

Name of School:

Name of Course: **Journalistic Writing**

### Instructor Information

**Name:**  
**E-mail address:**  
**School phone number:**  
**Web page address:**  
**Best times to be reached:**

### Course Description

*Journalistic Writing* offers specialized journalistic writing experiences which include news, sports, editorials, columns, biographies, feature articles, human interest stories, survey polls, and interpretive reports. Students should have high interest in writing such articles and stories as those found in newspapers and magazines. Students have the opportunity to write for the school newspaper and yearbook. There is an additional fee for materials.

### District Standards and Power Benchmarks

**Standard:** Students will apply reading, writing, and speaking skills to communicate effectively.

**Grade Level Benchmarks:**

- Students will be able to utilize the writing process to communicate.
- Students will be able to write for different audiences and purposes.
- Students will be able to use a variety of techniques to convey personal style and voice.
- Students will be able to analyze and evaluate a literary selection.
- Students will be able to employ *Pathways to Knowledge Research Model* throughout writings involving research.
- **Expert:** Students will be able to prepare at least one extended research project using a variety of sources and selecting from a variety of reporting modes.

### Course Information

*Journalistic Writing* is a one-term course worth .5 unit of credit; it fulfills the Sophomore Writing requirements. There are no prerequisites.

## Course Outline/Calendar

### Required Academic Vocabulary

#### ACT Skills: English

##### Week One

- History of Journalism
- Press laws and ethics of free press
- Structure and purpose of a news story

##### Weeks Two-Three

- Methods of gathering information
- Interviewing and straight writing news stories

##### Week Four

- Revision for publication
- Editing
- Copy editing
- Alternative and modified story structures/formats

##### Week Five

- Informal survey
- Feature writing (informative profile)

##### Weeks Six-Eight

- Personality Profile
- In-depth reporting
- Interpretive (research) reporting
- Editorial

##### Week Nine:

- Column
- Exam

## Text/Other Required Materials/Resources

- *Journalism Today* Glencoe/McGraw Hill, copyright 2005
- Blue or black ballpoint pen (no other colors or gel ink accepted)
- Plentiful supply of loose-leaf paper
- Spiral notebook (college rule 70+ pages)
- Money in order to print assignments in the LMC
- 3-ring folder for string book (collection of published and unpublished works)

## Additional Texts/Materials/Resources

## Instructional Procedures & Support

1. A variety of teaching techniques and strategies will be used, e.g., direct instruction, Socratic discussions, reflective writing, cooperative groups, graphic organizers, note-taking, framing, QARs, Read Alouds, and higher order thinking skills.
2. District Literacy Initiative strategies will be used.
3. ACT Skills: English
4. Students are expected to actively participate in discussions and complete all reading and writing assignments on time.
5. Students will receive verbal and written instructions for major assignments.
6. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.

## Classroom Management Procedures

## Assessment Plan

Grades will be calculated on the basis of total points earned.

## Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development
<b>A<sup>-</sup></b>	90 - 92	Exceptional preparation for later learning
<b>B<sup>+</sup></b>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
<b>B</b>	83 - 86	Has prerequisites for later learning

<b>B-</b>	80 - 82	
<b>C+</b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C-</b>	70 - 72	
<b>I</b>		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
<b>D+</b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	
<b>D-</b>	60 - 62	
<b>F</b>	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning