

Name of School:

Name of Course: **Newspaper Laboratory**

Instructor Information

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

Course Description

Newspaper Lab is a course designed for students who are editors, reporters, and photographers for the school newspaper. Students expand upon their basic journalistic skills through assignments in reporting, writing, editing, design, and photography in the production of the yearbook. This course may be repeated. Enrollment is permitted with the consent of the instructor.

District Standards and Power Benchmarks

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

Power Benchmarks:

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

Course Information

Newspaper Lab is a one-term (9-week) class that earns .5 credit upon completion. It is strongly recommended that students take *Journalistic Writing* prior to the journalistic work which *Newspaper Lab* requires.

Course Outline/Calendar

Academic vocabulary instruction is required.

ACT Skills: English

Units may vary slightly due to publication deadlines/dates:

- Marketing and advertising for newspaper
- Staff policies and expectations
- Staff organization and planning
- Principles of effective writing and editing
- Writing captions and headlines
- Techniques of photojournalism
- Effective page layout and design
- Utilization of computer program for publishing

Text/Other Required Materials/Resources

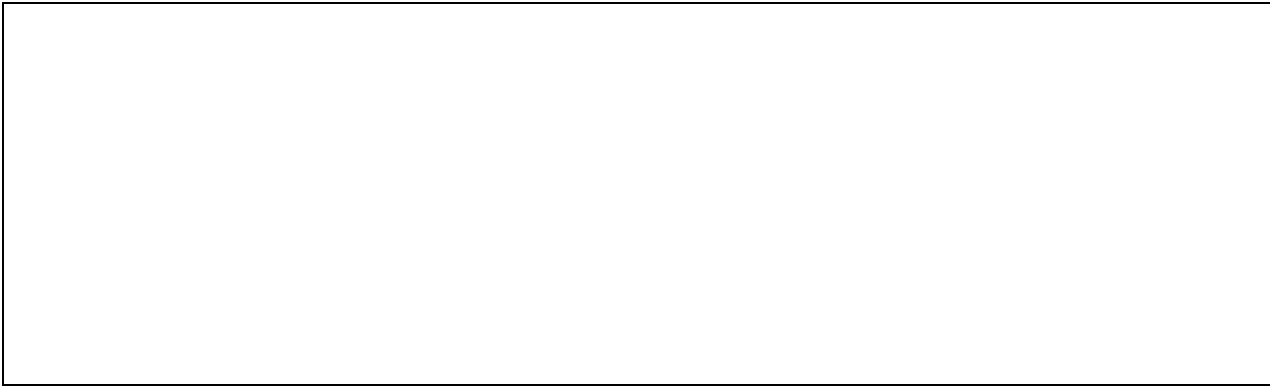
- Notebook and string book
- Pens, pencils, erasers
- USB drive, memory stick
- E-locker access; e-mail from school

Additional Texts/Materials/Resources

Instructional Procedures & Support

- A variety of teaching methods and strategies will be used, e.g., direct instruction, modeling, cooperative groups, graphic organizers, note taking, and framing.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- Students will receive verbal and written instructions for major assignments.
- Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance. See building publishing schedules for office hours.
- All students must have parental permission slips on file for activities.
- Carry a journalism identification card to have lab privileges.

Classroom Management Procedures



Assessment Plan

Students' grades are based on points earned through daily assignments, quizzes, page designs, captions, copy, headline writing, ad sales, and class participation. Grade notification will occur on the dates below:

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

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		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.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	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