

**HIGH SCHOOL JOURNALISM STANDARDS**

Students study communications history, legal boundaries, and ethical principles that guide journalistic writing as they learn writing styles and visual design for a variety of media formats. The ability to express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading will prepare students to work on high school publications or broadcast staffs and to follow a career path in journalism.

**Standard 1****HISTORICAL PERSPECTIVES**

Students understand the function, history, and development of a free and independent press in the United States.

- JRN.1.1 Define the function of an independent press in a free society and explain how the media in the United States and other free societies differ from the public media in non-free societies since Colonial times.
- JRN.1.2 Explain the role of the free press, such as the publication of the *Federalist Papers*, in the passage of the *Constitution of the United States of America* and in the eventual addition of the *Bill of Rights*.
- JRN.1.3 Explain the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States that includes:
- 1690 1st newspaper in America (*Publick Occurrences, Both Forreign and Domestick*),
  - 1721 James Franklin exercises the privilege of editorial independence (*The New England Courant*),
  - 1798 Sedition Act,
  - 1841 Horace Greeley introduces the editorial page,
  - 1887 Nellie Bly joins Pulitzer's newspaper *New York World*
  - 1905 Robert S. Abbott founds *Chicago Defender*,
  - 1931 case of *Near v. Minnesota*,
  - 1951 Edward R. Murrow pioneers television news,
  - 1966 Freedom of Information Act,
  - 1971 *New York Times* publishes the *Pentagon Papers*,
  - 1980 1st online newspaper (*Columbus Dispatch*)
  - 1991 World Wide Web expands online news and information, and
  - other significant or recent events.

Example: Create a timeline that traces the development of the independent press and the accelerating movement toward mass communication.

- JRN.1.4 Explain how having a free press contributed to the development of our republic and the preservation of democratic principles.

JRN.1.5 Evaluate the impact of significant individuals and their roles in the development of an independent press in the history of American print and non-print journalism, including (*in the 1700s*) Benjamin Franklin, John Peter Zenger, (*in the 1800s*) Sara Josepha Hale, Horace Greeley, Frederick Douglass, Nellie Bly, Joseph Pulitzer, William Randolph Hearst, (*in the 1900s*) Robert S. Abbott, Margaret Bourke-White, Henry Luce, Malcolm Muir, Ernie Pyle, Walter Winchell, Edward R. Murrow, and William S. Paley.

Example: Identify a noted or influential journalist, past or present, and write a brief biography that discusses his or her role in journalism and evaluates the person's impact on the field.

JRN.1.6 Identify and describe significant trends in the development of journalism from the introduction of the Gutenberg press to today that include:

- from 1446 to 1800 (*newspapers, books, magazines*),
- Industrial Revolution advances (*telegraph, telephone, phonograph, photography, radio, television*), and
- recent technological innovations (*cable, digital, satellite, cellular*).

JRN.1.7 Explain how new technologies (*online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones*) have affected the dissemination of information in the United States.

Example: Discuss how new technologies have resulted in the decline in the number of newspapers published and newspaper reading by the general public and how various media have become the dominant form of information delivery.

JRN.1.8 Explain how new technologies are affecting the events or dissemination of information in non-free societies, such as some countries in the Middle East, Africa, or Asia.

Example: Read excerpts from journalist Thomas L. Friedman's book *The World Is Flat: A Brief History of the Twenty-first Century* and discuss his perceptions of the impact of globalization on journalism in the non-free societies he mentions.

## Standard 2

### LAW AND ETHICS

*Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States.*

#### Law

JRN.2.1 Compare and contrast the rights, the responsibilities, and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness.

JRN.2.2 Analyze how the First Amendment, the *Bill of Rights*, and the *Indiana State Constitution*, along with federal and state case law, affect the rights and responsibilities of the press.

JRN.2.3 Describe the impact of key Supreme Court decisions affecting student expression and the student press that includes:

- Tinker v. Des Moines Independent Community School District (1969),
- Bethel v. Fraser (1986),
- Hazelwood School District v. Kuhlmeier (1988),
- Morse v. Frederick (2007), and
- other significant or recent decisions.

