SLATE Demonstration Curricula
Contextualizing English, Journalism, and Media Arts Education
Contextualizing English, Journalism, and Media Arts Education

Investigative Journalism: Finding Your Career

Prepared by
Santa Barbara English, Journalism, and Media Arts Contextualized Learning Council
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Contextualizing English, Journalism, and Media Arts Education

Investigative Journalism: Finding Your Career
Preface

In 2011, the James Irvine Foundation generously committed to funding two years of SLATE with the following objectives:

1. Establish English and mathematics cross-discipline, intersegmental faculty councils called Contextualized Learning Councils (CLCs) to create teaching materials and methodologies that provide context and links to real-world applications;
2. Develop, publish, and disseminate eight contextualized curricular units, four English and four mathematics, connected to technical education and other academic disciplines; and
3. Develop a model of faculty professional development.

To achieve the objectives, CLCs were established across California in early 2011. In addition to English and mathematics, the disciplines represented were bio-science, business, environmental science, industrial technologies, mechatronics/manufacturing and product design, public health, public safety, social science, and statistics. Each of the councils had its own personality and motivations, and the curriculum reflects that. The contextualized learning councils were:

- Contra Costa English, Mathematics, and Environmental Science
- Los Angeles English and Social Science
- Placer-Nevada English and Public Safety
- Placer-Nevada Mathematics, Engineering, and Manufacturing
- San Bernardino West English and Environmental Science
- San Francisco Mathematics and Public Health
- Santa Barbara English, Journalism, and Media Arts
- Santa Barbara Mathematics and Automotive
- Shasta English and Small Business
- Shasta Mathematics and Industrial Technology

Each of the councils has its own personality and motivations, and the curriculum reflects that.
In addition to creating field-test ready curricula through an interdisciplinary and linked approach to improve student learning, SLATE improved professional learning for faculty via the same strategy. The SLATE curriculum design process, involving regional faculty members working across disciplines and segments, proved to be a powerful form of professional development. Participants had the advantage of long-term, ongoing support in a venue where they gained in-depth content knowledge informed by a cross-discipline.

The teaching strategies developed through SLATE will be extremely valuable as SLATE high school faculty prepare students with 21st century skills that meet the rigor and relevance demanded by the Common Core State Standards. At the same time, their postsecondary partners have a better understanding of these new standards: what they mean in terms of high school students’ preparation and what adjustments colleges may need to make regarding aligning curricula, programs, and services to ensure students’ continued progress.

Overall, the game-changing cross-disciplinary curriculum and assessments SLATE participants developed have moved them to the forefront of educational leadership. As evidence grows regarding the link between quality professional development and improved student achievement—and school reform—SLATE stands out as an exemplar of how dialog and reflection in a learning community of colleagues turn into achievement in the classroom.

Sandra Scott, Project Director
**COUNCIL BACKGROUND**

The Santa Barbara English, Journalism, and Media Arts Contextualized Learning Council (CLC) chose to partner with the Media Arts/Journalism career pathway faculty. The connection between English and media arts was a natural link because of a robust dual enrollment program, which includes Santa Barbara Community College English courses as well as multimedia arts and technology courses offered at the majority of local service-area high schools.

CLC members recognized that SLATE curricula had the potential to provide students with transferrable skills and career-enhancing experiences. Furthermore, council members felt that the new Common Core Standards provided an opportunity for educators and students alike to break out of their comfort zone and take a revolutionary new approach to teaching and learning.
Investigative Journalism: Finding Your Career

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INTRODUCTION

Grade Level:
11–12

Time:
This full lesson set will take approximately 10–12 hours to teach. More time may be necessary depending on how much pre- and/or re-teaching is necessary to ensure student success. Teachers will need to decide how much material is appropriate for each day's lesson.

Each lesson gives a more specific time estimate.

Cross-Disciplines:
• English
• Journalism
• Media Arts

Instructional Materials:
See specific lessons.

