

Journalism Career Pathway Unit

A Star Schools Teaching Unit created by
Lake Mills Community School District Teachers

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Letter to Students

(On school letterhead)

Dear Members of the LMHS Journalism class:

This letter is to inform you of your participation in the final unit of the Journalism class. This unit will allow you to explore a career in journalism while using various forms of technology; such as, distance learning via the Iowa Communications Network (ICN) and the Internet. You will also have the opportunity to create a final project that is based realistically in the journalism career of your choice.

The purposes of this unit are to:

1. Define and connect journalism and career pathways to LMCS character traits and outcomes.
2. Provide a meaningful learning experience requiring you to use various skills necessary for success in work and life.
3. Communicate your individual talents/interests through activities involving distance learning and other special projects.

You will have the opportunity to truly delve into a career based in journalism that also includes your other interests. Please do your personal best as you work on this project which will demonstrate your abilities to the “real world” of both school and work.

Sincerely,

Journalism Teacher

Language Arts Program Outcomes

Lake Mills Community Schools will provide the opportunities for learners to:

- Recognize and apply communication skills for life-long learning.
- Access and use various sources of information to formulate ideas.
- Recognize diversity in the world through classic and contemporary literature.
- Read, write, speak, listen and view with understanding.
- Formulate presents and defends personal viewpoints.
- Recognize natural connections of communications skills to all disciplines.

Journalism Course Outcomes

- Build a better understanding of human communications as it applies to individuals and to the mass communications process.
- Become critical observers of the global media and to become aware of techniques used in journalism.
- Develop skills of fairness, objectivity, accuracy, and conciseness in writing and reporting in various forms of journalism.
- Explore the various career opportunities in the field of journalism such as reporting, writing, broadcasting, public relations, etc.

Journalism Career Pathways Unit Outcomes

- Define and connect journalism and career pathways to our LMCS character traits and outcomes.
- Provide a meaningful learning experience requiring you to use various skills necessary for success in work and life.
- Communicate your individual talents/interests through activities involving distance learning and other special projects.

National Career Development Guidelines

For this unit on career development in Journalism, we will be using the following competencies:

Self-knowledge

- Understanding of influences of a positive self-concept

Educational and Occupational Exploration

- Skills to locate, evaluate and interpret career information
- Skills to prepare to seek, obtain, maintain and change jobs

Career Planning

- Skills to make decisions
- Skills in career planning

Journalism Career Pathways Unit Assignments

- LERCH Review
- Career Pathways Reference Guide
- IPTV Database Reaction Paper to Career Pathways
- Internet Time Log and Self-Reflection Paper
- Defining Video Conferencing Etiquette on the ICN – Session I in the ICN video classroom
- Decision Making Matrix
- Effective Listening Etiquette Rubric - Session II in the ICN video classroom
- Culminating Task
- Final Reflection Paper - Essential Question
- Unit Evaluation

LERCH Outcomes

Directions: Review the indicators of success for LERCH—which ones can relate to a career in journalism? Be prepared to discuss the connections in class.

Lifelong Learner:

Indicators of success:

1. Select and use various research techniques and resources-gather, sort, organize and present information.
2. Demonstrate the skills necessary in achieving short-term tasks and planning long range goals.
3. Demonstrate the skills necessary for adapting to an ever-changing world.

Effective Communicator

Indicators of success:

1. Demonstrate how to communicate confidently.
2. Demonstrate the ability to receive communication effectively.
3. Demonstrate the ability to evaluate the appropriate skills of communication.
4. Demonstrate personal, group, and technological communication.

Responsible Citizen

Indicators of success:

1. Display respect for themselves and others, which includes not only the property of others, but also the ideas of others.
2. Demonstrates the importance of attendance and timeliness.
3. Demonstrate the ability to set and work toward achievable goals.
4. Demonstrate responsibility for personal actions and for the actions of groups to which he/she belongs.
5. Demonstrate knowledge and tolerance for diverse communities and cultures both past and present.
6. Be a positive contributor to the community, in which one resides and recognizes the importance of that contribution.
7. Recognize and respect the role of diverse viewpoints in a democracy.
8. Identify the characteristics of a productive citizen.
9. Develop a cultural literacy that reflects an appropriate respect for one's country.

Critical and Creative Thinker

Indicators of success:

1. Access, evaluate and integrate technologies and sources of information
2. Evaluate various issues, establish viewpoints and communicate opinions in acceptable ways.
3. Create original quality projects and productions using prior experiences, knowledge and skills.
4. Summarize issues and successfully resolve them by using various forms of thinking processes.
5. Solve problems using established methods of problem solving.
6. Creatively adapt and interpret existing works.

Healthy Contributor

Indicators of success:

1. Accepts responsibility for one's personal behavior.
2. Utilize the skills necessary to work collaboratively.
3. Demonstrate an understanding that healthy choices contribute to physical, mental and social well being.
4. Model healthy habits and decision-making skills.
5. Demonstrate the ability to identify stress and techniques to cope with it.

