

Print Media I

2007

COURSE DESCRIPTION

This course, in conjunction with Print Media II, seeks to produce two major publications: the school newspaper and literary magazine. It also supports the process of editorial training, whereby experienced Print Media II students coach inexperienced Print Media I students, thus working to improve school publications and prepare students for possible writing careers. The course is designed to introduce students to various medium; it concentrates on the important guiding principles and conventions of journalistic and creative writing. A workshop approach provides the setting for the introduction and study of professional models, the sharing and evaluation of student work, the training of Print Media I students, the development of writing portfolios and the publication of student work.

MATERIALS

The American Press Institute: <http://www.americanpressinstitute.org>

AP Stylebook

ASNE High School Journalism: <http://www.highschooljournalism.org/>

Journalism Fundamentals in a Digital World. Teacher's Discovery. 2006.

Moe's Café: For Developing Writers. Mark H. Larson and Robert S. Boone. Good Year Books. 2007.

The New York Times

The New York Times Learning Network.
<http://www.nytimes.com/learning/index.html>

Quick AP Style Reference:
http://www.utexas.edu/coc/journalism/SOURCE/journal_links/AP_style.html

CORE CURRICULUM CONTENT STANDARDS

3.1 (Reading)

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent fluent readers, and will read a variety of materials and texts with fluency and comprehension.

3.2 (Writing)

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.3 (Speaking)

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.4 (Listening)

All students will listen actively to information from a variety of sources in a variety of situations.

3.5 (Viewing and Media Literacy)

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

STANDARD: 3.1 (READING)

CUMULATIVE PROGRESS INDICATORS

Fluency

1. Read developmentally appropriate materials at an independent level with accuracy and speed.
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
3. Read a variety of genres and types of text with fluency and comprehension.

Vocabulary and Concept Development

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
2. Apply reading vocabulary in different content areas.

Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.

2. Interpret how literary devices affect reading emotions and understanding.
3. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
4. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
5. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
6. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

Inquiry and Research

1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop materials for a portfolio that reflect a specific career choice.
3. Develop increased ability to critically select works to support a research topic.
4. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
5. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

Example of the types of work students should be able to do to meet the standard:

- Read samples of peer and professional writing from a variety of sources, ranging from class resources to professional newspapers, magazines, library resources and the internet.
- Read texts which exemplify different reading strategies in both journalistic and creative writing.
- Understand that a publication has its own philosophy.
- Use the internet to research and gather samples of both peer and professional writing.
- Read published critiques and reviews.
- Solicit and read samples of student publications from local and regional high schools.
- Read online high school newspapers, comparing region to publication.
- Read professional newspapers, magazines, e-zines, fiction, and poetry to identify techniques and models of effective writing.
- Practice reading from a writer's viewpoint, instead of a reader's viewpoint.
- Analyze the writing process in piece of fiction vs. nonfiction.

INSTRUCTIONAL STRATEGIES

- Read along with students, both orally and silently.
- Demonstrate oral reading of various genres.
- Demonstrate active reading vs. passive reading.
- Offer a wide variety of reading in all genres.
- Set up various manners in which students will comment on reading, such as group work and debriefing, as well as classroom surveys and debates.
- Facilitate reading workshops.

EVALUATION/ASSESSMENT OF STUDENTS:

- Teacher evaluation.
- Student discussion.
- Comprehension quizzes.
- Journal writing.
- Formal analysis.
- Student willingness to widen reading experience.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

STANDARD 3.2 (WRITING)

CUMULATIVE PROGRESS INDICATORS

Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
3. Review and edit work for spelling, usage, clarity, and fluency.
4. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
5. Use a scoring rubric to evaluate and improve own writing and the writing of others.

6. Reflect on own writing and establish goals for growth and improvement.

Writing as a Product (resulting in a formal product or publication)

1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
2. Critique published works for authenticity and credibility.
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.
6. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.
7. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
8. Provide compelling openings and strong closure to written pieces.
9. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).
10. Use the responses of others to review content, organization, and usage for publication.
11. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Demonstrate command of a variety of writing genres, such as:
 - Persuasive essay
 - Personal narrative
 - Descriptive essay
 - Critique
 - Poetry
3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
4. Apply all copyright laws to information used in written work.
5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
6. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
7. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Example of the types of work students should be able to do to meet the standard:

- Maintain daily personal journals that are both autobiographical and experimental.
- Periodically review personal journals in recognition of the writing process.
- Perform both close and loose modeling of professional writing samples.
- Maintain comprehensive notebooks intended to serve as useful resources for future writing. Notes can include: *class activities, peer editing and training, journalistic and creative writing definitions, notes on contemporary professional writers, information about journalism and ethics, lists of publication that accept student submission.*
- Collect personal writing exercises, creative writing, and essays. This collection can be useful for sharing with peers, evaluating personal writing growth, editing and revising for future publication.
- Collect writing samples that cover the same subject, such as articles from various newspapers that cover identical stories. These can be used for analysis of the writing process as well as the recognition of audience.
- Write for real purposes and audiences, publishing original work in the newspaper and literary magazine, as well as national teen literary magazines and appropriate internet venues.
- Experiment with a variety of creative writing genres including *poetry, fiction, creative nonfiction, and writing for children.*
- Experiments with various poetic forms.
- Write, peer share, and seek to publish reviews of books, films, and plays.
- Create and distribute mini publications.
- Create personal anthologies of favorite creative works.

