

**JOURNALISM II**  
LITERARY MEDIA & COMMUNICATIONS  
DUKE ELLINGTON SCHOOL OF ARTS

MR. KOYE OYEDEJI (ROOM 11)

**WE WELCOME YOU TO THE DUKE ELLINGTON SCHOOL OF THE ARTS LITERARY MEDIA and COMMUNICATIONS DEPARTMENT, WHERE OUR MISSION IS:**

The Literary Media and Communications Department's (LMC) goal is singular, to train its student in the different strands of communication (written, verbal and new media), considering how this translates to the marketplace. This department necessitates interdisciplinarity, including, but not limited to LMC, Theater, Museum Studies, Visual Arts, and TDP (recording studio). Our aim is to dismantle the sometimes self-indulgent, and strictly cathartic workshop model of writing and leave in its place a department that imparts to its students the notion that they are writing to work, rather than just writing to write. The department has five strands, that are product driven, products that range from performance, to print, archival, to design, research to debate, and within the strands, culminating work both within the Duke Ellington School of the Arts (copy and content for the Ellington website, developing archives of Ellington work, creating script in the areas of performance/performance marketing, writing copy and public service announcements, serving as viable extension/support mechanism of and for Ellington Fund, to name a few), and outside the context of the school.

***Strand One*** – Research, Public Speaking, Speech, and Debate (within this formation of an interdisciplinary, Ellington Debate team that competes within the District of Columbia, eventually, nationally) -----this discipline would encompass LMC, Museum Studies, and Theater

***Strand Two*** – Dramatic Writing and the Construction and Understanding of Character ----this discipline would encompass LMC and Theater

***Strand Three*** – Magazine, Newspaper, and Online (borrowed from Syracuse Graduate Program in New Media studies), in addition to serving as the magazine, print and online face of Ellington, this strand could also liaison/serve the parent community through blogs, and work in conjunction with Ellington Fund to market and deliver Ellington brand to outside/funding communities – this discipline would encompass LMC, Museum Studies, and Visual Arts

***Strand Four*** – Film and New Media, in addition to the screenwriting component, this strand could serve as the archiving entity for Ellington, pod casting that would complement strand three and also in conjunction with branding for the institution/Ellington Fund. Additionally copy/psa writing/content writing across discipline---this strand would encompass LMC, Museum Studies, and TDP, Theater

***Strand Five*** – Internship (across discipline)

## **Journalism II**

**Tutor:** Mr. Koye Oyedeji

**Room:** 11

**Contact:** phone- 202 282 0123 ext 2645; email- koyeoyedeji@gmail.com

Students will be expected to learn how to conduct thorough research for writing assignments given throughout the course of the school year. Research, for this course, is being defined as the in depth investigation into a subject matter for the purposes of education and understanding. In writing, research plays an especially significant role, as it provides depth and breadth to a body of work.

Students will write reviews, and news copy to writing essays and referencing them correctly, radio presentations, biographies, travel writing, grant writing and features. Students will learn how to research, structure and present each of these forms of writing, as well as how edit and revise their work.

Students will engage in exercises such as writing bios for chosen people of note and using the same principles to write their own bios with the same structure and third-person distance. They will consider what makes a story newsworthy and how to research and structure a news story. Other aspects they engage with will include the preparation, arrangement and conduction of interviews; feature and lifestyle writing, grant writing and essay writing.

Output: work considered of a high standard will be put forth for potential inclusion for the student publication.

## **FIRST ADVISORY:**

### **– RESEARCH PRINCIPLES**

Unit includes the principles of research, compiling research, writing essays and utilizing data.

### **– BIOGRAPHY**

Unit includes an analysis of Alex Haley's *Biography of Malcolm X* and exercises in writing both a Biography and Autobiography.

## **SECOND ADVISORY**

### **- FEATURE WRITING**

Using the collection of features by Toure and the writings of Pulitzer Prize winning author Rick Bragg, students will study the form of feature writing and apply the principals to their own work.