Example: Read *Free Speech 3.0: Student Expression in the Digital Age* from the McCormick Tribune Foundation and discuss First Amendment issues about freedom of speech in high schools.

JRN.2.4 Apply the legal boundaries and concepts affecting journalism to scholastic journalism.

- Censorship: removing of material by an authority
- Copyright: giving exclusive rights to material a person has written or created
- Libel and slander: printing or presenting a falsehood that damages another's reputation
- Obscenity and vulgar language: using material that offends community standards and lacks serious artistic purpose
- Prior review: reviewing prior to publication for purposes of approval or rejection
- Retraction: correcting something printed or said in the most timely fashion
- Student expression: voicing ideas and opinions in school environments

Example: Read about journalism law cases online (such as those at [bailiwick.lib.uiowa.edu/journalism/mediaLaw/](http://bailiwick.lib.uiowa.edu/journalism/mediaLaw/)), discuss the cases, and then explore legal questions typical of high school concerns such as:

*Is it appropriate to remove a title from a book list because a parent objects? (censorship) What are the guidelines, such as how much and proper credit, for using copyrighted and non-copyrighted work? (copyright) How much evidence is needed to guard against printing a falsehood about students, teachers, or administrators? (libel)*

*Is it ever appropriate to print offensive language if those words are used in a quote from an interviewee? (obscenity/vulgarity) What is the best way to communicate with school officials about content? (prior review) Is it appropriate to bury a retraction in the least noticed place even if it is made in a timely fashion? (retraction) What types of slogans and statements are not considered within legal boundaries for a school environment? (student expression)*

#### *Ethics*

JRN.2.5

Identify essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, which include recognizing:

- Confidentiality: assuring secrecy for information
- Fabrication: inventing stories or accounts
- Photo-manipulation: portraying false visual information
- Off-the-record remarks: agreeing comments are not for publication
- Plagiarism: using another person's work as one's own
- Anonymous sources: using an unnamed source

Example: Read journalism ethics cases online (such as those at [www.journalism.indiana.edu/Ethics/](http://www.journalism.indiana.edu/Ethics/)), discuss the cases, and then explore the ethical

issues in light of current events both nationally and locally. Explain how journalists can avoid pitfalls of the profession as they search for interesting and engaging material.

- JRN.2.6 Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of standards from professional organizations, such as:
- American Society of Newspaper Editors,
  - The Poynter Institute for Media Studies, or
  - Society of Professional Journalists
- JRN.2.7 Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility (*the belief that what someone says is true*) of what is reported.
- JRN.2.8 Compare and contrast ethical guidelines in the standards or mission statements followed by professional organizations with those from student organizations, such as:
- Indiana High School Press Association (IHSPA),
  - Journalism Education Association (JEA), or
  - National School Press Association (NSPA).

### **Standard 3**

#### **MEDIA ANALYSIS**

*Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media.*

##### *Analysis and Evaluation of Media*

- JRN.3.1 Analyze news stories and reports that focus on specific issues, people, and events for the following qualities:
- importance or amount of space or time,
  - proximity or nearness,
  - timeliness or immediacy,
  - prominence or names,
  - conflict, consequence, or impact,
  - variety,
  - human interest, or
  - humor.

Example: Read and analyze the stories, photos, and interviews in *The Best Newspaper Writing, 2006-2007: American Society of Newspaper Editors Award Winners and Finalists* (edited by Aly Colon) for specific qualities.

- JRN.3.2 Analyze and evaluate news stories, feature stories and columns (*human interest, profile/personality, sports, in-depth, special occasion, humor, sidebars*), op-ed pages, commentaries, and editorials in local, national, international newspapers and magazines as well as online news sources (*electronic copy, blogs, convergence*) for:
- accuracy,
  - balance,
  - fairness,
  - proper attribution, and
  - truthfulness or credibility.