Required Technology:
See specific lessons.

Assessments:
See specific lessons.

Unit Overview
Santa Barbara English, Journalism, and Media Arts CLC members combined English and journalism/media arts with career exploration to create a curricular unit, linked with intriguing, student-engaging questions and Common Core and technical education standards.

The goal of this unit is for students to identify an interesting occupation and be able to market themselves toward that occupation. Students apply language and critical thinking skills in journalistic interviews and visual presentations to create a human-interest story and video résumé that they can use in a job or college application, should they wish to do so.
Essential and Topical Questions

Essential Questions:

• How do critical thinking and writing skills, developed in English and journalism classes, impact media literacy?
• How do we use multimedia self-marketing productions, such as video résumés, to impact our job and/or college interviews?

Post the essential questions in a prominent place in the classroom and refer to them frequently. Students will discuss/respond to these questions throughout the unit/lessons, as appropriate. Note how answers change, or don’t change, over time, based on experiences and new knowledge and skills. Answering these questions should lead to more questions as students create their own deep knowledge, understandings, and transferable skills.

Topical Questions:

• How do we determine whether a source (e.g., digital, written, or oral interview) is credible?
• How can we determine authorial bias through a close examination of text and the author’s choice of language?
• How can we identify and use appropriate styles of writing for different purposes and/or audiences?
• How can we find, evaluate, and use information to formulate a thesis and conduct research?
• Depending on the ultimate goal of an interview, how can we best prepare for it?
• How can we act in a professional manner in a work environment?
• How can we identify copyrighted information, and what must we do to attribute that material within our work, whether digital or print?
• Why is it important to capture events and write about them, either digitally or in print? (This could also be an essential question.)
• How has technology impacted our society? (This could also be an essential question.)
• How has literacy affected history? (This could also be an essential question.)

Learning Objectives

See individual lessons.
Prior Knowledge/Prerequisite Skills

The skills of Internet navigation, marketing and promotional writing, basic videography posting and editing, and critical thinking are necessary for these lessons. If students don’t have these skills, they will need to be pre-taught and reinforced for student success.

Standards

National Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*; Standards for English Language Arts 6–12

Reading Standards for Informational Text, Grades 9–10:

RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing Standards, Grades 9–10:

W 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards, Grades 11–12:

SL 1c. Propel conversations by posing and responding to questions that probe reasoning and evidence (focus of this SLATE unit); ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Standards for Literacy in History/Social Studies, Science, and Technical Subjects;**

**Reading Standards for Literacy in History/Social Studies, Grades 11–12:**

RH 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Reading Standards for Literacy in Science and Technical Subjects, Grades 11–12:**

RST 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**California Career Technical Education Model Curriculum Content Standards**


**Arts, Media, and Entertainment Industry Sector; Foundation Standards**

**3.0 Career Planning and Management:**

3.6. Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

**5.0 Problem Solving and Critical Thinking:**

5.3. Use critical thinking skills to make informed decisions and solve problems.

5.5. Understand the application of research and analysis skills to the creation of content.

**7.0 Responsibility and Flexibility:**

7.1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.
8.0 Ethics and Legal Responsibilities:

8.4. Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.

9.0 Leadership and Teamwork:

9.3. Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

9.5. Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills:

10.3. Understand the historic impact of the arts and technology on society.

10.4. Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.

Assessments

Several lessons include written assignments, and teachers may want to utilize a scoring rubric for grading these assignments. Many schools have department-adopted rubrics teachers will want to use; but, if preferred, teachers can design a rubric to focus on specific standards. Free resources on the Internet include: http://rubistar.4teachers.org/ and http://www.rubrics4teachers.com/.

Teachers may also choose to incorporate the writing assignments as a portion of the final grade for the entire unit. Consider the essential information students should learn and/or skills they should develop from this unit and grade according to that emphasis. For example, in order to reiterate the importance of copyright, add a quiz to that lesson or have students debate a specific example of copyright dispute. Alternately, to emphasize media production skills, focus more attention on the level of digital media editing or graphic design skills incorporated into the final product.