- Focus on the concepts of journalism/imaginative writing; recognize and take as many opportunities as possible to publish original text.
- Design, complete, and share personal research projects on contemporary journalists, non-fiction and fiction writers, and poets.
- Conduct and record interviews.
- Experiment with journalistic cartoons.
- Collaborate on news stories, investigative reporting, and feature articles.
- Investigate the possibilities of school online publications.

INSTRUCTIONAL STRATEGIES

- Write along with students on a daily basis.
- Be willing to share as well as comment on this writing.
- Facilitate writing workshops.
- Demonstrate the use of journals in the creative process.
- Supply students with a variety of genres and writing styles to model and experience.
- Comment constructively, positively, and consistently.
- Investigate workshops and seminars for student attendance.

EVALUATION/ASSESSMENT OF STUDENTS:

- Student discussion.
- Peer editing.
- Teacher evaluation.
- Journal writing.
- Creative Writing.
- Journalistic Writing
- Variety of Writing.
- School Newspaper.
- School Literary Magazine.
- Student online and journal publication.

EVALUATION/ASSESSMENT OF CURRICULUM:

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STANDARD 3.3 (SPEAKING)

CUMULATIVE PROGRESS INDICATORS

Discussion

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

Questioning (Inquiry) and Contributing

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions.

Word Choice

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking.
4. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
5. Use a rubric to self-assess and improve oral presentations.

Example of the types of work students should be able to do to meet the standard:

- Deliver a variety of oral presentations to both small and large audiences.
- Participate in informal and formal student readings.
- Participate in workshops in which students read and comment on each other's work.
- Visit classrooms for the purpose of delivering information or sharing creative writing.
- Read each other's work aloud to experience the effect of, and importance of, voice on a particular work.
- Conduct positive response/analysis commentaries on oral presentations of peer work.
- Read original texts, in various states of development, to the class.
- Read favorite works to the class.
- Join in a favorite poem read.
- Take part in a staged news briefing.
- Perform original works, including drama and performance poetry.

INSTRUCTIONAL STRATEGIES

- Demonstrate informal, formal, and performance speaking.
- Facilitate workshops.
- Discuss, demonstrate, and demand respectful audience participation.
- Provide a variety of opportunities for students to read and perform their writing.
- Provide opportunities for students to be a spoken voice, as well as a written voice, in the high school environment.

EVALUATION/ASSESSMENT OF STUDENTS:

- Student discussion.
- Teacher observation.
- Teacher and student generated rubrics.
- School Newspaper.
- School Literary Magazine.

EVALUATION/ASSESSMENT OF CURRICULUM:

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STANDARD 3.4 (LISTENING)

CUMULATIVE PROGRESS INDICATORS

Active Listening

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

Listening Comprehension

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

Example of the types of work students should be able to do to meet the standard:

- Listen to music to understand cadence and rhythm in language.
- Listen to a variety of oral presentations made by both peers and the instructor.
- Formulate useful and positive guidelines, as well as rubrics, for evaluating oral presentations.
- Listen to oral recordings of interviews and creative writing presentations.
- Peer respond to specific areas and aspects of a text.
- Participate in a debate concerning specific areas and aspects of a text.
- Listen with interest to the varied voices of the student body as resource material for written pieces.
- Listen carefully to daily conversations to understand the workings of dialogue.
- Listen to outside/professional speakers.
- Attend a regional conference on journalism or creative writing.

INSTRUCTIONAL STRATEGIES

- Consistently demonstrate careful listening.
- Facilitate workshops.
- Discuss, demonstrate, and demand respectful audience participation.
- Provide a variety of opportunities for students to listen to peers.

- Ask questions, both orally and written, that test listening comprehension.

EVALUATION/ASSESSMENT OF STUDENTS:

- Student discussion.
- Teacher observation.
- Teacher and student generated rubrics.
- School Newspaper.
- School Literary Magazine.

EVALUATION/ASSESSMENT OF CURRICULUM:

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STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

CUMULATIVE PROGRESS INDICATORS

Constructing Meaning from Media

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

Visual and Verbal Messages

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

Example of the types of work students should be able to do to meet the standard:

- View broadcasts on ASNE High School Journalism site.
- View recordings of professional interviews.
- View recordings of the news, paying close attention to leads, reviews, and network philosophy.
- View and compare various famous interviewers.
- View online newspapers and magazines.
- View films, television shows, theatrical productions, etc. for subsequent reviews.
- View news briefings, paying close attention to the type of questions asked and the type of questions ignored.
- Access on-line information for research and publication purposes.
- Access professional and peer writing via Internet.
- View and analyze political cartoons and photographic essays.
- Understand and apply the strategies and techniques of effective layout in the creation of professional print materials.
- View student film segments of news coverage and interviews.
- View films that outline careers in journalism and the workings of a newsroom.
- View a film, noting the creative process.

INSTRUCTIONAL STRATEGIES

- Offer a variety of films, documentaries, and broadcasts for students to view and review.
- Facilitate the discussion of a variety of viewings.
- Give students an opportunity to create visuals of their writings to be shared with classmates and the school.

EVALUATION/ASSESSMENT OF STUDENTS:

- Student discussion.
- Teacher observation.
- Teacher and student generated rubrics.
- School Newspaper.
- School Literary Magazine.

- School performances/demonstrations/exhibits

EVALUATION/ASSESSMENT OF CURRICULUM:

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