

Journalistic Writing

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[Revision Committee Members, email, extension]

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Unit # 1, Engaging with Media

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

SL 11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners 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. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 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

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

investigation or complete the task.

SL 11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL 11-12.1.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RI 11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI 11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

L 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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.

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, and audiences.

X Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • News organizations' purpose and audience determine the choice of genre, detail, and journalistic form. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Vocabulary and the writing conventions must be used in a manner that ensures both clarity and achievement of purpose. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Text meaning is based on the intention of the author and the interpretation of the audience. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • There is a variety of sources of information based on the validity of and purpose for that information. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What goals drive modern news organizations? • How does a writer's intended audience influence his or her reporting of the facts? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • When viewing news, how does the writer's word choice influence and impact our emotional reactions? • How is intended meaning conveyed through form? • How does the form chosen to tell a story impact the way the audience interprets the story? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What role should opinion play in reporting? • How do various media organizations present different points of view? • How do our experiences and opinions impact our interpretation of a story? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How is credibility established in news media? • Which media sources should I use to stay informed? • How should we judge the media?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How media organizations generate income • Ratings • Journalistic bias • Responsibility of Media • Audiences are varied 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify the driving forces and motivations of different news organizations. • Evaluate how a writer's intended audience influences his or her reporting of the facts. • Write for different audiences.

<ul style="list-style-type: none"> • Influential factors in media <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Examples of loaded language • Examples of different forms of news writing • Examples of feature writing <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Examples of news reporting that contain opinion or bias • Examples of news reporting that do not contain opinion or bias • Examples of feature writing that contain opinion or bias • Examples of feature writing that do not contain opinion or bias <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Some media sources are reliable • Some media sources are unreliable • Websites and resources that check facts 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • View stories produced by different types of media and identify words that are intended to evoke an emotional response from the reader/viewer. • Identify why a specific form was chosen by the author and explain how the meaning conveyed is impacted by the form. • Use word choice to evoke a desired emotional response from the reader. • Recognize and explain how form and organization of a story impact our interpretation. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Critique journalistic writing, identifying opinions and facts. • Argue what role they believe opinion should play in journalistic writing. • Convey their points of view using various media forms. • Recognize and explain how their own experiences and opinions impact their interpretations of different stories. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Determine if a news source is reliable or unreliable. • Choose which media sources he or she will use to stay informed. • Effectively evaluate the credibility of media genres.
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- You will access three different news sites that are all covering the same event. Analyze the way each outlet covered the event and then compare and contrast the portrayal of the event given by each outlet.
- View a local broadcast, a national broadcast, an MSNBC broadcast, and a Fox News broadcast. Analyze the way each outlet covered the event and determine which presented the most factual portrayal of events and which presented the most biased or opinionated portrayal of events. Finally, describe the intended audience of each network or station and which best meets your needs.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

Here, Carol asked us to have this list as specific as possible. In other words, writers need to list what the quizzes are on, tests are on, dialogues are about, etc.

- Students will submit a written response to the following prompt: Explain the differences between news and feature articles. Consider the following: purpose, audience, content, and format.
- Class will discuss the role and impact of opinion in news writing.
- Class will evaluate the impact of advertising revenue on news reporting. How does the need to make money impact the reporting of the facts?
- Students will be quizzed on the following: What is the difference between fact and opinion? How can a consumer of news determine fact from opinion and fact from fiction? How can you identify when facts are being manipulated or used in deceptive ways?
- Self-assessment: As a consumer of news, how informed are you? How often are you manipulated by opinion and the misuse of facts? How aware of these occurrences are you?

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: ***Consider the **WHERE**TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.***

- Students will use advanced searches to identify and research a news or media story that had a major impact, positive or negative, on the country or world. Teach can assign topics or have students research and choose their own topics. They will then present their findings and supporting evidence using digital media to enhance their peers' understandings of their findings. (M)
- Students will read feature and news stories assigned by the teacher. They will use think-pair-share to identify the characteristics of each style of writing. (A)
- Students will read several news and feature articles. In pairs, they will evaluate the texts, separating them into two groups based upon similarities in form and purpose. They will then use their findings to construct their own definitions for news and feature writing. (A)
- The teacher will define the characteristics of news and feature writing. (A)
- Students will read several newspaper articles. In pairs, they will evaluate the texts and determine what questions are answered in the first lines of every story. (A)
- Students will present their finding through class discussion, citing strong and through textual evidence to support their analysis. (A)
- Students will consume online, print, and television examples of news and feature writing. (A)
- Students will view a news story. They will then evaluate whether the story contains fact, opinion, or both. (M)
- Students will view a news story. They will then use websites like www.factcheck.org to evaluate the author's purpose and whether the story is biased or fair. (A)
- Students will research a topic and evaluate which sources are reliable and which sources are unreliable. (M)
- Students will view multiple sources news presented in diverse formats of media, evaluating the credibility and accuracy of each source and noting discrepancies among the data. (T)
- Students will view a newscast and analyze featured stories for that day. (M)
- Students will debate the role of news organizations in modern society. (M)
- Students will view a political story from FOX News or MSNBC, evaluating if the story is reported accurately or inaccurately. Through class

discussion and dialogue, students will then use reason and evidence to support their opinions. (M)

- View news teases and analyze who the intended audience is and who the writer attempted to hook the audience into returning to watch the show. (M)
- Students will view teases, newscasts, newspapers, and blogs, identifying words which were purposely used to evoke a specific emotional response from the viewer. Present your finding to the class and explain the writer's intention and motivation for using your chosen words. (M)
- Students will debate the role of business in news organizations, responding thoughtfully to diverse perspectives and synthesizing comments, claims and evidence made on all sides of the issue. Conference with the teacher before the work becomes a finished product. (M)
- Draft and revise student writing pieces, demonstrating command of the conventions of Standard English, in peer groups. (T)
- Unlike many professions, journalism does not require one take an oath to act morally and responsibly before entering the profession. Perhaps it should. Based on your observation and research, create an oath for journalists to take before entering the field. Justify the choices you make by supporting each with concepts and examples studied in class and identified in the media. Finally, identify and explain the intended impact of your oath on journalistic writing and society. (T)