

**Utah Secondary  
Supplemental Standards  
for  
ENGLISH LANGUAGE ARTS**

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**Journalism, Speech and Debate  
6–12**



Adopted May 2021  
by the  
**Utah State Board of Education**





# UTAH STATE BOARD OF EDUCATION

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5/2021



# JOURNALISM

## INTRODUCTION

Journalism has been called the “first rough draft of history,” and the practice of journalism has value in education as a vehicle to teach critical thinking, basics of law and ethics, writing, media literacy, management and organization, technology, multimedia, mass media, and digital citizenship. Students who get involved in journalism graduate with skills that can help them in a variety of college majors and a host of careers. Journalism courses are applied or advanced courses that may be used to fulfill up to 1 credit of the English Language Arts graduation requirement. These standards align with the Utah Core Standards for English Language Arts.

**Strand 1: Law & Ethics.** Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.

- **Standard 1.1:** Analyze and understand student expression under the First Amendment including protections and limitations including school district publication policies.
- **Standard 1.2:** Analyze laws, ethics, and landmark cases specific to journalism.
- **Standard 1.3:** Apply the rulings to both practice and real-life situations specific to the school community and publication(s).
- **Standard 1.4:** Research and evaluate the role of a free and independent media within a democratic society.
- **Standard 1.5:** Seek perspectives and variety in the human experience.

**Strand 2: Media Literacy.** Students will critically evaluate various forms of media.

- **Standard 2.1:** Critically analyze content found in print and digital media used to inform, persuade, entertain, and transmit social information.
- **Standard 2.2:** Evaluate how visual techniques or design elements carry or influence messages in various media.
- **Standard 2.3:** Analyze the impact of social media on trends and public opinion.
- **Standard 2.4:** Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.
- **Standard 2.5:** Identify choices content producers make while constructing media. Evaluate how choices contribute to the impact on the audience.

- **Standard 2.6:** Compare and contrast coverage of the same news stories in a variety of print and digital media.
- **Standard 2.7:** Evaluate the credibility of sources in a variety of print and digital media stories.

**Strand 3: Reporting & Writing Process.** Students will effectively use the reporting and writing process to produce coherent media stories.

- **Standard 3.1:** Compose and evaluate interview questions for written or broadcast journalism.
- **Standard 3.2:** Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
- **Standard 3.3:** Research using current reporting tools, from advanced Google searches to data journalism.
- **Standard 3.4:** Write journalistically sound headlines and captions.
- **Standard 3.5:** Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
- **Standard 3.6:** Develop a variety of journalistically sound pieces (see appendix) using standard writing conventions ensuring the principles of fairness, balance and accuracy.
- **Standard 3.7:** Revise original pieces for content and style appropriate to the medium and audience.
- **Standard 3.8:** Peer- and self-edit using journalism style manuals as references.

**Strand 4: Multimedia Tools.** Students will develop an understanding of how multimedia journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.

- **Standard 4.1:** Analyze & evaluate photography, videography, and audio in journalism (e.g., emotional connection, how multimedia elements enhance text, reader response, storytelling quality of the photo).
- **Standard 4.2:** Apply principles of photography such as composition, lighting, and other important photojournalism concepts.
- **Standard 4.3:** Apply principles of videography, such as wide, medium and close shots, length of shot, etc.
- **Standard 4.4:** Apply principles of audio production, such as natural sound, stereo, nonlinear editing.

- **Standard 4.5:** Use professional ethics in producing and selecting photos, videos, and audio for publication.
- **Standard 4.6:** Collect accurate information to provide context to the photo, video, or audio and connect it logically to the story that it illustrates (e.g. captions, metadata).

**Strand 5: Technology & Design.** Students will apply appropriate principles of technology and design.

- **Standard 5.1:** Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).
- **Standard 5.2:** Analyze and apply principles of layout and design to create a visually appealing school publication that effectively communicates to the audience.

**Strand 6: Management & Organization.** Students will develop management and organizational leadership skills to produce media content.

- **Standard 6.1:** Apply organizational, economic, and management skills necessary to meet student media production schedules.
- **Standard 6.2:** Develop and execute a marketing plan to maximize the awareness and readership of student media.
- **Standard 6.3:** Develop a business plan to learn principles of innovative funding models (e.g., advertising, sponsored content, nonprofit model).
- **Standard 6.4:** Investigate educational opportunities and careers in journalism and mass media.

**Strand 7: Digital Citizenship.** Students will be able to recognize good digital citizenship and use best practices in social media.

- **Standard 7.1:** Demonstrate professional social media ethics in use and production.
- **Standard 7.2:** Develop meaningful, engaging content for multiple social media platforms adhering to each platform's guidelines.
- **Standard 7.3:** Develop strategies for finding reliable sources on social media and contacting them for interviews.

