

2 - Production of print and web versions of Colt Chronicle Copied from: Journalism 3, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **36 weeks**
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 [SCOMM 2100 \(MEDIA WRITING\) COURSE](#).

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Deadlines are crucial for a production cycle to run smoothly
- Print articles are typically thematic and longer than web articles, which are shorter and centered more on current and breaking news
- All articles go through several drafts and rounds of editing, revising and fact checking
- Much of a journalist's inspiration comes from talking with people and daily observation
- Professionalism and comfort are of the utmost importance when it comes to interacting with primary sources
- Writers and editors are constantly working in tandem to create a 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.

. 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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion,

and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

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.

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.

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.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 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.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.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).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice:

Gathering and Evaluating Sources.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

- | | |
|-----|---|
| 1.1 | Defines the information need based on the story idea or research question |
| 1.2 | Identifies a variety of information sources to meet the information need |
| 2.1 | Constructs and implements effectively designed research strategies |
| 2.2 | Retrieves information online or in person using a variety of methods |
| 2.3 | Refines investigative methods and search strategies |
| 3.1 | Summarizes and synthesizes the main ideas of the information gathered |
| 3.2 | Assesses the credibility of the information gathered |

STUDENT LEARNING TARGETS

WILLIAM PATERSON COMM 2800 STUDENT LEARNING OBJECTIVES

- Write articles, scripts and press releases using professional formats and standards used in journalism, radio, television, and public relations
- Identify, find and use a range of sources media writers must be familiar with in order to obtain reliable information on news and current events.
- Understand the media audiences' expectations as well as their specific language uses and interests.
- Understand the structural limitations and potentials inherent in writing for specific media.
- Identify the ethical and professional standards of media writers, as well as their legal responsibilities.
- To produce and edit written work (articles, press releases, radio and TV scripts) that are grammatically correct, clear, coherent and follow AP style.
- Collect information through research, observation, and personal interviews.
- Conduct advanced, factual online searches for information and resources.
- To promote, distribute and search for stories using social media.
- Use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content.
- Use drafting, revising, editing and other writing processes to develop final writing products

appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts.

- Use research and documentation skills where they may be necessary and integrate them through paraphrase, quotation and citation, in accordance with the conventions of the discipline.

Declarative Knowledge

Students will understand:

- The flow of the Colt Chronicle three-week production cycle
- The writing process from brainstorming to print
- The interaction between writers and editors
- How to work in subcommittees

Students will be able to define: Production cycle, MOC (middle of class), BOC (beginning of class), EOC (end of class), subcommittees

Procedural Knowledge

Students will be able to:

- Form subcommittees including social media, out-of-school marketing, and in-school marketing.
- Prepare for a variety of conversations (Meet with one another [editors and writers] to both pitch, refine and edit articles throughout the entire writing process.
- Develop and strengthen writing as needed by Receiving and giving effective constructive criticism/feedback
- Effectively work through the entire writing process including brainstorm, forming an angle, pitch writing, planning a multimedia package, contacting and interviewing sources, researching secondary sources, writing, fact checking, editing and revising, laying out and publishing.
- Self-assess their strengths and weaknesses in all of the above areas throughout the course.
- Utilize one-on-one conferences with teacher in order to assess their own strengths and weaknesses and work toward
- Write informative texts, arguments, and narratives (articles for publication)

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Oral Pitch Sessions
- Student Meetings
- Modified Rubrics

Formative Assessments

- Final drafts of articles, final print publications and web packages (must include photo, caption, photo credit, headline, deck and multimedia)
- One-on-one conferences with teacher to determine strengths and weaknesses and plans to work on weaknesses
- Self-assessment document on their perceived strengths and weaknesses

Summative Assessments

Article pitches, rough drafts of articles, meetings between writers and editors, subcommittee work, finalized page designs

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Regular Production Cycle](#)

[Subcommittees and Job Descriptions](#)

[Self-Assessment Document](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

Narrative Writing
Information Writing
Implementation of conventions of Standard English

Social Studies

Historical Research
Current Events

Social relationships among people

Ethics

Technology/Multimedia

Researching based writing
Google
Media Literacy
Educational tech applications

Career Readiness

Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

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.