

Journalism Resource Links

Journalism Education Association

jea.org

<http://curriculum.jea.org/>

<http://curriculum.jea.org/>

Montana Journalism Education Association

mjeajournalism.com

School Newspapers Online

<http://snosites.com/>

SNO's exhaustive list of all its customers:

<http://snosites.com/our-customers/>

National Scholastic Press Association

<http://studentpress.journ.umn.edu/sponsor.php>

<https://delicious.com/studentpress>

<http://studentpress.journ.umn.edu/contact.html>

Adobe Education Exchange

<https://edex.adobe.com/>

Lynda.com

Rather than YouTube channels for learning InDesign, I recommend Lynda.com. Their videos are excellent and have become the industry standard. As the instructor, you can select the videos you want and put them on your "playlist." Lynda lets you send an invitation to students to view the ones you want them to see. It gives you control over a wide range of videos while selecting exactly what you want your students to focus on. You can establish separate playlists for Beginning InDesign and Intermediate InDesign. Some schools have like a site license, so there's no cost for you or your students. Check it out.

AURASMA

<https://studio.aurasma.com/login>

Aurasma is a free app. To use the app, you sign in to aurasma studio.

To learn more information: <<https://www.aurasma.com/>>

SLIDESHARE (App)

THE RADICAL WRITE

Workbook Curriculum

<http://radicalwrite.com/bonus-materials/radical-write-workbook>

BLEND Ball State University

<http://issuu.com/blendmagazine/docs/blend>

http://issuu.com/journalismblend/docs/bsu_blendf12web

ISSUU

issuu.com

Suggestions to compare and contrast.

High School News Magazines:

Puma Press

http://issuu.com/pumapress/docs/u_prep_11007-14_sp

http://issuu.com/pumapress/docs/u_prep_03-06-15_sp

http://issuu.com/pumapress/docs/u_prep_04-24-15_sp

HiLite

http://issuu.com/hilite/docs/2.27_issue

http://issuu.com/hilite/docs/5.23.13_issue

Spark

http://issuu.com/lehsspark/docs/2011-2012_issue_2

http://issuu.com/lehsspark/docs/issue_7

Northwest Passage

http://issuu.com/smnw/docs/seniormag_2013

http://issuu.com/smnw/docs/issue_7_2013

Harbinger

http://issuu.com/smeharbinger/docs/issue_3

Jagwire

http://issuu.com/jagwire_newspaper/docs/issue8

Remarker

http://issuu.com/smtexas/docs/march_2015

http://issuu.com/smtexas/docs/may_full_pdf

http://issuu.com/smtexas/docs/april_book

http://issuu.com/smtexas/docs/remarker_march2013

North Star

http://issuu.com/fhnpublications/docs/january_issuu

The Iniwa

<http://issuu.com/iniwa/docs/iniwaissue72013>

<http://issuu.com/iniwa/docs/full>

The A-Blast

<http://issuu.com/thea-blast/docs/issue53>

The Stampede

<http://issuu.com/cmrstampede/docs/issuu10.30.14>

The Broadview

<http://issuu.com/thebroadview/docs/broadview020215>

Newspaper Exchange List

http://www.tcjea.com/mailout_list/mail_out_list.php

Created by Dan Nelson, the site is set up to allow you to send papers to all 104 (and counting) or to a smaller, randomly selected list (25, 50, etc.)

If you want to add yourself and your publication to the list, please feel free! Every now and then malicious spammers attack, so he has had to cull the list. Every so often, he deletes everyone, and then, we all have to sign up again to ensure list 'freshness'. But, if you and your publication make a paper, and can mail it out, or you want examples for your program- please add your information to the list.

Yearbook Samples:

http://issuu.com/balfour/docs/elements_fall_2014

Note: pp.10-11 "Making Social Media Social in the Classroom"

http://issuu.com/balfour/docs/elements_vol.9_spring_2015

http://issuu.com/jostens/docs/flip_book_r1

http://issuu.com/balfour/docs/2015_yearbook_yearbook

http://issuu.com/jostens/docs/jostens_look_book_10

http://issuu.com/jostens/docs/2015_photo_contest_canada_6-4-15

http://issuu.com/jostens/docs/14-1059_yto_design_contest_flipbook_447c8ea7ed4ea1

http://issuu.com/discoveries/docs/discoveries_vol14_iss01

http://issuu.com/discoveries/docs/discoveries_vol19_iss01

PINTEREST (App)

COVERAGE IDEAS (from Bob Greenman @ The New York Times)

These ideas can be found weekly on the JEA Listserv. Not only are the ideas relative to high school audiences, but the articles are excellent examples of journalism writing.