See lesson plans for specific lesson assessments.
LESSON 1
Website Evaluation

Setup

Time:
This lesson will take one class period of approximately 50 minutes.

Instructional Materials:
- textbooks
- required reading
- graphic organizer for note taking
- Handout 1A (Evaluating Websites)
- Handout 1B (Website Evaluation Form)
- website links (to credible and noncredible websites)
  - www.fatcyclist.com (shows model of good blog)
  - www.thepioneerwoman.com (shows model of good blog)
  - www.kiva.org (program self-marketing, micro-loan program)
  - Craigslist Internet fraudulent scams—http://www.craigslist.org/about/scams
  - www.dmho.org (shows model of bogus source)
  - www.snopes.com (to check authority/credibility of websites)
- information on bogus websites: http://libguides.se.edu/content.php?pid=113209&sid=2017563

Required Technology:
- access to multimedia lab/Internet
- interactive whiteboard or LCD projector and computer with Internet connection
- mobile devices with Internet connection

Learning Objectives:
Students will be able to determine the quality of a website through an analysis of its characteristics, including self-promotion, authority, accuracy, verifiability, and currency.

Assessment:
Students complete and turn in the website evaluation form (Handout 1B) they used in their evaluation of each source for authority, accuracy, verifiability, and currency. Review the form for completeness and accuracy, and provide feedback to students.
**Introduction**

Students explore a variety of websites and evaluate each for its authority, accuracy, verifiability, and currency. Distribute the article “Evaluating Websites” (Handout 1A) and the website evaluation form (Handout 1B). Model how to use the website evaluation tool with students and review the article. Lead a discussion to help students identify the most important elements in the article.

**Activity**

Pair students and instruct them to take out their mobile Internet devices to use in class. Use an LCD projector to project the addresses of three–six self-promotion Internet sites, some credible and some lacking credibility and authority. Give students a 10-minute time limit to locate some/all of these websites and label them as either credible or noncredible. Lead the class in a discussion about why students judged some sites more credible than others, based on the results of using the website evaluation tool. Lead a discussion about the differences between publishing in print and publishing online.

Students work independently or with a partner to evaluate suggested sites using the evaluation tool.

**Close**

Help students connect important points and make connections to important issues and themes in the lesson, such as credibility, online and print publication, accuracy, etc.

Students discuss credibility and success of each site using the evaluation criteria and take notes for later use. The discussion of what they noted about successful sites should help inform students about the creation of their own online publications later in the lessons.

**Extending the Lesson**

Guide students to identify types of activities or assignments that may be beneficial to use following this lesson. This lesson provides a foundation for Lesson 2. To extend or supplement this lesson, use the following additional materials for the purpose of discussion and analysis.

- *1984* (Orwell, G., 1950)
- *Snow Crash* (Stephenson, N., 2000)
- *Hunger Games* (Collins, S., 2008)
- *The Truman Show*
- *Logan’s Run*
LESSON 2
Career Exploration and Identification

Setup
Time:
This lesson will take two class periods, approximately 50 minutes each.

Instructional Materials:
• aptitude test
• Handout 2 (Cornell Notes graphic organizer)

Required Technology:
• access to multimedia lab/Internet

Learning Objectives:
Students will be able to conduct research and analyze information to identify their skills and interests in a potential career path.

Assessment:
• a completed Cornell Notes graphic organizer (Handout 2) with a chosen career for investigation

Introduction:
Students first complete a career aptitude test and then explore the U.S. Department of Labor website (http://www.dol.gov/) and/or the Bureau of Labor Statistics Occupational Outlook Handbook, found at http://www.bls.gov/ooh/, to investigate and identify a potential career path. Students will then “backward map” the steps they will need to take to join that career field. Students also search for and identify an individual expert in their chosen career field with whom to conduct a personal interview. Provide guidance and suggestions in the students’ search for an interviewee.