## APPENDIX A: GLOSSARY OF JOURNALISM TERMS

### Types of Journalism Pieces/Medium:

<b>Column</b>	Columns provide observations, experiences, reporting and opinions from a personal perspective. They should elicit emotion of some sort and may be humorous, sad, ironic, angry or express other emotions that are appropriate for the subject matter. Columns include personal essays, which build from a personal experience to make a broader point and should have some type of reported, verified facts behind them.
<b>Copywriting</b>	The art of creating written content that accompanies an advertising campaign. Advertising copywriting is based on the idea of marketing a particular product to a specific consumer audience.
<b>Enterprise story</b>	Enterprise stories are news stories that take a deeper look into the topic. They require numbers that establish the trend or support the narrative and multiple sources, including someone who is living the problem or trend and experts who can bring perspective to the problem or trend.
<b>Features</b>	Human-interest stories that may make readers laugh or cry, love or hate, envy or pity, such as a profile of a person, a “how to,” article, hobbies or other “soft news.” (Bender, et al., 2019). These also have the element of objectivity and written in the third person.
<b>Opinion</b>	Opinion articles are written with the aim to persuade. They may be written in the first, second or third person. They may express the opinion of a single person or an institution, such as an editorial board. An opinion article that expresses the opinion of the news organization’s editorial board is an editorial. They should be based on facts that are attributed and verified.
<b>News</b>	Serious or timely stories about important topics that inform or educate (Bender, et al., 2019). A key element is objectivity, written in the third person.
<b>Podcast</b>	a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically that include interviews with newsworthy or entertaining people highlighted with audio production techniques such as natural sound, music, sound effects and good editing.
<b>Reviews</b>	Critical essays on the performance of some type of art: visual, performing or written.

### Types of Standard Journalism Conventions:

- Lead or lede** The first paragraph of a news story. Usually this includes a summary of the main point and covers the 5 W's: who, what, when, where, why and how. However, other types of ledes are possible, such feature ledes, anecdotal ledes that tell a little story and other creative ledes.
- Nut graph** When feature ledes are used, a nut graph should follow to summarize the importance of the story and any of the 5 W's that were not covered in the lede.
- Attribution** A journalistic way of citing sources. It consists primarily of "So-and-so said." or "according to Source."
- Inverted pyramid** A way of organizing a journalistic story that highlights importance over chronology.
- Other ways of organizing journalistic stories**  
There are multiple ways of organizing a journalistic story other than the inverted pyramid. The inverted pyramid is a starting place for beginning journalists.
- VO-SOT-VO** Short for voiceover / sound on tape / voiceover, this is a broadcast journalism convention that has an announcer reading the news over recorded video, also known as b-roll, with a quote from an interviewee (SOT) in the middle. They often last from 30 to 60 seconds.
- Package** In broadcast journalism, this is a more fully reported story with the reporter appearing on camera to talk directly to the audience, as well as doing voiceovers and including SOTs. The package tells a more in-depth story and usually will last from 2 to 5 minutes.
- AP Style** Associated Press style is the standard guide to form and content in journalism. It covers topics from grammar, punctuation and capitalization to inclusive language and polling.

From Bender, J.R., Davenport, L.D., Drager, M.W., Fedler, F. (2019). *Writing and Reporting for the Media* (12th ed.). New York: Oxford University Press, p. 19.

## APPENDIX B: CONNECTIONS TO UTAH ELA STANDARDS

<b>Journalism Strand</b>	<b>Connections to Utah ELA Standards</b>
<b>1</b>	RI.4, RI.8, RI.9 W.7, W.8, W.9 SL.1, SL.2, SL.3 L.4, L.6
<b>2</b>	RI.5, RI.6, RI.7 SL.1, SL.2, SL.3, SL.5
<b>3</b>	RI.1, RI.7 W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.3, SL.4, SL.5 L.1, L.2, L.3, L.4, L.5, L.6
<b>4</b>	RI.7 W.2, W.6 SL.2, SL.4, SL.5
<b>5</b>	RI.7 W.6 SL.4, SL.5
<b>6</b>	RI.7 SL.1, SL.2, SL.3
<b>7</b>	RI.1, RI.7 W.6, W.8 SL.1, SL.2, SL.3, SL.4, SL.5

# SPEECH & DEBATE

## INTRODUCTION

Speech and Debate provides students an opportunity to develop skills in research, critical thinking, organization, persuasion and communication. Students must set aside personal bias and previous knowledge to objectively debate various sides of an issue and understand the complexities of the world in order to develop solutions that are workable and solve inherent problems. These skills are invaluable for college, career, and citizenship.