Why Students Hate School Lunches

<http://www.nytimes.com/2015/09/27/sunday-review/why-students-hate-school-lunches.html>

Is School Lunch Really All That Bad?

<http://learning.blogs.nytimes.com/2015/10/01/is-school-lunch-really-all-that-bad/>

Getting to the Scene, No Matter Where, to Get the Story

<http://www.nytimes.com/2015/10/06/business/media/getting-to-the-scene-no-matter-where-to-get-the-story.html>

Sex Ed Lesson: 'Yes Means Yes,' but It's Tricky

<http://www.nytimes.com/2015/10/15/us/california-high-schools-sexual-consent-classes.html>

Do We Really Need to Sleep 7 Hours a Night?

<http://well.blogs.nytimes.com/2015/10/15/112251/>

The More We Learn on Nutrition, the More We Ignore

<http://well.blogs.nytimes.com/2015/10/12/the-more-we-learn-on-nutrition-the-more-we-ignore/>

Where Have All the Tomboys Gone?

<http://www.nytimes.com/2015/10/15/fashion/where-have-all-the-tomboys-gone.html>

Dietary Supplements Lead to 20,000 E.R. Visits Yearly, Study Finds

<http://well.blogs.nytimes.com/2015/10/14/dietary-supplements-lead-to-20000-e-r-visits-yearly-study-finds/>

Using Innovative Storytelling to Illuminate the World

<http://www.nytimes.com/2015/10/07/business/using-innovative-storytelling-to-illuminate-the-world.html>

Shakespeare in Modern English? ("... Oregon [Shakespeare](#) Festival has decided that Shakespeare's language is too difficult for today's audiences to understand.")

<http://www.nytimes.com/2015/10/07/opinion/shakespeare-in-modern-english.html>

Review: Harper Lee's 'Go Set a Watchman' Gives Atticus Finch a Dark Side

<http://www.nytimes.com/2015/07/11/books/review-harper-lees-go-set-a-watchman-gives-atticus-finch-a-dark-side.html>

"Education Week" Published Online: September 22, 2015; Published in Print: September 23, 2015, as Despite Research on Teens' Sleep, Change to School Start Times Difficult

Teens Need More Sleep, But Districts Struggle to Shift Start Times



Students arrive at The School of Creative Studies, a magnet school for grades 6-12 in Durham, N.C., last week. Next year, most of Durham's high school students will start around 9 a.m., allowing them to get more sleep.

Most high school students in Durham, N.C., start school at 7:30 a.m., a time that's early enough to negatively impact their engagement and focus in the classroom, researchers say.

That's because biological shifts during the teenage years drive the need for longer sleep durations and later wake times, research shows. That means requiring an older teenager to wake up at 7 a.m. is like asking a teacher to wake up at 4:30 a.m.

So, at the direction of its school board, the Durham district will shift its high school start times to 9 a.m. next year. The hope is that the district's responsiveness to sleep research will pay off in gains in student engagement and academic achievement.

"I think the board's intent is spot on; it's to try to benefit every student we can benefit to increase student learning," Assistant Superintendent Scott Denton said. "There will be some pain for some families, and we don't take that lightly, but at the same time, the investment those families make will pay off down the road."

Many districts start their high school day between 7 and 8 a.m. Many have explored the process of changing start times only to retreat altogether or to make smaller, incremental changes after hearing pushback from parents and uncovering logistical issues associated with changing bell schedules. Others never even consider changes, despite reams of research and expert recommendations.

Five out of every six U.S. middle and high schools [ring their first bell before 8:30 a.m.](#), the Centers for Disease Control and Prevention reported in August. That's despite a 2014 recommendation from the American Academy of Pediatrics that [secondary schools should start no earlier than 8:30 a.m.](#) to better sync with students' changing sleep cycles.

"Studies show that adolescents who don't get enough sleep often suffer physical and mental-health problems, an increased risk of automobile accidents, and a decline in academic performance," the organization said in a position paper. "But getting enough sleep each night can be hard for teens whose natural sleep cycles make it difficult for them to fall asleep before 11 p.m.—and who face a first-period class at 7:30 a.m. or earlier the next day."

Lazy Teenagers?

Even U.S. Secretary of Education Arne Duncan supported the suggestion, tweeting out articles about the report with his own comment. "Common sense to improve student achievement that too few have implemented: let teens sleep more, start school later," Duncan wrote.