Work with the
• school’s librarian and/or the career center counselor to formulate a list of credible and noncredible interview websites for students to explore, such as www.whodouwant2b.com or http://www.cde.ca.gov/ls/cg/cc/careercounsel.asp, and
• career center staff to provide a career aptitude test for students to take and assist them with evaluating and analyzing their results.
Activity

Introduce the lesson by engaging students in a discussion about their need to find a career someday. Help students identify reasons why this is true, using realistic examples.

Invite a guest speaker, such as a temp agency director, headhunter, career counselor, or someone from the school’s career center,* to address the following questions:

• How are job skills identified?
• What are the next steps once skills and interests have been identified?

Have students take notes using the Cornell Note format (Handout 2)† as they listen to the guest speaker(s). After listening to the speakers, have students pair up or form triads to compare their notes, looking for commonalities and differences. Students who have been in an AVID class should be familiar with using Cornell Notes. If students have not used this system of note taking before, the teacher will need to help students practice and perfect this skill first before listening to the guest speaker.

Close

Guide each student to select a career they are interested in learning more about, and help students select potential representatives of that career to interview. Note: These selections guide the remainder of unit activities. Discuss potential career representatives that students may want to interview. Seek the assistance of someone in the school’s career center to help students find suitable interviewees, if necessary.

Extending the Lesson

Have students pair up to identify types of activities, including research, that may be beneficial and interesting following this lesson. If available, a teacher librarian/career center teacher may lead this portion of the unit.

† An Internet website about Cornell Notes is: http://lsc.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf.
LESSON 3
Career Interview

Setup
Time:
This lesson will take three days for completion of the instruction and up to one week for all students to complete their interviews.

Instructional Materials:
• chapter 7 of Bobby Hawthorne’s The Radical Write, which explains interview protocol and conduct (see: http://radicalwrite.com/)

Required Technology:
• access to multimedia lab/Internet

Learning Objectives:
Students will be able to apply critical thinking skills of observation, interpretation, analysis, inference, evaluation, and explanation to conduct an interview and report the outcome.

Assessment:
Students will produce a written draft of their interview questions for the teacher to review and edit, if necessary, before the interview takes place. Students should also include details about the arrangements and schedule for the interview. Inform students that the questions/answers/results of the interview will serve as the basis of their human-interest story later in the lessons.

Introduction
Guide students as they read and view preselected positive and negative interview examples of high-profile people. Have students conduct an Internet search using the term “great interviews” to add to the list of suggestions. Samples can be found at: http://www.guardian.co.uk/theguardian/series/greatinterviews.

Have students pair up or form triads to read and discuss Chapter 7 of The Radical Write. Inform students that they should begin to gather potential questions for their interviews based on what they view and/or read.
Activity

Preselect (an) appropriate model interview(s) for presentation to the students.

Students arrange in advance and then conduct an interview with a person in their selected career field using interviewing skills to gather detailed and specific information about important issues in this career. Set a deadline by which students should complete their interview.

Have students view and read several great interviews, and then lead them in a discussion about elements of successful interviews. Pose the questions:

- What were the strategies and questions that guided the interviews?
- Were they effective? Why or why not?
- What did you learn about conducting interviews based on what you saw and read?
- What will you be certain to do and to avoid during your interview?

Guide students to understand their role as the interviewer, and remind students that their interview involves

1. making arrangements (calling in advance and setting up an appointment);
2. preparing questions;
3. conducting the interview, being a good listener, and taking accurate notes; and
4. reviewing their notes as soon as possible after the interview.

Remind students to use their critical thinking skills of observation, interpretation, analysis, inference, evaluation, and explanation as they review the responses from their interviewees. Have students refer and link back to what they learned about bias in Lesson 1.