Example: Read *Fair & Balanced: A History of Journalistic Objectivity*, a collection of scholarship that traces the goal of fairness from Colonial times, by Steven R. Knowlton and Karen L. Freeman (eds.) and discuss what it means to report objectively. Analyze and evaluate writing and reporting in various anthologies, such as *Pulitzer Prize Feature Stories* by David Garlock (ed.) or *The Best American Sports Writing 2005* by Mike Lupica (ed.) or *The Best American Essays 2005* by Susan Orlean (ed.) or the third edition of *Pulitzer Prize Editorials: America's Best Writing, 1917-2003* by Wm David Sloan and Laird B. Anderson, and in other recent examples from print and non-print media.

JRN.3.3 Analyze and evaluate the essential features of journalistic writing in a variety of news sources for:

- brevity and clarity
- content, topics or themes appropriate for the audience
- credible and multiple information sources
- effective use of language
- rhetorical strategies (*language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals*)
- structural elements and organization

Example: Read and apply the writing guidelines provided in resources for doing journalistic writing, such as *Journalism: The Democratic Craft* by G. Stuart Adam and Roy Peter Clark, or *The Book on Writing: The Ultimate Guide to Writing Well* by Paula LaRocque, or *Reporting and Writing: Basics for the 21<sup>st</sup> Century* by Christopher Scanlan, or *The Fact Checker's Bible: A Guide to Getting It Right* by Sarah Harrison Smith.

JRN.3.4 Analyze and evaluate news stories and features found in student-generated publications and media by using criteria that includes:

- appropriateness
- audience and purpose
- information provided or story
- quality of work or presentation
- rhetorical strategies (*language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals*)
- type of impact

#### *Critique of Mass Media*

JRN.3.5 Compare and contrast coverage of the same news stories in a variety of newspapers or non-print media.

JRN.3.6 Evaluate the credibility of sources in a variety of newspaper and non-print media stories.

Example: Read about what makes a source credible in resources, such as *The Interviewer's Handbook* by Robert S. Boynton, or *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University* by Mark Kramer, or *The Newswriter's Handbook: An Introduction to Journalism* by M. L. Stein, Susan Paterno, and R. Christopher Burnett.

## Standard 4

### JOURNALISTIC WRITING PROCESSES

*Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.*

#### *Gathering Information*

- JRN.4.1 Discuss ideas for writing with classmates, teachers, other writers, or community members.
- JRN.4.2 Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
- JRN.4.3 Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes:
- researching background information
  - formulating questions that elicit valuable information
  - observing and recording details during the interview
  - effectively concluding the interview
  - double-checking information before writing the story
  - keeping dated notes or interview records on file
- JRN.4.4 Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.

#### *Organization and Focus*

- JRN.4.5 Demonstrate knowledge of the structure of journalistic writing (*feature stories and columns, news stories, op-ed pieces, commentaries*) for a variety of print, broadcast and Internet media that includes:
- inverted pyramid (*lead, most important details, less important details, least important details*)
  - narrative storytelling pattern (*indirect lead, facts and information, closing*)
  - combinations of the inverted pyramid and narrative storytelling pattern.
- JRN.4.6 Select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate that includes:
- short, focused sentences and paragraphs
  - varied word usage and descriptive vocabulary
  - active voice verbs
  - specific word choice to avoid jargon and vague language
- JRN.4.7 Use language effectively to establish a specific tone.

#### *Evaluate and Revise*

- JRN.4.8 Evaluate and revise the content of copy for meaning, clarity, and purpose.
- JRN.4.9 Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.

- JRN.4.10 Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.