These standards were created knowing that Utah LEAs and schools structure their speech and debate courses differently based on individual needs and demands. Therefore, some of the standards may not be applicable to all speech/debate courses but should be used as guides. For example, some schools may have a speech/debate course that is not a competition class, while others may. Additionally, some schools may offer Speech/Debate I, II, and/or III, and thus, they may divide these standards across the various courses. Competition policies and guidelines are dictated by Utah High School Activities Association (UHSAA) and the Utah Debate Coaches Association (UDCA).

Speech and Debate courses are applied or advanced courses that may be used to fulfill up to 1 credit of the English Language Arts graduation requirement. These standards align with the Utah Core Standards for English Language Arts.

**Strand 1: Research and Development.** Students will read and collect research from textual evidence to prepare for debates.

- **Standard 1.1:** Prepare for and present in a variety of speech and debate formats (see appendix).
- **Standard 1.2:** Analyze current events and political atmosphere (e.g., domestic policy, economic policy, foreign policy, social climate).
- **Standard 1.3:** Collaborate to define issues and develop strategies.
- **Standard 1.4:** Research arguments to support substantive claims using a variety of primary and/or secondary sources including but not limited to historical, scientific, and technical texts:
  - central idea
  - discrepancies in content
  - explanation for action or events
  - points of view
  - specialized vocabulary
  - textual evidence
- **Standard 1.5:** Evaluate researched texts for validity, reliability, and credibility of source, content, and/or author.

**Strand 2: Fundamentals.** Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.

- **Standard 2.1:** Compare and contrast classical and contemporary philosophers and their contributions to speech and debate.
- **Standard 2.2:** Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics).
- **Standard 2.3:** Discuss ethical dilemmas and practices as found in various speaking topics, contentions, and presentations.
- **Standard 2.4:** Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
- **Standard 2.5:** Demonstrate effective communication skills in speech and debate:
  - Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
  - Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
  - Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
- **Standard 2.6:** Analyze a variety of speech and debate structures for task, audience, and purpose.
- **Standard 2.7:** Use speech and debate conventions appropriately (see appendix A).
- **Standard 2.8:** Use speech and debate terminology effectively (see appendix A).
- **Standard 2.9:** Identify, develop, and argue stock issues:
  - Harm
  - Inherency
  - Significance
  - Solvency
  - Topicality
- **Standard 2.10:** Apply critical thinking skills when researching, preparing, and presenting arguments:
  - Causal arguments
  - Logical fallacies
  - Source validity
  - Topic and analysis support using strong evidence
  - Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices

**Strand 3: Performance and Evaluation.** Students will demonstrate fundamental speaking and debating skills and evaluate best practices.

- **Standard 3.1:** Apply principles of ethical communication appropriate to context:
  - Academic honesty
  - Bias
  - Communication responsibility
  - Plagiarism
  - Respect for diversity
- **Standard 3.2:** Identify and adjust behaviors and arguments based on evaluation paradigms (See appendix).
- **Standard 3.3:** Present arguments using clear and concise language.
- **Standard 3.4:** Demonstrate the process of refutation and cross examination in debate settings and provide effective rebuttals.
- **Standard 3.5:** Demonstrate the ability to give and receive constructive criticism to self and peers.
- **Standard 3.6:** Develop presentation skills to convey complex ideas:
  - Extemporaneous speech
  - Formal register
  - Persuasive techniques
- **Standard 3.7:** Analyze the reduction of communication barriers (see appendix).
- **Standard 3.8:** Demonstrate mutual respect in interpersonal communication.
- **Standard 3.9:** Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:
  - Active listening behaviors
  - False assumptions
  - Loaded terms
  - Note-taking
  - Sarcasm

## APPENDIX A

- 1.1:** *Speech and debate formats* such as agent of action, ballot, burden of proof, card, claim, counter plans, data, fiat, flow, judge, presumption, resolution, status quo, stock issues, warrant.
- 2.7:** *Speech and debate conventions* such as affirmative, closing, constructive, cross examination, direct examination, negative, rebuttal, opening.
- 2.8:** *Speech and Debate Terminology* such as agent of action, ballot, burden of proof, card, claim, counter plans, data, fiat, flow, judge, presumption, resolution, status quo, stock issues, and warrant.
- 3.2:** *Evaluation Paradigms* such as appearance, games player, policymaker, stock issues, tabula rasa.
- 3.7:** *Communication barriers* such as adversarial mindset, bias, communication apprehension, environment, noise, nonverbal communication, perception, proxemics/spatial, reticence, semantics.

## APPENDIX B

Strands	Connections to Utah Core ELA Standards
<b>1</b>	RI.1, RI.2, RI.8 W.1, W.2, W.4, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.3, SL.4, SL.5, SL.6 L.3
<b>2</b>	R.1, R.6, R.7 W.7, W.8, W.9 SL.1, SL.2, SL.3, SL.4, SL.6 L.3
<b>3</b>	SL.1, SL.2, SL.3, SL.4, SL.6 L3

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