

Journalistic Writing

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Unit #3, Op-Ed 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.

- 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 fairly 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 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4. Produce clear and coherent writing in which

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

<p>the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>EU 1 In speaking and writing the purpose and audience will determine the choice of genre, detail, and literary techniques.</p> <p>EU 2 Vocabulary and writing conventions must be used in a manner that ensures both clarity and achievement.</p> <p>EU 3 Readers and writers used established criteria to critically asses and adjust their own work and assess the work of others.</p> <p>EU 4 The power of oral and written language across groups</p>	<p>Essential Questions:</p> <p>EU 1</p> <ul style="list-style-type: none"> • Why is it important to identify the motivations and needs of my audience when writing an opinion-based piece? <p>EU 2</p> <ul style="list-style-type: none"> • When writing an op-ed, how do I ensure that my opinion is clear and effectively communicated? • How can I use structure and word choice to influence my audience? <p>EU 3</p> <ul style="list-style-type: none"> • What makes an op-ed article effective or ineffective? <p>EU 4</p> <ul style="list-style-type: none"> • How does op-ed writing influence

<p>and across cultures has the power to promote both positive and negative attitudes and actions.</p>	<p>society and the world?</p> <ul style="list-style-type: none"> • How can I influence the opinions of society through op-ed writing?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Different genres in media • Motivations of audiences • Demographics of audiences <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Persuasive techniques • How to influence and impact an audience's emotions and ideas through word choice, enabling a reader to better understand and agree with my opinion. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How to write op-ed articles clearly and effectively communicate their opinions. • How to use facts and word choice to influence their audience. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Elements of writing to improve the quality of their drafts • The benefits of peer editing 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify various genres. • Identify how audiences are persuaded • Evaluate the differences in audiences <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Use structure and form to create engaging and convincing op-ed arguments. • Use word choice to evoke a desired emotional response from the reader and influence the ideas of the reader. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Write op-ed articles that clearly and effectively communicate their opinions. • Use language that persuades an audience <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Edit and revise their writing to produce well-organized and developed drafts • How to peer edit effectively

Stage 2 – Assessment Evidence

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

- You are an op-ed columnist and your editor has asked you to respond to a recent news event. You should interview people directly affected by the event, take notes, and write an essay persuading your audience to adopt your point of view.

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

- Maintain an online blog that includes responses to news articles.
- Assess understanding through peer review.
- Student-teacher conferences to assess progress.

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.*

- <http://www.dailyoped.com/> search and read op-ed pieces for major newspapers across the country.(A)
- Compare and contrast op-ed articles with hard news articles and feature articles. (A)
- Construct a definition for op-ed writing based on pieces read in class as well as similarities and differences from hard news writing and feature writing. (M)
- Teacher observation. (A)
- Create an op-ed essay.(T)
- Peer Review.(M)
- Draft and revise student writing pieces in peer groups. (T)
- Conference with the teacher before the work becomes a finished product. (M)
- Consider the arguments made by the Op-Ed Project on their website (<http://theopedproject.org/>). Then use dailyoped.com to evaluate the op-ed pieces from major papers across the country on a given day. Determine if and how the perspective offered to readers is limited. Finally, evaluate how society and we, as individuals, are impacted by what you have found. (T)