

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Journalism

Prepared by the State Board of Education TEKS Review Committees

First Draft – September 2009

These course documents have been combined and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

TABLE OF CONTENTS

Journalism	Pages 1-3
Independent Study in Journalism	Pages 4-5
Advanced Broadcast Journalism I, II, III	Pages 6-8
Photojournalism	Pages 9-10
Advanced Journalism (Yearbook I, II, III/Newspaper I, II, III/Literary Magazine)	Pages 11-14

§ 110.62. Journalism (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. **Published work of professional journalists**, technology **and** visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A1]: The work of professional journalists should be used as a teaching tool.

(2) The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:

(A) identify the history and development of American journalism through people and events;

~~(B) identify the foundations of journalistic ethics;~~

Comment [A2]: Moved to 1(C)

(B) identify the foundations of press law, including copyright law and the fair use exemption;

Comment [A3]: Specifies and separates laws from ethics.

(C) identify the foundations of journalistic ethics;

(D) distinguish between responsible and irresponsible media action; and

(E) understand the consequences of plagiarism.

Comment [A4]: Specifies responsibilities. Also ties into other subject area TEKS

(2) The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:

Comment [A5]: Lower level objective before attempting higher level application of skill later.

(A) distinguish the similarities and differences of print, broadcast and online media

Comment [A6]: Lower level objective before attempting higher level application of skill later.

(B) distinguish the similarities and differences of news, feature and opinion writing

Comment [A7]: Lower level objective before attempting higher level application of skill later.

~~(2, 3)~~ The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

~~(A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;~~ Comment [A8]: Moved to 3 (C)

~~(B) plan and write relevant questions for an interview or in-depth research;~~ Comment [A9]: Moved to 3 (D)

~~(C) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;~~ Comment [A10]: Moved to 3 (F)

~~(D) incorporate direct and indirect quotes and other research to write in copy;~~ Comment [A11]: Moved to 3 (G) with changes

~~(E) revise and edit copy using appropriate copyreading and proofreading symbols;~~ Comment [A12]: Moved to 3(I) with changes

~~(F) use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;~~ Comment [A13]: Moved to 3(I) with changes

~~(G) demonstrate an understanding of the elements of news through writing~~ Comment [A14]: Moved to 3 (A) with changes

~~(H) select the most appropriate journalistic format to present content;~~ Comment [A15]: Moved to 3 (B)

~~(I) use journalistic style;~~ Comment [A16]: Moved to 3H) with changes

~~(J) gather information through interviews (in person or telephone);~~ Comment [A17]: Moved to 3(E)

~~(K) write captions~~ Comment [A18]: Moved to 3 (L)

~~(L) demonstrate an understanding of the function of headlines through the writing of headlines~~ Comment [A19]: Moved to 3(M)

~~(M) rewrite copy.~~ Comment [A20]: Moved to 3 (J)

(A) demonstrate an understanding of the elements of news ~~through writing;~~ Comment [A21]: Eliminated to allow for broad coverage of this objective.

(B) select the most appropriate journalistic format to present content;

(C) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;

(D) plan and write relevant questions for an interview or in-depth research;

(E) gather information through interviews (in person or telephone);

(F) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;

(G) **write copy synthesizing** direct and indirect quotes and other research;

(H) use journalistic style to write copy;

(I) revise and edit copy using appropriate ~~copyreading and proofreading~~ copy editing symbols;

Comment [A22]: Rewritten for clarity.

(J) rewrite copy;

(K) **create** different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;

(L) write captions; and

(M) demonstrate an understanding of the function of headlines through the writing of headlines.

(4) The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to:

(A) identify the ~~variety of~~ **appropriate form of** journalistic publications ~~and products to present content~~, such as newspapers, newsmagazines, **online media, broadcasts and newsletters**;

Comment [A23]: More precise verbs and updated media added.

(B) design elements into an acceptable presentation;

(C) use illustrations or photographs that have been cropped to communicate and emphasize a topic;

(D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic;

(E) prepare a layout for publication; and

(F) design an advertisement for a particular audience.

(5) The student demonstrates an understanding of the economics of publishing. The student is expected to:

(A) differentiate between advertising appeals and propaganda;

(B) demonstrate understanding of the type of advertising such as classified, display, or public service; and

(C) understand general salesmanship in ~~selling~~ **professional or** student-produced publications.

Comment [A24]: Comparison needed for real world application.

