

Dublin City Schools Newswriting I

Graded Course of Study

High School Elective

Philosophy

The purpose of Newswriting I is to introduce students to the field of journalism. Students are given a foundational understanding of journalistic practices and concepts. People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions¹. The field of journalism centers around communication and collaboration skills, technological and civic literacy, creativity, and expertise students should master to succeed in work and life in the 21st century.

¹Excerpted from *Framework for 21st Century Learning*, published by the *Partnership for 21st Century Skills*

Program or Course Goals

The goals of Newswriting I center on the study and implementation of a variety of responsible and accurate journalistic and creative principals and practices. The course stresses an understanding of the purposes of the press, journalistic law, ethics, and community standards, journalistic writing, news reporting, interviewing, layout and graphic design, advertising, photojournalism, and developing proficiency with an array of technology.

Students will make verbal/visual connections and consider balance and objectivity.

Students will participate in copywriting and editing.

Students will understand components of newswriting including business: advertising and sales.

Students will identify audience segments.

Students will utilize teamwork and collaboration

Students will use principles of layout and design.

Students will use digital photography to explore ideas in production of photo-journalism.

Students will develop learning and innovation skills.

- creativity and innovation
- critical thinking
- problem solving
- creativity
- innovation

Students will develop life and career skills.

- flexibility and adaptability
- initiative and self-direction
- social skills
- productivity and accountability
- leadership and responsibility

Students will evaluate, reflect and analyze the process of publication.

Students will define the purpose of mass media, exploring trends in media.

Students will identify sources for news.

Students will write and conduct interviews to format a news story. (e.g., editorial, sports writing, feature and headline writing)



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Graded Course of Study

High School Elective

Ohio Academic Content Standard: Language Arts

Writing Process Standard	Writing Process Benchmark(s)
<p>Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<ul style="list-style-type: none"> A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. C. Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. D. Edit to improve sentence fluency, grammar and usage. Apply tools to judge the quality of their writing. E. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
Writing Application Standard	Writing Application Benchmark
<p>Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.</p>	<ul style="list-style-type: none"> C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies. E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.



Dublin City Schools Newswriting I

Graded Course of Study

High School Elective

Writing Conventions Standard	Writing Conventions Standard Benchmarks
<p>Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.</p>	<ul style="list-style-type: none"> A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language.
Research Standard	Research Benchmarks
<p>Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.</p>	<ul style="list-style-type: none"> A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. B. Evaluate the usefulness and credibility of data and sources C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement. E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.



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Communications: Oral and Visual Standard:	Communications: Oral and Visual Benchmarks
<p>Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.</p> <p>Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.</p>	<ul style="list-style-type: none"> A. Use a variety of strategies to enhance listening comprehension. B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure. F. Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling idea or thesis.



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High School Elective

Ohio Academic Content Standards: Technology

Nature of Technology Standard	Nature of Technology Benchmark
<p>Students develop an understanding of technology, its characteristics, scope, core concepts and relationships between technologies and other fields.</p> <p>Students learn that technology extends human potential by allowing people to do things more efficiently than they would otherwise be able to. Students learn that useful technological development is a product of human knowledge, creativity, invention, innovation, motivation and demand for new products and systems. They learn that the natural and human-made designed worlds are different, and that tools and materials are used to alter the environment. Students learn that the development of emerging technology is exponential, driven by history, design, commercialization, and shaped by creative/inventive thinking, economic factors and cultural influences</p>	<p>A. Examine the synergy between and among technologies and other fields of study when solving technological problems.</p>
<p>Technology for Productivity Applications Standard</p>	<p>Technology for Productivity Applications Benchmarks</p>
<p>Students learn the operations of technology through the usage of technology and productivity tools.</p> <p>Students use computer and multimedia resources to support their learning. Students understand terminology, communicate technically and select the appropriate technology tool based on their needs. They use technology tools to collaborate, plan and produce a sample product to enhance their learning and solve problems by investigating, troubleshooting and experimenting using technical resources.</p>	<p>A. Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.</p> <p>B. Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.</p>



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Graded Course of Study

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Technology and Communication Standard	Technology and Communication Benchmarks
<p>Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.</p> <p>Students acquire and publish information in a variety of media formats. They incorporate communication design principles in their work. They use technology to disseminate information to multiple audiences. Students use telecommunication tools to interact with others. They collaborate in real-time with individuals and groups who are located in different schools, communities, states and countries. Students participate in distance education opportunities which expand academic offerings and enhance learning.</p>	<ul style="list-style-type: none"> A. Apply appropriate communication design principals in published and presented projects. B. Create, publish and present information, utilizing formats appropriate to the content and audience. C. Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.
Technology and Information Literacy Standard	Technology and Information Literacy Standard Benchmarks
<p>Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.</p> <p>Students become information-literate learners by utilizing a research process model. They recognize the need for information and define the problem, need or task. Students understand the structure of information systems and apply these concepts in acquiring and managing information. Using technology tools, a variety of resources are identified, accessed and evaluated. Relevant information is selected, analyzed and synthesized to generate a finished product. Students evaluate their information process and products.</p>	<ul style="list-style-type: none"> A. Determine and apply an evaluative process to all information sources chosen for a project. B. Apply a research process model to conduct research and meet information needs. Formulate advanced search strategies, demonstrating and understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. C. Evaluate choices of electronic resources and determine their strengths and limitations.