Career Pathways and Journalism— Is there a connection?

Directions: For each of the career pathways listed below, investigate the database for a description of occupations in each area. Then decide how journalism links to each one.

Agriscience/Natural Resources

Description:

Link:

Arts and Communication

Description:

Link:

Business/Marketing/Information Management

Description:

Link:

Health Sciences

Description:

Link:

Family/Human Services

Description:

Link:

Engineering/Industrial/Technological Science

Description:

Link:

IPTV School to Careers Database

Reaction Paper to Career Pathways

Directions: After completing your investigation of the IPTV School to Careers database and Career Pathways reference sheet, write a reaction paper to the career pathways in the space provided below. Feel free to add additional sheets if needed. When writing, consider the following questions: 1) What does each pathway have to offer you?; 2) What career pathway do you feel best represents what you would like to do?; 3) What pathway(s), do you feel has the strongest connection to journalism? Why? 4) What points of high interest did the database offer you?; 5) Did you learn of a career that you had not considered before, but are now interested in? If so, what?

“5 C’s”—Effective Communication Rubric

Self-Reflection Paper

Clear 5 4 3 2 1	Audience understands purpose consistently	Audience usually understands purpose	Garbled meaning distracts audience
Complete 5 4 3 2 1	Required elements addressed thoroughly	Required elements addressed	Element(s) missing
Concise 5 4 3 2 1	Content is thorough and compact	Content is thorough-some editing needed for conciseness	Excess words detract from meaning
Correct 5 4 3 2 1	No major errors in standard written/spoken English	Minimal errors do not detract from meaning	Errors distract audience/detract from purpose
Compelling 5 4 3 2 1	Content had unique elements created by author	Content was understandable and interesting	Audience felt no urge to continue listening/reading

Another criteria for healthy contribution is doing more work than is expected and/or required. List anything that you did that was an “extra” task.

Internet Time Log and Self-Reflection Paper

Due Date: _____

Assignment: To create your own Internet time log and reflect on your findings.

You will be responsible for keeping a daily log of all of the Internet sites that you have visited, including time spent at each site. Also log a short description of your satisfaction with the site; what was good about it? What displeased you? The log will be shared periodically during class.

You will also be responsible for completing a self-reflection paper with the completion of the Internet log. In this paper you will need to trace your progress in your search for a career in journalism. Explain how and why you focused on your ending career. Also reflect on whether your career is a business or service.

Purpose: To provide a record of your searching, and to collect data that will help you to decide which Internet sites are worth revisiting. It will also help you to avoid mindless “web surfing”; don’t lose yourself in the black hole of the Internet! It will also provide a chance to reflect on the career that you have chosen and how you came to choose that career.

Details: This is actually a three-part assignment. First, create the log itself, utilize it as your weekly time card, and then reflect on your findings.

Your audience for the time log is yourself, fellow students, and the instructor. Be sure to include enough information to meet the needs of this varied audience.

Grading: The original log is worth 20 points and each periodical update is worth 5 points (which will total no more than 40 points). Your time log will be shared with other learners so they may benefit from your comments on web sites.

The self-reflection paper will be worth an additional 25 points and it will be based on the 5C’s rubric.

“5 C’s”—Effective Communication Rubric**Self-Reflection Paper**

Clear 5 4 3 2 1	Audience understands purpose consistently	Audience usually understands purpose	Garbled meaning distracts audience
Complete 5 4 3 2 1	Required elements addressed thoroughly	Required elements addressed	Element(s) missing
Concise 5 4 3 2 1	Content is thorough and compact	Content is thorough-some editing needed for conciseness	Excess words detract from meaning
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Another criteria for healthy contribution is doing more work than is expected and/or required. List anything that you did that was an “extra” task.

What does Proper Distance Learning Etiquette Look Like? Session I

The Information Age is expanding our traditional ideas of the “classroom” and the “workplace.” At LMCS, we utilize the Iowa Communication Network (ICN) to connect “live” with people from around the world. The Lake Mills Community also has a communication network provided by Winnebago Cooperative Telephone Company for similar purposes. Clearly, it is important for us to learn and demonstrate proper etiquette for distance communication.

TASK: Describe a “perfect” performance for each of the distance learning criteria listed below:

Posture

Eye Contact

Avoidance of Distracting Mannerisms

Avoidance of Sidebar Activities

Focusing on Speaker/Presentation

Using Encouraging Body Language

ICN Etiquette Session II

Your task is to define an exemplary performance for each criteria.

Posture Acceptable Needs work Unacceptable

5 4 3 2 1

Eye Contact Acceptable Needs work Unacceptable

5 4 3 2 1

**Avoidance of
Distracting
Mannerisms** Acceptable Needs work Unacceptable

5 4 3 2 1

**Focusing on
Speaker/
Presentation** Acceptable Needs work Unacceptable

5 4 3 2 1

**Encouraging
Etiquette** Acceptable Needs work Unacceptable

5 4 3 2 1

* Write a description of how the ICN session went. What went well? What could be improved?
What would you do differently? Suggestions for next time?