Close

With students, review effective interview skills and behavior to help them prepare for their upcoming interview in Lesson 4. Remind students that they need to conduct their interview by the announced deadline.
LESSON 4
Write and Publish a Human-Interest Article Based on Transforming the Interview

Setup

Time:
This lesson will take three class periods, approximately 50 minutes each.

Instructional Materials:
• chapter 9 from The Radical Write by Bobby Hawthorne

Required Technology:
• access to computers/Internet

Learning Objectives:
Students can write and publish an article in the style of new journalism, for example on Google Docs or YouTube.

Assessment:
Students write a human-interest story in the proper style and upload it to the web.

Introduction
In this lesson, students will write a human-interest article about themselves and their career of interest with quotes and citations that they will then publish on the Internet. The article, along with the video résumé produced in Lesson 5, can be used in college applications or job interviews.

Share and discuss examples of “before” and “after” writing from chapter 9 of The Radical Write with the class. Have students note examples from this chapter that are of particular interest to them.

Conduct a class discussion about human-interest articles, sharing examples and asking students to provide additional Internet resources.
Activity
By now, students have created questions and conducted a career interview (Lesson 3) and should have all the material needed to create their human-interest article. If students have taken a journalism class, they may just need a refresher in various aspects of this type of writing. If students have not taken a journalism class, Teach students how to write in this style before they begin writing. For assistance in writing human-interest style articles, see: http://suite101.com/article/the-basics-of-how-to-write-a-human-interest-story-a354567.

Guide students to transform career information they gathered from their interviews into a one-page human-interest article, reflecting their unique personal point of view. Remind students that this is an opportunity to apply their critical thinking skills in a real-world task and that they will post their article online. Help students accomplish this transformation task by providing peer editing and feedback opportunities in class.

Closing
Help students publish their human-interest article on Google sites or another appropriate blog or website, such as YouTube. Review these proposed sites with students to ensure they are appropriate and trustworthy.

Extending the Lesson
Have students read and comment on the published work of their peers to strengthen each other’s work.
LESSON 5
Creating a Career Showcase: Video Résumé

Setup

Time:
Lesson 5 will take three class periods, approximately 50 minutes each.

Instructional Materials:
- Handout 5A (“United States Copyright Office, A Brief Introduction and History”)
- Handout 5B (Video Résumé)
- Handout 5C (Video Résumé Peer Evaluation Form)

Required Technology:
- video camera or smartphone with video capabilities
- access to computer/Internet

Learning Objectives:
Students can create a 1- to 3-minute video résumé that can be used for a college or job application.

Assessment:
Students write a human-interest story in the proper style and upload it to the web.

Introduction
Students create a video résumé that can eventually be used in a college or job application process.

Review copyright law with students. Have students read and discuss Handout 5A, “United States Copyright Office, A Brief Introduction and History” and show them Fair(y) Use Tale by Eric Faden, found online at http://youtu.be/CJn_jC4FNDo. The purpose of the copyright information is to remind students that any copyrighted materials they choose to incorporate into their video résumé must be used with permission and cited appropriately.

Show examples of effective video résumés, for example: http://mashable.com/2011/01/17/tips-video-resumes/. Lead students in a discussion about what makes a video résumé effective. Have students review Handouts 5B and 5C as they create their own video résumés. Résumés should include basic information such as name and contact information, desired employment objective, skills and abilities, education and training, experience, and relevant attributes such as awards and certifications.
If students need help getting started on creating a video résumé, About.com’s Guide to Desktop Video has advice on shooting video for the web (http://desktopvideo.about.com/od/videoonyourwebsite/qt/compress.htm) and directions on how to get started on YouTube (http://desktopvideo.about.com/od/videohostingsites/ss/ytupload.htm).

Make arrangements to have a teacher from the media class share user-friendly video applications with the class. If a teacher is not available, use Internet resources to find the most up-to-date and free applications. Ask students to share what they typically use and review for use in class. Also, make copies of the video résumé peer evaluation form (Handout 5C) for students.