### **– WRITING REVIEWS**

Students will assess what it takes to write a strong review and will be asked to produce their own reviews.

## **THIRD ADVISORY**

### **- TRAVEL WRITING**

Considering the work of Caryl Phillips and his travel memoirs *The European Tribe*, students will break down the elements of travel writing and will be asked to then compose their own pieces based on their own travels.

### **- ESSAY**

Students will critically examine the form of the essay looking at essayists such as Michael Eric Dyson, Ralph Ellison and Susan Sontag. Students will be expected to employ the techniques they have learnt and produce their very own critical essays.

## **FOURTH ADVISORY - RESEARCH PROJECT – HURRICANE KATRINA**

**Students will examine a series of media on Hurricane Katrina, from fiction to documentary, newspaper articles and essays. In groups students will be expected to organize themselves in order to compile an extensive six week research project in which they are to present their work both as a presentation and research report.**

## **COURSE REQUIREMENTS:**

- Signed agreements – Class Rules, Student Information and Agreement to acquire key texts (Return of agreements goes towards Classroom Participation and Quality of contribution grading, failure to return agreements leads to deduction.)
- Current functioning e-mail address.
- Students must have a flash drive.
- Students must contribute to the class by way of verbal communication.
- Computer, Printer and Internet accessibility outside of Duke Ellington School to dialogue with instructor on ways to improve work and presentations.
- Respect for the works and classroom contributions of others and the willingness to learn how to critique constructively.
- Attendance and promptness are essential for all classes.
- Timely completion and submission of assignments, late work will not be accepted and student will be marked as failed assignment.
- Maintenance of course notebook in compliance with periodic notebook checks.
- Regular and comprehensive note-taking

**THE USE / CHARGING OF CELL PHONES WILL NOT BE TOLERATED IN CLASS; ANY PHONES VISIBLY SEEN SHALL BE CONFISCATED AND DELIVERED TO FATHER PAYNE FOR COLLECTION.**

## **MATERIALS NEEDED:**

Binder with college-ruled paper  
Suitable portfolio case  
Writing instruments  
Notebook

## **GRADING**

**Students will be graded in three primary areas:**

Classroom Participation and Quality of Contribution/Return of written agreements: **10%**

Writing Assignments: **30%**

Research Project:

Final Research Presentation **20%**

Final Research Report: **40%**

### **Standards**

- Discussion
- Questioning, Listening, and Contributing
- Oral Presentation
- Vocabulary Development
- Text – Expository, Document and Procedural Text, Argument and Persuasive Text
- Connections
- Genre, Theme
- Fiction, Literary Nonfiction
- Poetry
- Drama
- Style and Literature
- Traditional Narrative
- Imaginative/Narrative Writing
- Revision

## Methodology

The course utilizes the “Triangle Method,” a methodology of learning. The methodology references the triangle as a shape, in that all sides of a triangle are equal and equidistant, and in this methodology the sides are Character/Context, Compassion, and Citizen. The “Triangle Method” does this because it is our contention that we need to produce students who understand that knowledge, language, information, indeed art, are not privileged spaces. The idea, within the “Triangle Method” is that the student makes no decision about which part of learning, which part of the “Triangle” is more important, but rather how each, in concert, produces lifelong learners.

### A Note on Grading: For Students and Parents

A grade is final. I will not change grades on the result of a discussion. I am available to discuss any concerns that you might have, but will not be able to change the grade for any work submitted and marked.

### A Note on Absence and Tardiness

You will be marked tardy if you fail to show up in class before the bell rings.

It is important to note that the school has implemented a policy whereby **five unexcused instances of tardiness equal an absence** per advisory. Five unexcused absences from a class in any single advisory will **result in automatic failure of that class** regardless of the level of work submitted. **This is an automatic process that takes place on our administration system. As teachers we are in no position to overturn this process/grade.**

Five unexcused tardiness = 1 absence.

Five unexcused absences = failure.