# **Journalism & New Media 11/12**

# A screenshot of a cell phone Description automatically generated

[**kshong@sd43.bc.ca**](mailto:kshong@sd43.bc.ca)

[**http://myriverside.sd43.bc.ca/kshong/journalism/**](http://myriverside.sd43.bc.ca/kshong/journalism/)

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| **The course is a thematic exploration of the following essential questions:**   * What kind of world do I want to live in? * How does New Media impact our perception of ourselves and the community/world? * What does it mean to be an educated citizen in our information saturated world? * What are my rights and responsibilities in this social media consumed world? * How can knowledge of journalism help one to become a better citizen? * [What is the link between social media and storytelling](https://buffer.com/resources/social-media-storytelling)? * What is the connection between critical thinking and a functioning democracy? * Who decides what truth is going to be told? Whose stories do you value? |

**Objectives of this course: (this is the intention or a ‘Roadmap’ depending on the pacing of the semester**

* To understand what’s happening around us and why knowing it matters (essential for a functioning Democracy kind of stuff – more about this later)
* To understand how the consumption of information has changed.
* To explore and understand different types of text and narratives.
* To understand the monetization of content and that the consumer’s attention and their data is what is for sale.
* To understand that there is a massive amount of data on the internet – some of it is worth our time; some of it is not, and to recognize that information saturation does not mean news exposure or a balanced or critical understanding.
* To become critically aware of how and what content is created and consumed; to acquire the tools to unpack the ‘intentions’ of the content encountered.
* To become critically aware that there are unintended consequences because of new technologies and social media – both good and bad!
* To understand the different types of content – both as a consumer and producer of it.
* To recognize that we have a responsibility to be critical consumers of information, that current technologies can make anyone a content producer or a citizen journalist, that there is responsibility to share our insights about the world in a thoughtful way and interact with our community through a wide variety of digital media via the Eddy, Riverside’s digital newspaper.

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| **Some Guidelines, Suggestions for Unit Development:** | |
| **Units** | **Suggestions for Lessons, Mini-Units or Entire Units** |
| **Journalism and publishing on the eddy** (Content by students for students) | Students will:   * aim to engage and influence their audience. * will develop skills to uncover news, to document events, and to tell compelling stories. * will observe, interview, research, and develop concise writing skills to meet the standards of quality journalism within expected deadlines * will experiment with journalistic formats to deliver content to real audiences: opinion pieces, features, hard news, blogs. * Learn about the stylistic choices a writer makes |
| **Information technologies, social media, society, and personal world views** | Students will learn:   * the relationship between Democracy and a free press. * the various forms of information bias * about the tension between hate speech and free speech * about the post-truth environment and fake news * about the rise and effects of polarization |
| **Digital Communication and storytelling** | Students will learn how stories and meaning are communicated through:   * Podcasts – analysis and creation, narrative Arc * You tube and short videos - deconstructing content, purpose, effect, and theme. * Narratives: memoirs, personal essays * Rhetorical techniques in images, video * Advertising – current new media storytelling elements of design. |
| **Literature** | Students will learn how some of the above content can be understood through a study of:   * novel, short stories or poetry |

***Assessment:***

Formative assessment will be done through daily checks of smaller assignments (40%). Summative assessment (60%) is done by single point rubrics around various Performance Standards as they relate to the curricular competencies. Improving on your work through goal-setting and self-assessment becomes the evidence of your abilities in the curricular competencies. The goal is for your final mark to be based on your best work.

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| ***→ → → → Proficiency level → → → →*** | | | | | | | | |
| **Emerging**  *“I am just getting started.”*  *“I learn best with extra help.”* | | **Developing**  *“I get some of this and am beginning to do more on my own.”* | | **Performance Standard Skill** | **Proficient**  *“I can do this on my own.”* | | **Extending**  *“I get it and can go beyond what is expected of me.”*  *“I could teach this to a friend.”* | |
| The student is beginning to demonstrate basic knowledge in relation to the learning standards. Works with ongoing support | | The student demonstrates some knowledge is relation to the learning standards. Works with some support. | | For example:  *Understands how different forms, formats, structures and features of texts enhance and shape meaning and impact.* | The student demonstrates good knowledge in relation to the learning standards.  Works independently. | | The student demonstrates knowledge beyond the learning standards.  Works independently. | |
| **Rubric level** | | **Letter Grade Equivalent** | | | **Equivalent Percentage** | |
| Extending | | A+, A, A- | | | 97%, 91%, 86% | |
| Proficient | | B+, B, B- | | | 84%, 79%, 73% | |
| Developing | | C+, C, C- | | | 70%, 66%, 57% | |
| Emerging | | I | | | varies | |

**Procedures and Expectations – common-sense stuff that you have heard before, but here we go again…**

* Be on time!
* If you are absent, please find out what you have missed: TEAMS -***add the App to your phone!!***, Blog (Today in New Media/Journalism), other students, email teacher
* You will, of course, use all your own wonderful ideas, not the work of others. Plagiarism will be discussed.
* Respect the rights of others in the learning environment as shown through your courtesy and self-discipline. Be a respectful, thoughtful, and mindful listener and speaker in the classroom and online. Everyone has a right to feel safe with their opinion!
* Respect the classroom/school – use the recycling bins around the school correctly.
* PLEASE participate to the best of your ability in class discussions – ask questions, give comments; if you are thinking of a question, chances are someone has the same question! Ask away on TEAMS or email me.
* Please be prepared for class with a **CHARGED device**, charger, paper, pens, pencils etc.
* Organize an English 11 or a New Media 11 folder in your One Drive and/or Desktop to keep documents organized; keep your blog up to date
* And lastly, PHONES ARE A PRIVILEDGE IN THE CLASS. THEY ARE TO BE USED WISELY – FOR ACADEMIC PUROPOSES. If a negative pattern emerges, consequences will be applied on an individual basis (such as you having to collect it from the administration)

I am available for extra help at lunch or after school. Have questions or concerns? Come see me! 😊

Kathy Shong