## Standard 5

### WRITING FOR MEDIA

*Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for journalists. Students demonstrate an understanding of the research, organizational, and drafting strategies in journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow specific style manual guidelines for consistency.*

- JRN.5.1 Write news stories that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads.
  - contain adequate information from credible sources.
  - narrate events accurately including their significance to the audience.
  - include appropriate quotations and proper attribution.
  - describe specific incidents and actions with sufficient detail.
  - cite sources of information correctly.
  - follow standard journalistic language and format conventions.
- JRN.5.2 Write feature stories (*human interest, profile/personality, sports, special occasion, humor, sidebars*) and columns that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads.
  - contain adequate information from credible sources.
  - narrate events accurately including their significance to the audience.
  - include appropriate quotations and proper attribution.
  - describe specific incidents and actions with sufficient detail.
  - cite sources of information correctly.
  - follow standard journalistic language and format conventions.
- JRN.5.3 Write in-depth issue features that:
- use effective headlines (*label, sentence, combination*) and captions.
  - are adequately researched and use a variety of leads.
  - explore the personal significance of an experience
  - use appropriate quotations and provide proper attribution.
  - draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.
  - maintain a balance between individual events and more general or abstract ideas.
  - cite sources of information using the correct form for attribution.
  - follow standard journalistic language and format conventions.

- JRN.5.4 Write reviews of art exhibits, musical concerts, theatrical events, books or films that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads and organize material to adequately inform or persuade readers.
  - identify critical elements of the work being reviewed (*author, performer, artist, topic, theme, title, location of the event or media, cost*).
  - compare the new work to previous work.
  - describe audience reaction.
  - use appropriate quotations and provide proper attribution.
  - follow standard journalistic language and format conventions.
- JRN.5.5 Write editorials, opinion pieces, or commentaries that:
- use effective headlines (*label, sentence, combination*) and captions.
  - are adequately researched and use a variety of creative leads.
  - explore the personal significance of an experience.
  - draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.
  - maintain a balance between individual events and more general and abstract ideas.
  - use appropriate quotations and provide proper attribution.
  - cite sources of information using the correct form for attribution.
  - follow standard journalistic language and format conventions.
- JRN.5.6 Use varied and extended or technical and scientific vocabulary or language that is appropriate for journalistic style, different purposes, and a variety of audiences.

## **Standard 6**

### **TECHNOLOGY AND DESIGN**

*Students use principles, elements, tools, and techniques of media design to analyze, navigate, and create effective, aesthetically pleasing media formats.*

- JRN.6.1 Analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.
- JRN.6.2 Follow basic rules of newspaper and online publication design related to layout.
- JRN.6.3 Design and format features for a variety of publications or media using related terminology that includes:
- signature
  - dummyming
  - ladder
  - font
  - graphics
- JRN.6.4 Use photography, art, or graphic art to accompany copy, enhance readability, and appeal to a variety of audiences.



JRN.6.5 Create original graphics that accompany copy, enhance readability, and appeal to a variety of audiences.

JRN.6.6 Analyze and use a variety of media formats that include:

- media convergence
- Internet and evolving technologies
- podcasts and blogs
- satellite communications

## **Standard 7**

### **MEDIA LEADERSHIP AND CAREER DEVELOPMENT**

*Students understand the organization, economics, and management of media staffs. They explore career paths and further educational opportunities in journalism.*

#### *Media Leadership*

JRN.7.1 Analyze and evaluate leadership models used by media staffs and organizations.

JRN.7.2 Identify the rights and responsibilities guaranteed by state and federal governments for media staffs.

JRN.7.3 Identify and describe economic factors and technological developments that characterize the integration or convergence of media formats that follow style manual guidelines.

JRN.7.4 Analyze factors affecting the cost of producing a publication that include:

- development of the copy
- format (*print, online, or media*)
- distribution systems

JRN.7.5 Create and implement financial plans to support a publication including sales and advertising.

#### *Career Development*

JRN.7.6 Analyze the career paths of noted and recent journalists, what made each a distinctive contributor to the field, and how this information could guide a career path.

JRN.7.7 Compare and contrast different areas of journalism (*print, broadcast, Internet and new technologies, public relations and business, education*) and explore educational requirements or work experiences necessary to pursue a career in each area.

JRN.7.8 Create portfolios (*print or non-print*) that include:

- personal narrative summary of high school experience
- resumes or career goal statements
- letters of recommendation
- samples of best clips or work
- recognition, awards, certificates, or testimonies