

**JOURNALISM I**  
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 I**

**Tutor:** Mr. Koye Oyedeji

**Room:** 11

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### **Course Description**

The aim of the Journalism I is to introduce students to some of the fundamental aspects of journalism and encourage students to engage in the news, the business of news and current affairs.

The course will consist of a series of written assignments of which students will have the chance to revise and include in their ten piece portfolio for final submission at the end of the semester.

### **FIRST AND SECOND ADVISORY**

Students will look at the principles of writing, considering the birth of journalism and the state of journalism today in the information age. Students will expand their vocabulary, consider what makes good news, what motivates people to pick up newspapers and to whom the news appeals to.

Students will compare news coverage as it's delivered through different media. Classroom exercises will include such topics as the reliability of sources, the purpose of news headlines, and the elements that go into making a strong headline.

Students will explore:

- Where do we go for news? Where can we go at school?
- What makes a good news story?
- What makes a story news worthy?
- Why does it matter? Why is it important?

### **THIRD AND FOUR ADVISORY**

The unit will introduce students to the divisional roles in news, editorial, sub-editing and copy-writing as well as the role of photography within news. Students will have the chance to come up with their own headlines for newspapers as well as the opportunity to edit work.

Students will learn to understand bias, the ethics of journalism, freedom of speech versus the right to privacy plus the dangers of libel. Students will be encouraged to come to terms with their bias, allowing them to have an open approach to cultivating journalistic objectivity.

Students will explore:

- Who does the story affect? Who cares about it?
- How does the story cause people to make decisions (create democracy)?
- What will this story cause the people who read it to do?

### **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%**

Final Portfolio: **60%**

**Standards**

- Discussion
- Questioning, Listening, and Contributing
- Oral Presentation
- Vocabulary Development
- Text – Expository, Document and Procedural Text, Argument and Persuasive Text
- Connections
- Traditional Narrative
- Imaginative/Narrative Writing
- Revision