

You're Invited!

Come be part of the most memorable experience you'll have in high school!

Build amazing relationships with a diverse group of students and do some incredible work—all while developing the skills that will **catch the attention of college admissions officers** throughout the country.

Journalism (newspaper) and Photojournalism (yearbook) are full-year English electives that can actually help you **fulfill your graduation requirements**. Many students take these courses for full credit all four years of high school; however, **students may sign up at any time**.

Experience the energy of a close-knit, dedicated group of students all working towards a common goal. Improve your **writing**, learn how to take eye-catching **photos**, and discover how to **present** it all on a page.

Express yourself in the student newspaper. **Write history** in the yearbook. Learn to be a **leader**. Discover the **technology** used every day by real publishers and photographers. Learn valuable **business and communication skills**. Be a part of the **tradition!**

Think you've got what it takes?

Talk to your counselor about taking a journalism course next year!

Need more information? Visit the website below
or contact Mr. Reinish at dereinish@fcps.edu.

<http://tinyurl.com/gcmj101>



Overview

Journalism 1 delves hands-on into the process, technologies, ethics and laws of responsible journalism. The class is a forum for discussing current events and their local, national and international media coverage. We examine journalism historically and contemporarily with eyes toward the future. ***This fun, writing-intensive, academic course creates critical and creative thinkers who observe, analyze and engage the world around them.***

Course Materials

Print, broadcast and online editions of news, feature, opinion and sports media • Fun • *Rank & File* newspaper and *Columbian* yearbook • Motivation • Adobe InCopy CS5.5, Adobe InDesign CS6 and Adobe Photoshop CS6 running on modern workstations • Camaraderie • High-end digital SLR cameras • Quick wits • Open ears, eyes and minds

Big questions and our intrepid pursuit of answers

“My fellow yearbook staffers were my best friends and my best academic resources.”

– Stephanie Sanata
Marshall 2006

Boston University 2010

Type of Work

Report on and to our community • Contribute to the newspaper and yearbook • Conduct interviews • Photograph events and people • Design pages and spreads • Demonstrate individual responsibility and effective collaboration • Evaluate, mimic and improve the process and products of both the student and professional press

Learn by doing

“Getting involved with the newspaper was the smartest decision I made in high school.”

– Lauren Knight
Marshall 2005

Northwestern University
Medill School of Journalism 2009

What's In It For Me?

Bolster and expand writing and thinking skills • Hands-on experience with software and equipment used by professional reporters, photographers and graphic designers • Initial step toward joining nationally-awarded publication staffs • Opportunities to see your work in print

Meet amazing peers who share your curiosity about, and desire to engage, the world around you

“We reward consistent involvement with publications like Marshall’s the same as we do a varsity sport.”

– Brent Evans
Admissions Officer, 2003–2006
University of Virginia

Who Should Enroll?

Those interested in writing for the newspaper or yearbook • Anyone who enjoys a collaborative atmosphere coupled with opportunities for individual growth, achievement and leadership • Writers interested in reinforcing, refining and expanding their skills • Potential IB students – publications are exactly the kind of academic and extracurricular pursuit the IB Organization encourages students to join

Students with the desire and commitment to join an often challenging, endlessly rewarding and extraordinarily fun program.

“If schools want to motivate and have motivated students who are involved in a multiplicity of activities, clearly journalism is a significant component of that.”

– Gene Policinski
Executive Director
First Amendment Center

About the Marshall Journalism Program

The *Columbian* yearbook and *Rank & File* newspaper are consistently recognized as leaders in the local, state and national student press. Recognitions include Crown Awards from the Columbia Scholastic Press Association, Pacemaker standing with the National Scholastic Press Association and Trophy Class ranking from the Virginia High School League – the highest honors these organizations offer. In addition to their publication class, staff members often take numerous honors or IB courses and participate in myriad extracurricular activities; indeed, many staff members pursue a full IB diploma. Passing Journalism 1 and receiving adviser approval are prerequisites for joining either staff. Adviser Daniel Reinish is a student journalist himself, having worked on his high school newspaper and the highly regarded *Cavalier Daily* at the Univ. of Virginia. He is a member of the Virginia Association of Journalism Teachers and Advisers, the Journalism Education Association, and the National Council of Teachers of English.