An international group of sleep researchers expanded that recommendation in August, when they said [classes should ideally start no earlier than 10 a.m. for 16-year-olds](#) and no earlier than 11 a.m. for 18-year-olds. The researchers—from Oxford University, Harvard University, and the University of Nevada—acknowledged schools were not likely to follow their guidance, in part because of logistical concerns, and because schools still don't recognize the importance of changing biological rhythms in the teen years.

"The impact of early school times on adolescents is not understood by most educators: A common belief is that adolescents are tired, irritable, and uncooperative because they choose to stay up too late, or are difficult to wake in the morning because they are lazy," the researchers wrote. "Educators tend to think that adolescents learn best in the morning and if they simply went to sleep earlier, it would improve their concentration."

Other research shows that teens' ability to make responsible decisions, like going to bed on time, is still developing during adolescence. And the use of items with "blue light," like tablets and smartphones, close to bedtime [can affect the quality of their sleep](#). But teens are also affected by a changing cycle that affects many other mammals, the researchers wrote.

Over time, severe sleep disruption can lead to a host of effects that weaken classroom performance, like reduced concentration, attention, and memory capabilities.

But even administrators who are committed to changing bell schedules say it is one of the decisions that sparks the most concerns, comments, and even resistance from parents and members of the public.

That's because many school districts use school buses in shifts, taking several waves of students to different schools throughout the morning. Changing start times for secondary schools typically forces districts to either expand their transportation budgets to buy or lease more buses, or to also shift start times for elementary schools to make the schedules work.

Tough Decisions

Shifting school times often causes conflicts with carefully crafted family schedules and the timing of afterschool activities and sports.



A student boards a bus bound for the School of Creative Studies, a magnet for grades 6-12 in Durham, N.C. Next year, most of the district's high schools will start around 9 a.m. to allow teens more time to sleep.

—Justin Cook for Education Week

The Fairfax County, Va., district, for example, took years of planning and discussions to change its start times, a plan that took effect this year. But even after seeking community input and consulting with the National Children's Hospital in Washington, the district's new start times fall short of the recommendations from the American Academy of Pediatrics.

Under the new schedule, high school start times shifted from 7:20 a.m. to between 8:00 and 8:10 a.m., and middle schools start earlier, shifting from 7:55 a.m. to 7:30 a.m. The move cost the 185,000-student district about \$5 million, according to the plan approved by the school board.

In nearby Montgomery County, Md., parents and students campaigned for later high school start times for years, even holding "sleep-in" protests in pajamas and sleeping bags. But their efforts won only a modest change in schedules.

The 157,000-student district's board voted down a plan to move the earliest high school start times from 7:25 a.m. to 8:50 a.m., in part because of a \$3.9 million annual cost associated with the change. The board opted instead to shift the earliest bells to 7:45, giving teens 20 extra minutes of sleep.

The change wasn't easy in Durham, either, district leaders said.

Following the research, the school board first advised leaders to draft plans for starting high schools no earlier than 8:30 a.m. The district then surveyed parents and held focus groups to see how amenable families would be to various schedule changes, Denton said.

"It was almost 50-50 for a lot of the questions we asked," he said.

Parents were concerned about elementary school start times that wouldn't align with their work schedules and later end times for high school students, which would leave some younger siblings at home alone after they were dropped off.

But there are also families who will benefit from a school schedule change, Denton said, "and the reason you don't hear from those people is they're used to dealing with it."

"There are going to be logistical challenges no matter what," he added.

The plan the board eventually adopted required many elementary schools to start earlier to compensate for changes at the high school level without adding transportation costs. District leaders acknowledge it will take some time to get used to the changes, and there may be some bumps in the road.

RELATED BLOG



[Visit this blog.](#)

It's a change many districts say they don't have the capacity, resources, or parental will to make.

But authors of the recent international report say it's worth it.

"The financial cost of most other interventions to improve health and attainment in adolescents appears to be far greater than later starts in schools," they wrote. "Implementation of later starts may have some financial costs depending on the education system, though such costs are relatively modest in comparison with the positive impact."

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RELATED STORIES

- ["New School Year May Trigger Uptick in Headaches for Some Students."](#) (Rules for Engagement) August 17, 2015.
- ["Pediatricians Call for Later School Start Times to Combat Sleep Deprivation."](#) (Rules for Engagement) August 25, 2014.
- ["U.S. Students Get Top Scores for Sleepiness."](#) June 11, 2014.

CTE CERTIFICATION

News from the Journalism Education Association: September

Business Professionals of America Partnership

The Journalism Education Association, the largest association of high school journalism teachers, and [Business Professionals of America](#), the leading Career and Technical Student Organization for students pursuing careers in business management, information technology, office administration, marketing and other related career fields, are pleased to announce a partnership to enhance the membership and programming of both organizations.