**Activity**

Tell students that they will work in class, in the school media lab, and outside class independently to create their 1- to 3-minute video résumés. During class, the media teacher (if available) will circulate throughout the room helping students who have questions. Along with the media teacher, offer suggestions as students create their résumés, reminding them to refer to Handouts 5B and 5C and information from helpful and respected websites.

When students have completed their video résumés, help them complete the Peer Evaluation Form (Handout 5C) for each other.

**Close**

Suggest that students use their peer evaluation sheets to improve their career showcase video résumé before taking it to a job interview or using it in their college interview. Have students share their videos to get constructive feedback before posting. Provide time and guidance for students to improve their video résumés until they are satisfied that it represents their best work. Both the student’s human-interest article and video résumé should reflect and amplify their unique point of view and personal style. Help students note if there are discrepancies between the two formats and make adjustments, as needed.

**Extending the Lesson**

Help students understand how they might use their résumé in job applications. Helpful sites include:

- www.monster.com
- www.simplyhired.com
- www.vitaminT.com

Students may take their final product (interview and résumé) to job and college interviews, as desired. If feasible, assist students with hosting a video résumé night at school as a culminating activity. Invite parents and other interested adults to view student work and provide constructive feedback, also using the Peer Evaluation Form (Handout 5C).
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LESSON 1 Handouts
   1A: Evaluating Websites ................................................................. 28
   1B: Website Evaluation Form ........................................................... 30

LESSON 2 Handouts
   2: Cornell Notes ........................................................................... 32

LESSON 3 No Handouts

LESSON 4 No Handouts

LESSON 5 Handouts
   5A: “United States Copyright Office: A Brief Introduction and History” .................. 34
   5B: Video Résumé ........................................................................... 36
   5C: Video Résumé Peer Evaluation Form ............................................. 37
EVALUATING WEBSITES

Lesson 1

Not all websites are reliable sources of information. When you search the Internet for information about a topic, there are three things that you must keep in mind:

1. authority
2. accuracy and verifiability
3. currency

Authority

Typically, when an author submits a manuscript to a publisher, before the work is actually published, the manuscript is subjected to a rigorous review process. Several readers who are experts on the topic may check the content. These readers evaluate the subject’s importance, the originality and quality of the author’s arguments, as well as the timeliness of the topic. This process is called “peer review” and is common for scholarly publications. Even if a work is not peer reviewed, at the very least the manuscript goes through a similarly rigorous editorial process before it is deemed worthy of publication. In contrast, anyone can post anything on the Internet without undergoing any review process whatsoever. That is why it is important that researchers evaluate Internet content with informed and critical eyes.

Accuracy and Verifiability

A reliable website has information that is not biased, and it is not a thinly disguised commercial or opinion site. The information on a reliable website is accurate and can be verified using traditional edited print or electronic sources. Look for a list of sources or links to sources that help verify the information on the site. Look for an e-mail address or other information that explains how to contact the author or sponsoring organization to ask for more information or clarification.
Currency

Any website that you use for your research must have at least one date on it, the date that it was created. There may also be “last updated” dates, or a print publication date in addition to the electronic publication date. If there are no dates, do not use the site.

When gathering information about Internet sources and to write a works cited page, always give the date you accessed the source, and look for the following information (listed in order) for inclusion in the citation. Look for all eight pieces of information. You may not find all eight depending on the site; however, you will usually find items 2, 6, and 8. If that’s all you find, do not use the site.

1. author’s name
2. title of document
3. full information about any previous or simultaneous publication in print form
4. title of scholarly project, database, periodical, or professional or personal site
5. name of editor of scholarly project or database
6. date of electronic publication or last update
7. name of institution or organization sponsoring or associated with site
8. network address or URL

2013, www.iebcnow.org
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WEBSITE EVALUATION FORM

Lesson 1

<table>
<thead>
<tr>
<th>WEBSITE EVALUATION FORM</th>
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<tbody>
<tr>
<td><strong>Authority</strong></td>
</tr>
<tr>
<td>Who created the page?</td>
</tr>
<tr>
<td>What are the author’s credentials for writing and publishing this work?</td>
</tr>
<tr>
<td>What is the name of the publisher or sponsoring organization?</td>
</tr>
<tr>
<td>Is there access to information about this publisher or organization?</td>
</tr>
<tr>
<td>Is there some sort of statement that says that the document underwent some form of editorial review?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accuracy and Verifiability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon your reading and understanding of the subject, is the information correct?</td>
</tr>
<tr>
<td>Is the information presented logically and without bias?</td>
</tr>
<tr>
<td>Are the author’s sources clearly and adequately indicated so that they can be verified?</td>
</tr>
</tbody>
</table>
### WEBSITE EVALUATION FORM

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the information contradict something you found somewhere else?</td>
<td></td>
</tr>
<tr>
<td>Are you satisfied that the information is useful for your purpose?</td>
<td></td>
</tr>
<tr>
<td>If not, what can you do next?</td>
<td></td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td></td>
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<tr>
<td>When was the document created?</td>
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<tr>
<td>Is there a date of last update? (If yes, put the date.)</td>
<td></td>
</tr>
<tr>
<td>If so, is the date current?</td>
<td></td>
</tr>
<tr>
<td>Is the information current?</td>
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<td>Does up-to-date information matter for your purpose?</td>
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Contextualizing English, Journalism, and Media Arts Education

**CORNELL NOTES**

Lesson 2

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<tr>
<th>Question/Main Ideas</th>
<th>Notes</th>
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UNITED STATES COPYRIGHT OFFICE: A BRIEF INTRODUCTION AND HISTORY*

Lesson 5

It is a principle of American law that an author of a work may reap the fruits of his or her intellectual creativity for a limited period of time. Copyright is a form of protection provided by the laws of the United States for original works of authorship, including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy. The term has come to mean that body of exclusive rights granted by law to authors for protection of their work. The owner of copyright has the exclusive right to reproduce, distribute, and, in the case of certain works, publicly perform or display the work; to prepare derivative works; in the case of sound recordings, to perform the work publicly by means of a digital audio transmission; or to license others to engage in the same acts under specific terms and conditions. Copyright protection does not extend to any idea, procedure, process, slogan, principle, or discovery.

Role of the Copyright Office

The Copyright Office is an office of record, a place where claims to copyright are registered and where documents relating to copyright may be recorded when the requirements of the copyright law are met. The Copyright Office furnishes information about the provisions of the copyright law and the procedures for making a registration or recordation, explains the operations and practices of the Copyright Office, and reports on facts found in the public records of the office. The office also administers the mandatory deposit provisions of the copyright law and the various compulsory licensing provisions of the law, which include collecting royalties.

In addition, the Copyright Office provides expert assistance to Congress on intellectual property matters; advises Congress on anticipated changes in U.S. copyright law; analyzes and assists in drafting copyright legislation and legislative reports; provides and undertakes studies for Congress; and offers advice to Congress on compliance with multilateral agreements, such as the Berne Convention for the
Protection of Literary and Artistic Works. The office works with the executive branch’s Department of State, the U.S. Trade Representative’s Office, and the Department of Commerce in providing technical expertise in negotiations for international intellectual property agreements; and provides technical assistance to other countries in developing their own copyright laws.

**Brief History of the Copyright Office**

The Constitution gives Congress the power to enact laws establishing a system of copyright in the United States. Congress enacted the first federal copyright law in May 1790, and the first work was registered within two weeks. Originally, claims were recorded by clerks of U.S. district courts. Not until 1870 were copyright functions centralized in the Library of Congress under the direction of then Librarian of Congress, Ainsworth Rand Spofford. The Copyright Office became a separate department of the Library of Congress in 1897, and Thorvald Solberg was appointed the first Register of Copyrights.