§ 110.63. Independent Study in Journalism (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and using correctly the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A1]: students should be able to correctly demonstrate skills

Comment [A2]: The work of professional journalists should be used as a teaching tool

(2) The essential knowledge and skills as well as the student expectations for Independent Study in Journalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student refines and enhances journalistic skills. The student is expected to:

- (A) formulate questions, refine topics, and clarify ideas;
- (B) organize and support what is known and what needs to be learned about a topic;
- (C) compile information from primary and secondary sources using available technology;
- (D) organize information from multiple sources, including primary and secondary sources;
- (E) link related information and ideas from a variety of sources; and

~~(F) access appropriate print and non-print information using text and technical resources, including databases~~

Comment [A3]: Deleted because databases are assumed as secondary sources in 1C

(F) evaluate product based on journalistic standards;

Comment [A4]: Students should engage in the higher-order thinking skill of evaluation and should apply journalistic standards to this evaluation.

(G) understand and apply press law and journalistic ethics, including copyright law and the fair use exemption; and

Comment [A5]: Students should have a thorough understanding of law and ethics and should be expected to apply this to the work they create.

(H) understand the consequences of plagiarism.

Comment [A6]: Students should understand that plagiarism is not accepted.

(2) The student produces visual representations that communicate with others. The student is expected to:

(A) conduct a research project(s) with instructor guidance and produce an original work in print or another medium demonstrating advanced skill; and

(B) use a range of techniques in planning and creating projects.

DRAFT

110.64. Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).

(a) Introduction.

(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of **Broadcast Journalism**; critique and analyze the significance of visual representations; and learn to produce by creating a **Broadcast Journalism** product. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) **The student demonstrates knowledge an understanding of broadcast journalism media development, law, and responsibility to cover subjects of interest and important to the audience. The student is expected to:**

(A) identify the historical development of broadcasting from early radio to present-day **television formats, including radio, television and online media;**

(B) identify the function and role **of brodecast media (radio, television) in society of broadcast media, including radio, television and online broadcasts;**

(C) **evaluate understand and apply** the laws **and ethical considerations** affecting broadcast journalism, **including copyright law and the fair use exemption;**

~~(D) explore the impact of radio and television on society;~~

(D) **understand and apply ethical considerations affecting broadcast journalism**

~~(E) identify the role of broadcast media consumers; and~~

(E) **understand the consequences of plagiarism**

(F) **explore the impact of broadcast formats on society;**

(G) **seek viewer opinions on the broadcast to determine its impact on future programming;**

(H) identify the strategies of broadcasting to reach certain audiences, including programming decisions.

Comment [A1]: Skill added for real world application, and cross over into other journalism TEKS

Comment [A2]: Skill added for real world application, and cross over into other journalism TEKS. Technology updated as well.

Comment [A3]: stet

Comment [A4]: Skill added for real world application, and cross over into other journalism TEKS

Comment [A5]: Moved to 1(F)

Comment [A6]: Skill added for real world application, and cross over into other journalism TEKS

Comment [A7]: Now part of 1 (F)

Comment [A8]: Skill added for real world application, and cross over into other journalism TEKS

Comment [A9]: Skill added for real world application,

Comment [A10]: Skill added for real world application,

(2) The student recognizes understands how broadcast productions are created and disseminated. The student is expected to:

Comment [A11]: Lower level skill verb objective changed because for logical flow of student skills

(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, and news anchors, in broadcast journalism understand the economics of broadcasting, such as advertising and public funds;

Comment [A12]: Real world application

~~(B) identify technical elements of broadcast production used to create and deliver news such as equipment, camera basics, editing, and captions;~~

Comment [A13]: Covered in later objective in this document.

~~(C) understand the economics of broadcasting such as advertising and public funds~~

Comment [A14]: Covered in later objective in this document...sc15 and 16

(B) consider finances in making decisions, including air time, length of program, and content;

Comment [A15]: See sc 14

(C) create and execute a financial plan for programming;

Comment [A16]: See sc 14

~~(D) demonstrate understanding of how media content is produced by creating and presenting a broadcast journalism product such as a news report, or an interview.-~~

Comment [A17]: Represented by 3 (A), (B)

(D) identify technical elements of broadcast production used to create and deliver broadcast programming.

Comment [A18]: Lower level skills added before application skills found later in this document

(3) The student produces programming, such as newscasts, interviews and public service announcements. The student is expected to:

Comment [A19]: Stem added to tie additions of application level skills into one group

(A) determine which events and issues are newsworthy for viewers;

Comment [A20]: Both 3 (A), (B) were once 2 (D)

(B) select the most appropriate journalistic format to present content;

Comment [A21]: Both 3 (A), (B) were once 2 (D)

(C) apply preproduction skills, such as storyboarding, scriptwriting and scheduling;

Comment [A22]: Real world skill

(D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;

Comment [A23]: stet

(E) create programs that involve skills such as camera angles and movements, audio, lighting and incorporation of graphics;

Comment [A24]: stet

(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency and rate;

Comment [A25]: stet

(G) deliver content that demonstrates the development of a professional identity in the community;

Comment [A26]: stet

(H) apply postproduction skills, such as editing, voice-overs and transitions;

Comment [A27]: stet

(I) demonstrate knowledge of new and emerging technologies that may affect the field; and

Comment [A28]: Real world skill

(J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques.

Comment [A29]: Stet

(4) The student demonstrates leadership and teamwork abilities. The student is expected to:

Comment [A30]: stet

(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, and news anchors, in broadcast journalism;

Comment [A31]: stet

(B) determine roles for which different team members will assume responsibility;

Comment [A32]: stet

(C) work cooperatively and collaboratively through a variety of staff assignments;

Comment [A33]: stet

(D) listen actively and critically and then respond appropriately to team members;

Comment [A34]: stet

(E) develop a deadline schedule and a regular means of monitoring progress;

Comment [A35]: stet

(F) submit work for editing and critiquing and make appropriate revisions; and

Comment [A36]: stet

(G) edit and critique work of others.

Comment [A37]: stet

DRAFT

110.65. Photojournalism (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A1]: The work of professional journalists should be used as a teaching tool.

(2) The essential knowledge and skills as well as the student expectations for Photojournalism, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student interprets/critiques visual representations. The student is expected to:

(A) recognize the major events in the development of modern day photography;

(B) recognize composition principles and their impact on photography;

(C) recognize and apply ethical and legal standards to all aspects of photojournalism, including copyright law and the fair use exemption;

Comment [A2]: Specifies minimum areas to be covered.

~~(D) recognize and apply ethical to all aspects of photojournalism;~~

Comment [A3]: The student expectation is obsolete.

(D) recognize the impact of electronic technology and future trends in digital imaging on the traditional field of photo journalism; and

(E) understand the consequences of plagiarism.

Comment [A4]: Added as separate sub skill and responsibility; ties into other core subject area TEKS

(2) The student produces visual representations that communicate with others. The student is expected to:

(A) identify the basic parts of a camera and their functions;

~~(B) identify different types of film and determine their appropriate uses;~~

Comment [A5]: The student expectation is obsolete

(B) manipulate shutter speed and aperture/F-stop to produce different effects in photos;

Comment [A6]: Real world skill

(C) produce a properly exposed print photo where the subject is sharply focused and demonstrate the use of the elements or principles of design;

Comment [A7]: Part of the new (D)

(D) produce photos that apply the composition principles;

Comment [A8]: Real world skill

(E) use lighting and be aware of its qualities such as direction, intensity, color and the use of artificial light;

(F) stop action by determining appropriate shutter speed or use panning or hand holding with slower shutter speeds;

~~(G) practice safety in handling and disposing of chemicals when operating in a darkroom;~~

Comment [A9]: Student expectation is obsolete because of use of digital cameras.

(G) evaluate technical qualities of photos;

~~(H) learn the theory of film developing by understanding the latent image, film structure, and method of development;~~

Comment [A10]: Student expectation is obsolete because of use of digital cameras.

(H) use appropriate equipment to ~~process film~~ download images and make prints; ~~and make contact sheets~~

Comment [A11]: Outdate skill is updated

(I) improve photo quality by using appropriate technology.

Comment [A12]: Skill updated.

~~(J) create digitized images using technology to complete the process; and~~

Comment [A13]: Both J and K have been combined in the new (I)

~~(K) improve print quality by using appropriate equipment or technology.~~

Comment [A14]: Both J and K have been combined in the new (I)

(3) The student incorporates photographs into journalistic ~~publication~~ publications. The student is expected to:

Comment [A15]: Changed for correctness in usage.

(A) plan photo layouts;

(B) illustrate events with appropriate photos and captions;

(C) plan photographs in relation to assignments from an editor; and

(D) ~~set up or follow~~ create a system for ~~keeping track of negatives, photo images, contact sheets, and meeting~~ organizing deadlines, camera equipment and photos.

Comment [A16]: Updated and rewritten for clarity.

§110.66. Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will ~~learn~~ apply journalistic ethics and standards. Writing, published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s). For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A1]: Changed to higher order skill

Comment [A2]: Changed to denote specific examples to be used as models

(2) The essential knowledge and skills as well as the student expectations for Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The student is expected to:

(A) understand the role and responsibilities of each staff member and the purpose of the publication;

(B) use the skills necessary to plan and produce a publication;

(C) read ~~other~~ publications, both professional and other student-produced, and generate story and design ideas of interest or of need to the publication's audience;

Comment [A3]: "Other" moved in sentence to denote students should use outside student produced models.

