7 - Being an Effective Editor Copied from: Journalism 3, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

This academic- and arts-based elective is a course in which students will, by in large, independently apply their knowledge of the field of journalism and all its subsets. Students will focus on producing print issues of the Coly Chronicle and web issues for ColtChronicle.org. The curriculum was created using the New Jersey Student Learning Standards, as well as the Standards for 21st Century Life and Careers Standards, and the Association Of College & Research Libraries Information Literacy Competency Standards For Journalism Students And Professionals. The Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading; artful writing; and eloquent speaking that is at the heart of understanding and enjoying journalism, general informational writing and the world around us. They will also be able to use their knowledge of journalism law and ethics to reason and justify decisions in a variety of both hypothetical and real-world scenarios. They will habitually perform the critical reading skills necessary to pick carefully through the staggering amount of information available today in print and digital media. They will actively seek the wide, deep, and thoughtful engagement with high-quality informational texts that builds knowledge, enlarges experience, and broadens worldviews. They will reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. THIS COURSE IS DUAL-ENROLLMENT FOR THREE COLLEGE CREDITS FROM WILLIAM PATERSON UNIVERSITY. THIS COURSE IS THE EQUIVALENT OF WILLIAM PATERSON'S[COMM 2100 (MEDIA WRITING) COURSE.](#)

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- For a publication to be successful, editors must be efficient leaders for writers and other members of the staff
- Editors must remain professional with; consistanly reflective of; and firm, kind and constructive with writers and other members of the staff
- A positive yet authoritiative relationship must be created between editors and staff members
- Editors must also be reflective of their own practices
- Communication amongst editors, editors and teacher and editors and staff members is crticial to the success of the publication

CONTENT AREA STANDARDS

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

  A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

  B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

  D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- for a publication to be successful, editors must be efficient leaders for writers and other members of the staff
- editors must remain professional with; consistanly reflective of; and firm, kind and constructive with writers and other members of the staff
- a positive yet authoritiative relationship must be created between editors and staff members
- editors must also be reflective of their own practices
- communication amongst editors, editors and teacher and editors and staff members is crticial to the success of the publication
- a "crticism sandwich" (a compliment, followed by criticism and ended with another compliment) is the most effective way to give consructive criticism
- all popular AP style rules
- photography and design rules
- social media purposes and etiquette.
- marketing and advertising strategies for a variety of different audiences

Procedural Knowledge

Students will be able to:

- self-assess effectiveness as an editor
- assess strengths and weaknesses of writing staff
- identify patterns in weaknesses across the staff
- communicate concerns to teacher and staff
- effectively deliver constructive crticicism and support to staff members, as needed
- maintain pace on production cycle
- concisely and quickly edit copy of articles, headlines, decks, captions, photo credits, etc.
- create InDesign pages with adherence to typical design rules (balance, constrast, etc.)

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Portfolio Assessments
- Interviews

- Modified Rubrics

Formative Assessments

- o Document assessing strengths and weaknesses of writing staff (pre-assessment)
- o One-on-one conferences with teacher (Communicate concerns)
- o Criticism sandwich rough draft written for each staff member
- o Paper or Google Doc edits of writer copy for articles
- o Rough draft plans of InDesign pages

Summative Assessments

- InDesign pages
- Self-reflection at end of production cycle

RESOURCES (Instructional, Supplemental, Intervention Materials)

Regular Production Cycle

Subcommittees and Job Descriptions

Self-Assessment Document

One-on-One Conference Questions

Powerpoint

INTERDISCIPLINARY CONNECTIONS

Social Studies

Social relationships among people

Technology/Multimedia

Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Set individual goals
- Conduct research and provide a presentation of appropriate topics.
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of School Failure:

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Model to be mastered.