

INTRODUCTION TO PUBLICATIONS
COURSE PACING GUIDE
2009-2010

UNIT OVERVIEW

TIME FRAME

Bell Ringers/Journal

Daily

*students respond to teacher prepared writing prompts and questions

Ch.1: Looking Back: The History of the American Media

5 days

Objectives/Key Concepts

- *understand how the printed press in America developed
- *know how the American concept of freedom of the press came into being
- *understand the development and impact of radio and television
- *know how the Internet became a tool for gathering and disseminating information

Activities

- *terms
- *read aloud & take notes
- *packet
- *review & test

Ch. 2: Meeting Ethical and Legal Responsibilities

5 days

Objectives/Key Concepts

- *understand the functions the media must fulfill in modern society
- *understand the ethical principles of journalism
- *recognize some of the major criticisms of the press
- *understand libel laws and what defenses journalists have
- *be familiar with major court rulings regarding the scholastic press

Activities

- *terms
- *jigsaw reading & notes of chapter
- *Newspaper Scavenger Hunt
- *jigsaw teaching & discussion of chapter
- *worksheet: Meeting Ethical & Legal Responsibilities
- *packet
- *teacher prepared notes
- *review & test

UNIT OVERVIEW

TIME FRAME

Ch. 3: Deciding What is News

5 days

Objective/Key Concepts

- *understand how definitions of news have changed over time
- *recognize the influence of *USA Today* on modern news approaches
- *be able to measure news values by audience interest and need
- *recognize the classic elements of news: timeliness, proximity, prominence, consequence, human interest, and conflict
- *know how to generate ideas by brainstorming
- *understand the basics of obtaining information by polls

Activities

- *terms
- *read aloud & take notes
- *Elements of News Activity
- *packet
- *rotating review & test

Ch. 5: Making the Interview Work

6 days

Objectives/Key Concepts

- *know how to conduct an effective interview, including how to structure the questions as well as the interview itself
- *be familiar with issues relating to note taking and the use of tape recorders
- *understand the strengths and weaknesses of conducting interviews on the Internet
- *know how to prepare and use stock questions
- *know what to do if the source wants to go off the record or wants to read a story before it is published
- *know the characteristics of an effective interview-based story

Activities

- *terms
- *jigsaw reading & notes
- *Writing Interview Questions Activity
- *groups share/compare notes from jigsaw & present to class on overhead
- *packet
- *handout: Types of Questions
- *worksheet: Interview Preparation Exercises
- *review & test

UNIT OVERVIEW

Ch. 6: Writing News Story Leads

TIME FRAME

7 days

Objectives/Key Concepts

- *understand the elements of lead writing
- *understand the inverted pyramid structure
- *know how to write the traditional AP, or summary, lead
- *recognize good and bad story leads
- *know which lead techniques to avoid

Activities

- *terms
- *read silently & notes
- *teacher prepared notes
- *packet
- *Lead Writing Activity
- *worksheets: News Writing Workshop #11
 News Writing Workshop #12
- *packet: Lead Writing Tips
- *review & test

Ch. 7: Writing News Stories

8 days

Objectives/Key Concepts

- *know how to use a backup quote
- *be able to construct a news story held together with appropriate transitions
- *understand news story structures beyond the inverted pyramid
- *know the importance of newspaper style
- *be alert to sexist and otherwise inappropriate language
- *know the importance of conciseness and of avoiding jargon, clichés, & redundancies

Activities

- *terms
- *jigsaw reading & notes
- *groups share/compare notes from jigsaw & present to class on overhead
- *packet
- *Article: News Story
 - *Draft #1
 - *Peer & Self Edit
 - *Final Draft
- *review & quiz

UNIT OVERVIEW

TIME FRAME

Ch. 8: Handling Quotes Fairly & Accurately

5 days

Objectives/Key Concepts

- *understand the need for precision in quotes
- *know the appropriate uses of direct quotes, partial quotes, & paraphrasing
- *know the issues associated with taping interviews
- *understand techniques for reporting on speeches

Activities

- *terms
- *read aloud & notes
- *worksheet: Varying the word Said
- *packet
- *review & quiz

Ch. 11: Writing Feature Stories

7 days

Objectives/Key Concepts

- *understand the difference between a feature story and a straight news story
- *recognize the kinds of topics often covered in feature stories
- *know the characteristics of the personality profile
- *understand the increased, but limited, latitude feature writers have compared to straight-news writers

Activities

- *terms
- *read aloud & notes
- *Analyzing a Feature Story Activity
- *Article: Personality Profile
 - *Draft #1
 - *Group & Self Edit
 - *Draft #2
 - *Edit
 - *Final Draft
- *Article: Sleep Deprivation
 - *Draft #1
 - *Group & Self Edit
 - *Draft #2
 - *Edit
 - *Final Draft
- *quiz

UNIT OVERVIEW

TIME FRAME

Ch. 12: Writing Sports Stories

6 days

Objectives/Key Concepts

- *recognize and learn to avoid the use of trite expressions in sportswriting
- *understand how important it is for sportswriters to be experts in the sports they cover
- *understand the difference between being partisan and being a cheerleader for your team
- *know how to write clear and lively pregame, game and postgame stories
- *be familiar with the role of featurized sports coverage in scholastic publications

Activities

- *terms
- *read aloud & notes
- *worksheet: Ch.12 Writing Sports Stories
- *movie: *Tuesdays with Morrie*
 - *worksheet
 - *Type IV writing
- *review & test

Ch. 14: Producing the Yearbook

7 days

Objectives/Key Concepts

- *understand the roles a yearbook serves
- *know how to set up a system for financing a yearbook
- *know how to plan sections and spreads in a yearbook
- *be able to recognize and write yearbook copy
- *know the basics of yearbook spread design
- *understand the roles of various yearbook staff members

Activities

- *terms (yearbook staff manual)
- *jigsaw reading & notes
- *jigsaw teaching & discussion of chapter
- *packet
- *review packet
- *Designing Your Own Spread Activity
- *test

Review & Final Exam

3 days