# Unit 3: On Deadline

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **November**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Enduring Understandings

News does not unfold all at once but, rather, in chunks.

A story is what the reporter makes of it.

The facts should always get in the way of a good story.

Getting a story right is as important as getting it written.

Journalists are reporters first and writers second.

Elections garner coverage throughout the year but intensify at the end.

## Essential Questions

How do journalists determine the most essential pieces of information to report to their audience?

How do reporters get the point across with so little time and such a small margin for error?

What can reporters do to shorten the time between the news event and publication?

How do reporters cut down on factual as well as mechanical errors?

How can we simulate and practice the reporting of news?

## Content

Sources, bias, journalists vs. reporters, margin for error

## Skills

Report and write on deadline

Identify the elements necessary to tell a story

Develop story “sense”

Tell a story within a word count

Bring color and breathe life to events and people

Develop story ideas

Check facts for accuracy

Edit and revise the work of others

Layout and design newspaper

Determine stories/items worth coverage

Assign coverage

Delegate editorial responsibilities

## Resources

Student Writing

Chromebooks

Google Classroom

Google Docs

http://crimsoncourier.weebly.com

## Standards

**LA.11-12.W.11-12.10** - [*Progress Indicator*] - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**LA.11-12.W.11-12.4** - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**LA.11-12.W.11-12.5** - [*Progress Indicator*] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing

on addressing what is most significant for a specific purpose and audience.

**LA.11-12.W.11-12.6** - [*Progress Indicator*] - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**LA.11-12.W.11-12.7** - [*Progress Indicator*] - 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.

**LA.11-12.W.11-12.8** - [*Progress Indicator*] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.W.11-12.7 | 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. |
| LA.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |