SYLLABUS

Course Description:

This course is designed to train prospective journalism teachers for grades 5-12 and to update experienced teachers in journalism methods. The student will be expected to complete a 2,000-word research paper on one of three journalism topics suggested by the instructor, and to integrate that research into a three-week lesson plan.

Required Text:


A current AP Stylebook.

Readings as assigned.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Teaching Philosophy</td>
<td>100</td>
<td>10 percent</td>
</tr>
<tr>
<td>Assignments (3)</td>
<td>300</td>
<td>30 percent</td>
</tr>
<tr>
<td>Research Paper</td>
<td>250</td>
<td>25 percent</td>
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<tr>
<td>Lesson Plan</td>
<td>350</td>
<td>35 percent</td>
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</tbody>
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Total 1,000 points (100 percent)

Grading:

A  90 - 100%
B  80 - 89%
C  70 - 79%
D  60 - 69%
F  Below 60%

Late assignments are subject to a **one-letter grade reduction** for each week overdue, except in cases of extreme hardship. Students are advised to keep copies of all work submitted. In the event a paper is lost, it will be the student’s responsibility to provide a copy for grading.

**Research Paper:**

The paper must be at least 2,000 words (eight pages) in length and conform to AP Style. Citations are to be handled in text. You must have at least five sources, with an emphasis on journal articles, and an **interview** with a practicing high school publications adviser.

**Paper Topics (Choose One):**

- Current Student Publications Law
- History and Practice of Photojournalism
- The Rise of Convergence Journalism

**Lesson Plan:**

Using the research paper as a guide, design a three-week secondary school lesson plan. Assume you are teaching five days per week and each class period is 1 hour and 20 minutes in length. Make sure you plan for an introduction to the topic, readings, examples, class discussion, practice, and assessment.

**The Teachers College Conceptual Framework**

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.
Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Candidates exhibit knowledge of**

1. general education within an intellectual framework.
2. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
3. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
4. teaching and learning as a dynamic, constructive, and metacognitive process.
5. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
6. appropriate technology and how it may be used to enhance teaching and learning.
7. various instructional strategies that can be used to meet the needs and learning styles of individual students.
8. appropriate techniques for teaching and using self-reflection strategies.
9. a variety of assessment strategies to diagnose and respond to individual learning needs.
10. professional ethics and standards for practice.
11. effective communication techniques in order to develop a positive learning environment.

**Candidates demonstrate practical ability to**
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. integrate knowledge across and within disciplines.
4. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
5. determine and assess what students need to know and be able to do in order to succeed.
6. utilize creative planning and curriculum integration to promote learning of all students.
7. learning experiences commensurate with a student’s level of readiness.
8. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

**Disability Services:**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semesters as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, Disability Services, and the professor will be strictly confidential.

**Faculty Initiated Student Withdrawal:**

If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of others, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about existing appeals procedure. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate student withdrawals for excessive absences.

**Academic Dishonesty Policy:**

Academic dishonesty, a basis for disciplinary actions, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.