DID YOU KNOW? *High school journalism students earn higher grade point averages, score better on the ACT college entrance examination and demonstrate better writing and grammar skills in college, compared with students who do not have those journalism experiences.*

These findings are the result of research conducted in 2008 for the Newspaper Association of America Foundation by Jack Dvorak, Ph.D., director of the High School Journalism Institute and an Indiana University School of Journalism professor.

The research is based on high school grade point averages (GPA) and ACT performances of 31,175 students who are attending or have attended colleges and universities in all 50 states and some foreign countries. The ACT, formerly known as The American College Testing Program Inc., is universally accepted for college admission and is administered annually to more than 1 million high school students.

Of the survey total, around 20 percent of the students served on the staffs of their high school newspapers or yearbooks. In addition to learning the practice and craft of journalism, photojournalism and publication design, they honed their critical thinking, leadership and self-management abilities.

The results show a statistically significant difference in performance of the students involved with high school journalism compared with those who had no high school journalism exposure. In this type of research, “statistically significant results” mean the variance in the findings actually is caused by the factor being studied, not by chance or an unrelated element.

These results mirror findings of research conducted 21 years earlier that also concluded that students with journalism experience in high school

did better than non-journalism students in terms of both high school grades and ACT scores. The 2008 study involves a larger sample than the previous research and includes a more diverse set of students.

In both the 1987 and the 2008 studies, students with journalism experience in high school earned higher scores than non-journalism students in their high school overall GPA, ACT Composite score, ACT English score, college freshman English grade and college freshman GPA. The journalism students also had higher grades in high school mathematics, social science, science and English courses than non-journalism students.

Interestingly, in both 1987 and 2008, despite earning higher grades in their classroom studies, the journalism students did not fare as well as their non-journalism peers when it came to ACT Math scores.

The study also looked at a subset of the students who took Collegiate Assessment of Academic Proficiency (CAAP) tests as college sophomores to see whether work on high school newspapers or yearbooks translated to better performance in colleges and universities. On both the CAAP Writing Essay and Writing Objective tests, students with high school journalism experience performed significantly better than those who lacked journal-

ism exposure.

High school journalism staffers scored in the 64th percentile on the ACT Composite compared with scores in the 56th percentile for non-journalism students. With ACT English scores, journalism students finished in the 65th percentile compared with the 59th percentile for non-journalism students.

And those students with high school journalism experience also fared better in ACT Reading, with scores in the 59th percentile compared with the 56th percentile for non-journalism students.

The study does not resolve the issue of whether students do better because of their journalism work or because students involved with journalism are better students. However, it shows conclusively that journalism experience in high school translates into better college performance in several key areas, such as the ability to express oneself clearly and reason incisively.

“We can conclude that high school newspaper or yearbook staff involvement is an excellent outlet for talented, active and involved students,” the study concludes. “It also gives them a chance to apply their natural leadership abilities while also exercising their critical thinking, designing and writing skills.”

Based on students’ own descriptions of their activities in the profile section of the ACT, journalism students also tend to take part in far more outside-the-classroom activities than non-journalism students. Their involvement includes stage and musical performances, community endeavors

Adapted with permission from “High School Journalism Matters” summary
More information at naafoundation.org

Official Journalism Enrollment “Cheat Sheet”

The Benefits of Journalism

Journalism at Marshall High School is an intensive program designed for motivated and passionate students to hone their communication, leadership, and business skills. It is an opportunity for students to channel their creativity in a way that gives back to the school community. As members of the newspaper or yearbook staff, students become part of a professional, completely self-sufficient team that must work together to reach common goals and create a final product of which they can be proud. The skills gained through scholastic journalism are prized by college admissions officers and human resource professionals alike because of their real-world applicability. Meeting deadlines, budgeting, interviewing, writing, presenting, collaborating—these are all valued abilities in the post-high school world that students can practice right now through the study of journalism.

Who Should Join?

