

## GETTING STARTED

1. Contact the secondary education personnel on your campus.
  - set date
  - determine key personnel from both academic areas to organize the program.
2. Secure mailing list or contact info for area journalism teachers from State Department of Educ., state Scholastic Press Association or education personnel.
3. Secure facility for the workshop — JMC facility, Student Union and campus parking arrangements.
4. Determine exact program and speakers based on JMC special strengths.  
Suggested topics
  - Web site construction
  - New media
  - Student Press Law
  - Print
  - Broadcast
5. Seek funding for lunch and drink breaks.
6. Mail registration information to intended audience with registration deadline at least 2 weeks prior to event.
7. Send confirmation letters one week out.
8. Conduct the workshop.
9. Conduct follow-up evaluation and presentation of certificates showing number of contact hours for in-service/CEU hours.
10. Establish a blog or listserv to remain in contact with attendees.

## Proposal for Workshops for High School Journalism Teachers/Advisers

To improve the quality of high school journalism programs, the Secondary Education Committee of ASJMC encourages departments/schools/colleges of journalism and mass communications to work closely with departments/schools/colleges of education to provide training and networking opportunities for high school teachers assigned to advise student publications and/or teach journalism.

To facilitate such programs, the Secondary Education Committee has created a series of workshop models. These models have been used successfully across the country to teach the basics of reporting, interviewing, writing, editing, design, technology, law, ethics, finances, grading and classroom management.

The proposed models can easily be adapted to highlight the strengths of individual units. Whether the workshop is one day or several days, the interaction with area high schools allows for spotlighting key aspects of the college program while improving the quality of the secondary programs. Ultimately, the additional training and interaction between the department/school/college of journalism and mass communications and the high school programs will enhance recruiting efforts and translate into better trained students entering college programs.

The committee highly recommends all workshops include instruction in writing, law, ethics, role of the adviser, diversity and design/production.

### Outline for one-day model workshop.

- I. Welcome/introductions/tour of the department/school/college if the workshop takes place on campus
- II. Role of the adviser
- III. Break
- IV. Legal and Ethical Issues
- V. Lunch
- VI. Diversity on our staff and in your publication
- VII. Strategies for teaching media writing OR a variation might be media writing not essay writing
- VIII. Advertising and finances
  - selling ads
  - grant opportunities
  - alternative funding
- IX. Multimedia Storytelling OR Maestro Concept - design, writing, photography
- X. Resources available for teacher and staff

## RESOURCES

### People

- Campus resources
- Area advisers

### Associations/Organizations

- State Press Association
- JEA
- NSPA
- CSPA
- Quill and Scroll
- Center for Scholastic Journalism
- Student Press Law Center
- Poynter Institute for Media Studies
- American Society of News Editors

### Web sites

- [www.jea.org](http://www.jea.org)
- [studentpress.org](http://studentpress.org)
- [hsj.org](http://hsj.org)
- [poynter.org](http://poynter.org)
- [jmc.kent.edu/csj](http://jmc.kent.edu/csj)

### Publications

- Law of the Student Press
- Inside Reporting - Tim Harrower
- Newspaper Designer's Handbook - Tim Harrower
- Radical Write - Bobby Hawthorne
- Principal's Guide to Scholastic Journalism
- Communication: Journalism Education Today
- Student Press Law Center Report
- Quill and Scroll Magazine

## Day-and-a-half schedule (weekends are good for this)

### Day 1

- |       |              |   |
|-------|--------------|---|
| I.    | 12:30 p.m.   | Registration  |
| II.   | 1 p.m.       | Welcome   |
| III.  | 1:30 p.m.    | Writing <ul style="list-style-type: none"><li>— interviewing</li><li>— organizing quotes</li><li>— writing &amp; editing</li></ul>                                |
| IV.   | 3:30 p.m.    | BREAK   |
| V.    | 3:45 p.m.    | Design Tips and Ticks   |
| VI.   | 4:45 p.m.    | Motivation and Team Building  |
| VII.  | 5:30- 7 p.m. | DINNER  |
| VIII. | 7-7:50 p.m.  | Grading Systems   |
| IX.   | 8-8:50 p.m.  | Finding Ideas <ul style="list-style-type: none"><li>— for ourselves as in lesson plans</li><li>— teaching students to be creative and critical thinkers</li></ul> |

