

Journalistic Writing

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Unit #2, News and Feature Writing

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/>)

R.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.

R.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.

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.

- c. Use words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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
- Leadership and Responsibility

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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

<p>following a standard format for citation.</p> <p>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.</p> <p>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 <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.5. 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.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> In speaking and writing the purpose and audience will determine the choice of genre, detail, and literary techniques.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do I determine the motivations and desires of my audience? • How do I fulfill the needs of varied and specific audiences within my writing?

<p><i>EU 2</i> Vocabulary and writing conventions must be used in a manner that ensures both clarity and achievement.</p> <p><i>EU 3</i> Text meaning is based on the intention of the author and interpretation of the audience.</p> <p><i>EU 4</i> The power of oral and written language across groups and across cultures has the power to promote both positive and negative attitudes and actions.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • How is my intended meaning conveyed through my chosen form? • How do I choose the form which will enable my writing to have the greatest impact? • How does my word choice influence and impact the reader's/viewer's emotions and ideas? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • When writing a news or feature story, how do I ensure that my opinion does not influence my reporting of the facts? • How can I ensure that I do not manipulate the emotions of the reader or viewer? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does news and feature writing influence society? • How can I influence society's views through news and feature writing?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Genres of journalistic writing • Types of audiences • Literary techniques of journalistic writing • The value of purpose in writing <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The aspects of hard news and feature writing • Powerful verbs, adjectives, and nouns <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The roles of news and feature writing • Resources that can verify facts • Examples of news writing (print and television media) • Examples of feature writing (print and television media) 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify the needs and desires of different audiences. • Write news and feature stories for varied audiences. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Determine which form (hard news/feature writing) is appropriate and effective for an event or story. • Write and speak using different forms and varying organizations to effectively convey meaning. • Write and speak using strong and accurate word choice. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Read and view stories that present fact-based information. • Evaluate news stories and determine if they are accurate and void of opinion. • Write and present feature and/or news stories that inform the

<p><i>EU 4</i></p> <ul style="list-style-type: none"> • Examples of influential writing (print and television media) 	<p>audience without manipulating the emotions or ideas of the audience.</p> <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Identify and evaluate feature and news writing that positively influences society. • Write and present feature and news stories that impact society.
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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 are a reporter with two assignments. First, you must cover a school event. Interview individuals who are directly involved in the activity and write a news article that reflects the event. Then, you must write a feature article on a related topic. Assignments can be in print or video format and will be orally presented by students.

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

- You are a reporter working for the LDTV. Research and investigate a student or school event or issue. Write a feature or news story that reflects the event or issue.
- Students will write a feature story. The goal of this task is to demonstrate student knowledge of the elements of newspaper writing, such as the purpose, appropriate form, and the lead.
- Students will write or produce an interview. The goal of this task is to demonstrate how to create effective questions, conduct an interview, and effectively choose and use quotes or sound bites.
- Groups of students will create a newscast that contains both feature and news stories. Each group must decide who their target audience is, which events/issues will be covered, and who will serve as producers, anchors, and reporters.
 - Reporters will: complete interviews, write, film, and edit their assigned stories (at least two).
 - Anchors will: write the lead-ins for each story, write at least one story that they will cover in the newscast, tape and edit their lead-ins and story.
 - Producers will: decide what stories will be covered by your group, write one news story that will be covered by the anchor, decide the order in which stories will appear in the news cast, and determine which words should be stressed in the delivery of the anchor's stories.
- Pretend you're a journalist who has been asked to travel to another country by your editor. Use information from the Committee to Protect Journalists' (CPJ) website (<http://www.cpj.org/>) to determine the following:
 - The dangers you will face in your chosen country.
 - How censorship and freedom of the press will potentially impact your ability to accurately report the facts.
 - How the CPJ can help you.

Once you have analyzed this information, you will give an oral presentation to the class in which you present your findings, define the risks involved, and evaluate if the risks outweigh the social and world impact. Finally, explain if you will or will not accept the assignment.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

- View examples of strong news and feature writing (models). State what characteristics define each form of writing. (A)
- Discern the differences between strong and weak examples of news and feature writing. (A)
- View news and feature stories from a local news stations, FOX News, and MSNBC. Evaluate each for use of facts and opinion within news and feature stories. (M)
- Create and evaluate a set of interview questions. (T,M)
- Interview a classmate to learn good interview techniques. When finished, critique your questions and determine what a journalist should do when conducting an interview, and what a journalist should avoid when conducting an interview. (M)
- Log (break down and mark) the sound/quotations from multiple interviews, choosing several quotes or sound bites that you would use to tell the story. Explain your reasoning and justify your choices to the class. (M)
- Apply what you have learned about news writing, feature writing, and interview techniques and write a feature story covering an event in the school or community. (T)
- Draft and revise student writing pieces in peer groups. (T)
- Conference with the teacher before the work becomes a finished product. (M)
- Apply what you have learned about news writing, feature writing, and interview techniques by conducting an interview with a person of interest in the school or community and then write it as a newspaper column. (T)