Decision-Making Matrix

Journalism Career Pathways Unit

Decision Question for Self-Assessment:

In which journalism career would I find my greatest level of success as a journalist?

Directions: After reading Chapter 17 in your text book on “Careers in Journalism,” fill out the decision-making matrix below following the directions on the next page.

		Option #1	Option #2	Option#3	Option #4	Option #5	Option #6
Journalism Career							
Criteria	Importance Score						
1.							
2.							
3.							
4.							
5.							
6.							
Totals							

Directions for Completing the Decision-Making Matrix:

- (1) List 6 different journalism career options in the boxes provided.
- (2) List 5-6 criteria you consider important traits/aspects for a successful journalism career (ex. includes photography; allows travel; encourages personal creativity, self-directed, etc.); write these in the boxes provided.
- (3) Assign each criterion an “importance score” (very important=3 points, moderately important =2, least important=1).
- (4) Determine the worth of each journalism career option on the “importance scale” (0 through 3 points).
- (5) Multiply the criterion scores by the journalism career option scores.
- (6) Determine which journalism career options have the highest total points.
- (7) Based on your reaction to the selected journalism career option, determine if you want to change importance scores or add or drop criteria.

Task: Based upon your decision-making matrix, which journalism career option seems to be your best choice? Could all your journalism career options be possibilities for a journalism career for you? Explain.

Culminating Task

Assignment: To create an example of your “work” from the journalism career you explored.

You will create an example of work that is authentic and applicable to work done by career professionals in the journalism career you have chosen. Examples are as follows: News Anchor - create a video of a news broadcast; Publisher - design a layout of a mini magazine; Photographer - create a photo collage of work; Columnist - write several samples of columns, etc. You will also present your example to the class, explaining why you chose to do the work you did, why and how it relates to your journalism career, and what you learned from completing your work.

Purpose: To provide an authentic experience that directly relates to a field in journalism that the student is interested in exploring/pursuing.

Details: The work you create must be related directly and is applicable to the journalism career you have chosen.

Grading: The culminating task will be worth 50 points. It will be based upon the Quality Product and the 5 C’s rubrics.

“5 C’s”—Effective Communication Rubric Culminating Task

Clear 5 4 3 2 1	Audience understands purpose consistently	Audience usually understands purpose	Garbled meaning distract audience
Complete 5 4 3 2 1	Required elements addressed thoroughly	Required elements addressed	Element(s) missing
Concise 5 4 3 2 1	Content is thorough and compact	Content is thorough-some editing needed for conciseness	Excess words detract from meaning
Correct 5 4 3 2 1	No major errors in standard written/spoken English	Minimal errors do not detract from meaning	Errors distract audience/detract from purpose
Compelling 5 4 3 2 1	Content had unique elements created by author	Content was understandable and interesting	Audience felt no urge to continue listening/reading

Another criteria for healthy contribution is doing more work than is expected and/or required. List anything that you did that was an “extra” task.

Name _____

Quality Product Rubric Culminating Task

Deadlines 5 4 3 2 1	were met consistently	Were usually met	Were frequently missed
Self-Direction 5 4 3 2 1	Went to work without prodding by instructor or peers	Went to work with occasional prodding from on task instructor/peers	Needed frequent prodding to remain
Creativity 5 4 3 2 1	Came up with unique ideas that were enticing and engaging	Had one brief flash of creative thought that enticed	Did the work as assigned with no creative input
Professionalism 5 4 3 2 1	Handed in work with no need for revision	Handed in work that needed some revision	Handed in work that needed much revision
Commitment 5 4 3 2 1	Was consistently committed to creating a quality product	Was frequently committed to creating a quality product	Showed little commitment to creating a quality product

Another criteria for healthy contribution is doing more work than is expected and/or required. List anything that you did that was an “extra” task.

Unit Evaluation

Due Date: _____

Assignment: Complete the form and turn in by the end of the day.

Purpose: To reflect and “learn from your learning.”

If you were to do this unit over again, state three things you would personally do differently:

1.

2.

3.

In paragraph form, state what you gained from this unit:

“5 C’s”—Effective Communication Rubric Final Reflection Paper

Clear 5 4 3 2 1	Audience understands purpose consistently	Audience usually understands purpose	Garbled meaning distract audience
Complete 5 4 3 2 1	Required elements addressed thoroughly	Required elements addressed	Element(s) missing
Concise 5 4 3 2 1	Content is thorough and compact	Content is thorough-some editing needed for conciseness	Excess words detract from meaning
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Another criteria for healthy contribution is doing more work than is expected and/or required. List anything that you did that was an “extra” task.

Final Reflection

Journalism Career Pathway Unit

Task: Write a letter to your instructor in which you answer this essential question: **Journalism: a business or service?** Be sure to include things that you have learned about yourself and the journalism career from each activity that we have done in this unit. You will be graded using the 5 C's rubric.