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

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:30 p.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>Welcome</td>
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<tr>
<td>1:30 p.m.</td>
<td>Writing</td>
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<tr>
<td></td>
<td>— interviewing</td>
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<td>— organizing quotes</td>
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<td>— writing &amp; editing</td>
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<tr>
<td>3:30 p.m.</td>
<td>BREAK</td>
</tr>
<tr>
<td>3:45 p.m.</td>
<td>Design Tips and Ticks</td>
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<tr>
<td>4:45 p.m.</td>
<td>Motivation and Team Building</td>
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<tr>
<td>5:30-7 p.m.</td>
<td>DINNER</td>
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<tr>
<td>7-7:50 p.m.</td>
<td>Grading Systems</td>
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<tr>
<td>8-8:50 p.m.</td>
<td>Finding Ideas</td>
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<td>— for ourselves as in lesson plans</td>
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<td>— teaching students to be creative and critical thinkers</td>
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### Day 2

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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:30 a.m.</td>
<td>First Amendment Issues</td>
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<tr>
<td></td>
<td>— establishing a non-adversarial relationship with administration</td>
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<td></td>
<td>— managing the tight rope advisers walk in being school representatives</td>
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<td></td>
<td>and advocates of student free speech</td>
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<tr>
<td>9:30 a.m.</td>
<td>Law and Ethics</td>
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<td></td>
<td>— copyright</td>
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<td></td>
<td>— libel</td>
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<td>— privacy</td>
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<td></td>
<td>— obscenity</td>
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<tr>
<td>10:40 a.m.</td>
<td>Financing</td>
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<td></td>
<td>— advertising</td>
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<td></td>
<td>— budgeting</td>
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<td>— smart business practices</td>
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<td>— restrictions</td>
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<td></td>
<td>— fund raising</td>
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### Break

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:40 a.m.</td>
<td>Financing</td>
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### Lunch

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:30 p.m.</td>
<td>Policy/Staff Manuals</td>
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<tr>
<td>1:40 p.m.</td>
<td>State Journalism Standards</td>
</tr>
<tr>
<td>2:40 p.m.</td>
<td>Resources</td>
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Multi-day Workshop

This format is especially suited for more indepth 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?