norms for professionals
Academic vocabulary: netiquette, social media, platform, theme, brand, avatar,

Skills/Processes

I Can ...

Use social media to promote individual stories and the publication as a whole
Determine which social media platform is best suited for different messages
Post appropriate content and messages
Be consistent in theme as it relates to branding of the publication
Be professional on social media platforms and respond to users in such a way
Post engaging headlines and leads to entice readers to read the full story

Standards

Common Core Anchor Standards (Writing, Speaking/Listening, Language)

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Michigan Merit Curriculum: Visual, Performing, and Applied Arts

C.1 – Engage in full iterative cycles of artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion

C.2 – Develop an idea, question, or problem that is guided by the personal, historical, contemporary, environmental, and/or economic contexts of the visual, performing, or applied arts discipline

C.3 – Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline

C.4 – Use the best available and appropriate instruments, resources, tools, and techniques to facilitate critical decision-making, problem solving, editing, and the creation of solutions

C.5 – Reflect on and articulate the steps and various relationships of the artistic/creative process

P.1 – Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence

P.2 - Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline

P.3 - Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users

P.4 - Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience

Phase IV Summative Assessment Evidence

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