A student should consider joining the program if any of the following are appealing:

- Being part of the newspaper or yearbook staff
- Having the opportunity to see one’s name in print
- Learning how to write something *other than* a literary analysis
- Meeting new and interesting people
- Becoming part of a close-knit, caring community
- Learning to be a leader amongst one’s peers
- Being around some of the school’s most passionate and creative students
- Learning to use the same professional computer software and photographic equipment that *real* newspaper and magazine editors use every day
- Examining the role of the media in our society
- Improving one’s understanding of the world and helping to improve *other* people’s understanding of the world
- Having an outlet to express one’s opinions and talk about the topics one is truly interested in

Does a Student Need to Take Journalism 1 to Join a Publication?

Generally speaking, Journalism 1 is a prerequisite for Journalism 2/3/4 (newspaper) or Photojournalism 1/2/3 (yearbook). However, current juniors or sophomores with strong work skills and genuine interest in learning the ropes may be allowed (with instructor discretion) to “skip” the introductory course and join a publication class directly. In most cases, the introductory class (Journalism 1) is still the best option for current eighth graders and freshmen, who often need the extra time to hone their skills before joining the more rigorous publication classes.

[SEE BACK FOR A DESCRIPTION OF THE “IDEAL” JOURNALISM STUDENT
AND OTHER IMPORTANT CONSIDERATIONS]

The Ideal Student

Because Journalism is an intense, team-driven program, it is imperative that students enrolled in the courses *want* to be there. There is little to be gained for a student who is not interested in putting in the substantial effort necessary to be successful.

With that one caveat in mind, there are a number of qualities that indicate a student might be a good fit for the program. In no particular order, these include:

- The ability to meet deadlines
- Self-regulation and commitment
- Honesty, maturity, confidence, and professionalism
- Strong writing skills
- Willingness and ability to work frequently during lunch or after school
- An interest in photography
- Solid interpersonal skills
- Ability to accept criticism
- Attention to detail
- Being able to work well under pressure
- Good listening skills
- An interest in computers and/or graphic design

What About IB?

Although Journalism and Photojournalism are not IB courses, many IB diploma candidates have successfully gone through the program. Nearly all students on the newspaper staff, for instance, took at least one IB-related class in 2012. As long as students are willing to work hard and stick to their deadlines, it is certainly possible to fit Journalism into an IB student's schedule. The IB coordinators are happy to work with any student who needs assistance with this. Plus, newspaper and yearbook staffers earn CAS hours for all the time they must spend both during and after school to get the job done.

Dismissal and Instructor Objection

The journalism instructor reserves the right to deny any student's request to join the newspaper or yearbook staff based on personal observation, prior class performance, or any other criteria relevant to a student's ability to meet the program objectives. Joining the newspaper or yearbook is a requirement for all students enrolled in Journalism 2/3/4 or Photojournalism 1/2/3. (Journalism 1 students may contribute to either publication at the instructor's discretion.)

The instructor also reserves the right to dismiss any student from either publication staff for failing to meet its rigorous standards of conduct or for violating journalistic ethics. Working on the newspaper or yearbook is a privilege and all students must contribute their fair share in order to maintain the success of the program.

Sign me up for Journalism!

Dear _____,
COUNSELOR

I would like to take **Journalism 1** as an elective next year. This class will fulfill my graduation requirement for coursework in **fine, practical, or performing arts** and is the prerequisite for joining the **newspaper** or **yearbook** staff in the future. Being a journalism student at Marshall High School will help me fulfill the requirements of the **IB program** by creating opportunities for **CAS hours** and will also provide me with valuable **leadership experience** that will look great on a college application.

The **course code** for Journalism 1 is **120000**. This class is open to students of **all grade levels**, especially freshmen and sophomores.

Journalism is a **multi-year program**. Some students take it all four years of high school. I understand that it is my responsibility to fulfill all my other graduation requirements, such as course work in economics and personal finance. So please help me to explore **all options available** that may make it easier to fit all my desired classes into my schedule.

Thank you for your help in choosing my classes for next year. I look forward to being part of Marshall's **award-winning** journalism program!

Sincerely,

YOUR NAME

Any questions or concerns? Please contact
Mr. Reinish at dereinish@fcps.edu.

<http://tinyurl.com/gcmj101>