Today the Copyright Office is an important service unit of the Library of Congress. With public offices located at 101 Independence Avenue, S.E., Washington, D.C., the office occupies portions of the James Madison Memorial Building and employs approximately 475 people. The office yearly registers half a million claims to copyright, records more than 11,000 documents containing hundreds of thousands of titles, and collects for later distribution to copyright holders a quarter of a billion dollars in cable television, satellite carrier, and Audio Home Recording Act compulsory license funds. Since 1870, the Copyright Office has registered more than 33,654,000 claims to copyright and mask works and provided many millions of deposits (including books, serials, motion pictures, music, sound recordings, maps, prints, pictures, and computer works) to the collections of the Library of Congress. The Library has been greatly enhanced through the operations of the copyright system, and copyright deposits form the heart of the Library’s Americana collections.

**Functions of the Copyright Office**

The mission of the Copyright Office is to promote creativity by administering and sustaining an effective national copyright system.

*From: http://www.copyright.gov/circs/circ1a.html. As a publicly supported U.S. government institution, the Library of Congress generally does not own rights in its collections and what is posted on its website. Therefore, it does not charge permission fees for use of such material and generally does not grant or deny permission to publish or otherwise distribute material on its website.*

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VIDEO RÉSUMÉ

Lesson 5

You will create a 1- to 3-minute video résumé that can eventually be used in a college or job application process. Examples of effective video résumés can be found at http://mashable.com/2011/01/17/tips-video-resumes/.

Your résumé should include basic information such as name and contact information, desired employment objective, skills and abilities, education and training, experience, and relevant attributes such as awards and certifications. Review the assignment standards below for guidelines on creating an effective video résumé. If you need help getting started, information can be found online at http://desktopvideo.about.com/od/videoonyourwebsite/qt/compress.htm as well as http://desktopvideo.about.com/od/videohostingsites/ss/ytupload.htm. Remember that any copyrighted material you choose to incorporate must be used with permission and cited appropriately.

Assignment Standards

Acceptable video résumés will

- be 1–3 minutes in length;
- grab and sustain the viewer’s attention;
- include basic information such as name and contact information, desired employment objective, skills and abilities, education and training, experience, relevant attributes such as awards and certifications;
- clearly and concisely communicate the candidate’s qualifications,
- avoid inappropriate content, including inappropriate humor and visuals;
- include only relevant personal information;
- have professional design elements, including good-quality lighting, sound, and background; and
- show the candidate dressed in appropriate professional/business attire.

Video elements will be scored as follows:

- poor = 1 pt.
- fair = 2 pts.
- average = 3 pts.
- good = 4 pts.
- excellent = 5 pts.
Contextualizing English, Journalism, and Media Arts Education

VIDEO RÉSUMÉ PEER EVALUATION FORM

Lesson 5

Name of Presenter: ________________________________

Name of Evaluator: ________________________________

Rate the video résumé on the following scale:

- poor = 1 pt.
- fair = 2 pts.
- average = 3 pts.
- good = 4 pts.
- excellent = 5 pts.

Write your rating in the score column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
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<tbody>
<tr>
<td>Did the video grab and sustain your attention?</td>
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<tr>
<td>Did the video include basic information such as name and contact information; desired employment objective; skills and abilities; education and training; experience; relevant attributes such as awards and certifications.</td>
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<tr>
<td>Was the video concise and did it clearly communicate the candidate’s qualifications in 1–3 minutes?</td>
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<tr>
<td>Was the content appropriate (avoided inappropriate humor and visuals; did not contain irrelevant personal information)?</td>
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<td>Did the candidate wear clothing appropriate for the career and interview process?</td>
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<tr>
<td>Did the video have professional design elements, including good-quality lighting, sound, and background?</td>
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<tr>
<td>TOTAL SCORE</td>
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</table>
Other comments:

How can the video résumé be improved? Give specific and constructive suggestions:
For more information contact:
Shelly Valdez, Ed.D
IEBC Director of Educational Collaboration
svaldez@iebcnow.org