### Day 2

- |     |           |   |
|-----|-----------|---|
| I.  | 8:30 a.m. | First Amendment Issues <ul style="list-style-type: none"><li>— establishing a non-adversarial relationship with administration</li><li>— managing the tight rope advisers walk in being school representatives and advocates of student free speech</li></ul> |
| II. | 9:30 a.m. | Law and Ethics <ul style="list-style-type: none"><li>— copyright</li><li>— libel</li><li>— privacy</li><li>— obscenity</li></ul>  |

### Break

- |      |            |  |
|------|------------|--|
| III. | 10:40 a.m. | Financing <ul style="list-style-type: none"><li>— advertising</li><li>— budgeting</li><li>— smart business practices</li><li>— restrictions</li><li>— fund raising</li></ul> |
|------|------------|--|

### Lunch

- |     |            |                            |
|-----|------------|----------------------------|
| IV. | 12:30 p.m. | Policy/Staff Manuals       |
| V.  | 1:40 p.m.  | State Journalism Standards |
| VI. | 2:40 p.m.  | Resources                  |

## **OTHER COLLABORATION OPPORTUNITIES**

### **1. Be a guest speaker**

Work with education program to enhance curriculum for secondary administrators by including information on student freedom of expression rights and responsibilities.

Speak in an English and/or journalism secondary education methods course about student First Amendment rights and responsibilities.

OR

### **2. Curriculum development**

Offer a course about supervising school publications for those who want to be journalism and/or English education majors.

### **3. Enhance requirements**

Work with education program to get supervision of school publications as a requirement for those who want to be journalism/English education majors.

## **Multi-day Workshop**

This format is especially suited for more in-depth instruction during the summer. Like all of the models, this format serves as a great recruiting tool because it brings students to campus to experience college life.

### **DAY 1**

- I. Introductions
  - students interview each other and then make introductions
- II. Role of the adviser
- III. Case studies or guest speaker(s) to discuss adviser's role
- IV. Recruiting staff members
  - feeder schools
  - brochures
  - speaking in classes
- V. Retention of staff members
  - Retreats
  - Staff manuals
  - Job descriptions
- VI. Wrap-up activity — questions & answers, What did you learn today?

### **DAY 2**

- I. Classroom Management
  - grading
  - deadlines
  - staff management
  - time management
  - stress management
  - resources available for you

### **Break — 10 minutes**

- II. The First Amendment Goes to School
  - Overview of the First Amendment - Tinker, Hazelwood
  - rights and responsibilities

### **Lunch**

- III. Libel
- IV. Privacy
- V. Copyright
- VI. Obscenity
- VII. Censorship

### **Break — 10 minutes**

- VIII. Getting along with administrators
- IX. Policies — editorial, advertising, obituary
- X. Wrap-up activity — questions and answers. What did you learn today?

## WHAT ELSE CAN YOU DO?

1. Find professional speakers
2. Establish a speakers' bureau from your own department to visit area schools.
3. Seek support from granting agencies on your campus and beyond.
4. Link area media professionals with schools to serve as mentors.
5. Conduct technology boot camps to help teachers learn new software programs.
6. Host critiques or contests to give area students feedback on their work.

## DAY 3

- I. Interviewing
- II. Writing
  - News
  - Feature
  - Opinion
  - Sports
- III. Storytelling
  - traditional
  - multimedia
- IV. Headlines
- V. Captions/Cutlines
- VI. Wrap-up activity — questions & answers. What did you learn today?

## DAY 4

- I. Photography
- Break**
- II. Design
    - Organization of content
    - Personality of the publication
  - III. Creating the package
    - Working with the elements
    - Eyeline
    - Consistency, repetition, alignment, proximity

## Lunch

- IV. Design a page or spread using InDesign
- V. Wrap-up activity — questions & answers. What did you learn today?

## DAY 5

- I. Multimedia storytelling
- II. Maestro concept
  - the concept
  - team building
  - alternative coverage
  - brainstorming

## Lunch

- III. Putting it all together — work on story project
- IV. Show and tell with projects
- V. Wrap-up activity — questions and answers. What did you learn?