(D) conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet; interviews with primary sources and other sources available such as databases or published reports; and

Comment [A4]: Journalistic element of design added at initial identification (recognition) stage.

(E) conceive coverage ideas and create multifaceted presentations of material, including but not limited to, standard story form, infographics, sidebars, photos, and art.

Comment [A5]: Deletion and addition made to clarify "firsthand" as primary source and other credible sources found on the Internet. The word "Internet" alone assumes all websites are credible.

(2) The student understands press law and journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to:

Comment [A6]: "Press law" added at lower level skill with ethics before application of skill denoted later in this document.

(A) find a variety of credible sources to provide balanced ~~to~~ coverage;

Comment [A7]: Added for clarification

(B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;

Comment [A8]: "Balance" changed to "balanced" and "to" deleted for proper usage in this statement.

(C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;

(D) critique the publication to find its strengths and weaknesses to improve products based on those critiques ~~and work toward an improved product based on those critiques; and~~

Comment [A9]: Objective reworded for conciseness.

(E) actively seek ~~s~~ non-staff opinion on the publication to determine its impact on future publications; ~~determine whether that opinion should affect the publication.~~

Comment [A10]: Changed for conciseness.

(F) understand the consequences of plagiarism, and;

Comment [A11]: Added as lower level before application can take place later.

(G) understand and apply copyright law and fair use exemption.

Comment [A12]: Added at lower level before higher level skill can be applied.

(3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:

(A) report and write for publications;

Comment [A13]: Note says moved to 4C, but it is not there. Is it possible that it was dropped because of the similarity with 4B? Or was it decided that it should stay as 3A?

~~(B) write and design headlines for publications;~~

Comment [A14]: Moved to 4G.

(B) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, and number of copies;

Comment [A15]: Added as necessary skill before application of other skills can take place.

~~(C) research and write captions for publications;~~

Comment [A16]: Moved to 4H.

(C) identify elements used to create publications;

Comment [A17]: Added as necessary skill before reporting and production skills can be applied.

(D) plan and produce photographs for publications;

(E) design publications, and;

(F) create and follow execute a financial plan for supporting publications, including such as sales and advertising; ~~and~~

Comment [A18]: Need a comment for these changes.

~~(G) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, number of copies.~~

Comment [A19]: Moved to 3B.

(4) The student produces publications. The student is expected to:

(A) determine which events and issues are newsworthy for a readership;

(B) use skills in reporting and writing to produce publications;

(C) select the most appropriate journalistic format to present content;

(D) ~~ereate~~ design pages for publications;

(E) ~~incorporate~~ plan and produce photographs ~~with captions or graphics into for~~ publications;

~~(F) use available technology to produce publications; and~~

(F) incorporate graphics into publications;

~~(G) evaluate stories/coverage for balance and readability.~~

(G) write and design headlines for publications;

(H) research and write captions for publications;

(I) use available technology to produce publications; and

(J) evaluate stories/coverage for balance and readability.

Comment [A21]: Objective changed to separate skills and then written in a more concise manner.

Comment [A22]: Moved to 4I.

Comment [A23]: See comments from 4E.

Comment [A24]: Moved to 4J.

Comment [A25]: Formerly 3B.

Comment [A26]: Formerly 3C.

Comment [A27]: Formerly 4F.

Comment [A28]: Formerly 4G.

(5) The student demonstrates leadership and teamwork abilities. The student is expected to:

(A) determine roles for which different team members will assume responsibility;

~~(B) determine coverage and concepts for publications;~~

(B) work cooperatively and collaboratively through a variety of staff assignments;

(C) determine coverage and concepts for publications;

~~(D)~~ (D) develop a deadline schedule and a regular means of monitoring progress;

~~(D) submit work for editing and critiquing and make appropriate revisions;~~

(E) ~~edit and critique work of others~~ listen actively and critically, and then respond appropriately to team members; ~~and~~

Comment [A29]: Moved to 5C.

Comment [A30]: Formerly 5F.

Comment [A31]: Moved to facilitate new 5B skills needed as prerequisite skills for 5C.

Comment [A32]: Moved to 5F.

Comment [A33]: Moved to 5G.

Comment [A34]: Listening skills added for continuity in English TEKS and for cross curriculum application.

~~(F) work cooperatively and collaboratively through a variety of staff assignments.~~

Comment [A35]: Moved to 5B.

(F) submit work for editing and critiquing and make appropriate revisions; and

Comment [A36]: Formerly 5D.

(G) edit and critique work of others.

Comment [A37]: Formerly 5E.

DRAFT