Many high school journalism programs around the country rely on Career and Technical Education or Perkins Grant funding to sustain the work they do, and involvement with a [Career and Technical Student Organization](#) is an essential component to the CTE funding model.

With the partnership, JEA members interested in BPA will soon be able to indicate so on their membership form and be contacted directly by BPA officials with procedures for starting a chapter at their school.

The partnership will also affect programming at each organization's national convention, with JEA now sponsoring contests in broadcast news and photography for BPA, and BPA presenting educational sessions on leadership and CTE integration at future JEA conventions.

JEA members interesting in Business Professionals of America can contact Director of Member Services and Events Shawna A. Gfroerer at 614-895-7277 x302 or sgfroerer@bpa.org.

From Kelly Furnas: Do we need state approval and certification? This is a great question, and as you probably know by working with CTE, the answer is complicated.

JEA has not created a new CTSO but has instead partnered with an existing one — Business Professionals of America — which is already recognized by the [U.S. Department of Education](#) and the [National Coordinating Council for Career and Technical Student Organizations](#). You should have little problem convincing any CTE administrator about BPA's applicability to Career and Technical Education. (Even though Perkins grants come from the federal government, they are indeed administered at the state level.)

Our hope is that this partnership will not only enhance the journalism contests and education BPA is already doing by offering our oversight, but also make JEA programming (such as conventions and contests) a viable option for BPA student members looking to focus on media-related aspects of their career prep.

To compete in BPA contests, students will still need to become members of BPA. To compete in JEA contests, students will still need to have a JEA member as a teacher. That doesn't change.

Where it might change, and what's both exciting and complicated, is whether your district (or in some cases, your state or school), will allow your involvement with JEA to be funded by Perkins grants, which require money be spent on education such as:

- providing students with industry-specific training such as work-based learning experiences (for example, our "Break With a Pro" at national conventions)
- professional development programs for teachers

- technology training for students and teachers

Your CTE administrator will of course be the final say on a lot of these matters, but our hope is that through this announcement, future training from BPA and success stories/best practices shared on this Listserv, we'll be able to give teachers the resources they need to navigate the admittedly choppy waters of CTE integration.

For many of you, this really is BIG news, particularly those of you in the Career and Technical Education realm. In any circumstance, it is exciting news!

From Mark Newton: For those of you who are curious, here are a couple of great resources:

- [U.S. Department of Education Career and Technical Education](#)
- [Perkins Collaborative Resource Network](#)
- [The National Coordinating Council for Career and Technical Student Organization](#)
- [Business Professionals of America](#)

I also urge you to search for your state's CTE office and begin exploring. Talk to your principal and district personnel, too. You may find that getting CTE certified is the way to go. It may prove to be beneficial to you and your program.

The JEA Board of Directors has been exploring CTE/CTSO for about four years with the help of some talented board members and advisers from across the country and, more recently, through some incredibly impressive efforts by Executive Director Kelly Furnas.

We are working on doing even more to support our CTE/CTSO members and promise to work just as hard to educate those of you who are curious enough to explore and who then might conclude such a partnership is viable. While we have learned a lot about the CTE/CTSO policy world, we also have learned that to realize success one must navigate at the state and school district levels.

From Tom Kaup: For CTE funding for journalism, we may have to have a Student Leadership Organization (CTSO) to qualify our journalism programs for CTE funding. With the JEA ineligible, we would have to join and participate in other competitions in an approved organization. Now, we don't have to do without the funding after switching or journalism to CTE offerings and getting CTE certified.

Anyone who gets Perkins funding is supposed to be a part of a CTSSO. JEA just made it easier for us to get a piece of that Career Technical Education Perkins funding by being certified as a CTSSO. In my district, I personally will get a \$500 stipend, and my program becomes eligible for a piece of the Perkins pot.

Anonymous Sources and Copyright Issues

The Scholastic Press Rights Committee's [Foundation Package](#) provides guidelines, processing questions and resources to help students evaluate whether to include [unnamed sources](#). It also has [media policy](#) examples to help empower students to make the decisions in student media.

If you find omissions in (or have questions about) SPRC's Foundations Package, feel free to contact [John Bowen](#) or other committee members such as Lori Keekly.

Additionally, please remember there is curriculum to accompany [unnamed sources](#), [creation of guidelines and policies](#), and [copyright](#) (all three of which have been discussed recently). Please let me know if you have any questions or comments about the law and ethics curriculum.

And, just in case you need something to celebrate... it's [Free Speech Week](#) next week.

You can see John Bowen's post about it [here](#).