

Honors Journalism Portfolio Guide

The complete North Carolina Department of Public Instruction's Honors Course Implementation Guide is available as a pdf at <http://www.ncpublicschools.org/docs/curriculum/honorsguide.pdf>.

The Honors Course Implementation Guide explains, "At its November 2004 meeting, the State Board of Education approved standards for developing and implementing honors courses in our state. These standards in curriculum, instruction, and assessment are designed to provide a consistent framework to guide teachers and principals as they develop and evaluate local courses that are aligned to the state-adopted standards."

In that same spirit, North Carolina Scholastic Media Association offers the following information and sample portfolio material as **guides** for teachers and administrators currently completing honors journalism portfolios. Goals, objectives, expectations, assignments and assessments will vary according to course content and /or the type of publication or broadcast produced.

Rationale for Honors Journalism Courses

The following rationale was prepared by Kay Windsor, as part of the 1997 Honors Journalism Proposal for Forsyth County Schools:

"Clear communication with an understanding of writing for particular purposes and audiences is a goal of all journalism courses. In addition, students study art, design, business and advertising skills. Learning to use computers as tools for word processing, layout, advertising, design, desktop publishing, telecommunications and recordkeeping is essential. Finally, in order to understand and appreciate the basic function of the news media, students should be aware of the relationship of journalism to the history and social context of our democratic society.

"Although journalism courses offered in grades 9-12 are part of the language arts curriculum, the courses are interdisciplinary; they offer students a chance to understand freedom of communication as a necessity in a free society, to use mass media to understand current history, humanities, science, technology and other significant aspects of contemporary life, to gather, verify, interpret and evaluate relevant news, to use various learning styles to achieve a tangible and saleable product, to explore a vocation and to strengthen skills in independent and group work. Instruction in reading, writing, speaking, listening, viewing and thinking are consistent with the communication skills outlined in the North Carolina standard course of study.

"Students who have succeeded in the beginning levels of journalism and have been recommended for the advanced levels should receive honors level credit if they achieve the standards and competencies outlined in this proposal.

"Schools need responsibly written and creatively designed publications to keep students informed and to foster a sense of community. Publications courses should attract and encourage students who are willing to work at an intense level to create the products that reflect and influence the student body. Students (Honors Journalism) courses participate in fast-paced, in-depth courses which guide students in prioritizing, synthesizing, and articulating information.

"Standards and Competencies for Honors level courses

1. Students understand the legal, moral and ethical rights and responsibilities of a free and responsible press.
 - Students will plan an editorial policy or mission statement for their publication which reflects an understanding of professional standards of ethics and student rights and responsibilities.
2. Students participate in an integrated journalism program including preparation of a portfolio to demonstrate the range and depth of journalism experiences.
 - Students will prepare a portfolio which may be submitted to state and national contests for recognition, but serves primarily as documentation of growth, maturity and range of students' writing, editing, design, photography, management and advertising skills.
3. Students apply principles of page design to assignments for publication.
 - Students will design pages for their publications which demonstrate the use of aesthetic principles such as balance, center of visual interest and modular packaging incorporating effective use of text, photographs, artwork and graphics.
4. Students develop sensitivity to social, cultural, ethical, and political issues through photojournalism.
 - Students will demonstrate skills of composition to communicate the action and emotion of events by utilizing a camera and a variety of photographic equipment.
5. Students work cooperatively as staff/team members and develop organizational and leadership skills appropriate to their roles on the publication.
 - Students will participate in the training and staff development of other students on the staffs or sections on which editors serve as managers.
6. Students devise and execute plans to finance and distribute the publication.
 - Students will research revenue resources and generate funds through sales of advertising in order to successfully finance the publications.
7. Students employ current computer technology in all processes of print journalism preparation including use of Internet and telecommunications for research and collaboration.
 - Students will demonstrate word processing, editing and design competencies in desktop publishing. Students will also demonstrate familiarity and responsibility in using telecommunications to gather, organize and share information.”

Special thanks to Kim Yurkovich of A.C. Reynolds High in Asheville and to Renee Park of T.C. Roberson High in Asheville. The following portfolio, prepared by Yurkovich and Park, offers an effective example of a portfolio incorporating the required goals, essential questions, expectations, assignments, timetables, pacing guide and assessments.

Please note: NCSMA recommends the course title “Honors Journalism.”

North Carolina Yearbook
Teaching Preparation Portfolio

This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.

<p>General Course Information</p>	<p>Course code: 10315Y</p>	
	<p>Course title: Honors Publications/Yearbook I</p>	
<p>Course Description</p> <p>Refer to Standard Course of Study for Yearbook develop locally for electives. (Area will expand to needed size.)</p>	<p>Publications/Yearbook is the study, practice, and refinement of the fundamentals of yearbook publication including interviewing, copy writing, layout design, photography, theme development, desktop publishing, and marketing with an emphasis on working as a team, meeting publisher’s deadlines, and adhering to ethical standards. Honors students are expected to enter the class with fundamental skills in place in order to begin book production immediately. They will help train new staff members, provide daily leadership, and take on additional production responsibilities.</p> <p>COMMENTS:</p>	
<p>Course Goals and Objectives</p> <p>Refer to Standard Course of Study for Yearbook develop locally for electives.</p>	<p>Competency Goal I: Students will read effectively by identifying details, making inferences, determining central ideas and using other comprehension strategies.</p> <p>1.1 Evaluate yearbook and magazine stories by:</p> <ul style="list-style-type: none"> • Collecting examples of different types of journalistic stories. • Identifying stylistic and linguistic features of compelling writing. <p>1.2 Evaluate a variety of information for research by:</p> <ul style="list-style-type: none"> • Generating survey questions and strategies. • Analyzing survey results for accuracy and relevancy. • Conducting observations of school events. • Reviewing school records such as athletic scores. <p>1.3 Recognize bias and objectivity in yearbook writing by:</p> <ul style="list-style-type: none"> • Identifying the author’s point of view in journalistic stories. • Finding and rewriting examples of editorializing in yearbook copy. <p>1.4 Edit for yearbook style by:</p> <ul style="list-style-type: none"> • Peer editing story drafts to demonstrate recognition of yearbook copy style and usage. • Applying publication style sheets in editing assignments. 	

1.5 Demonstrate journalistic and yearbook vocabulary by:

- Utilizing correct terminology for copy and design.
- Completing an objective assessment of copy and design terminology.

Competency Goal II: Students will generate, select, rethink and review ideas which result in effective written communication for different occasions, audiences and purposes.

2.1 Use the conventions, structure and power of language to achieve purpose by:

- Writing, editing, and evaluating yearbook feature stories.
- Writing, editing, and evaluating yearbook quick reads.
- Conducting, writing and evaluating student polls and surveys.
- Using the journalistic voice (3rd person, active, past tense).

2.2 Demonstrate an understanding of audience and purpose by:

- Employing a sense of specific time and place in yearbook copy.
- Editing their own writing and the writing of their classmates.
- Brainstorming thorough coverage of people and events in the school community.

Competency Goal III: Students will use a systematic approach to problem solving and effectively communicate their solutions.

3.1 Demonstrate an understanding of publications law and ethics by:

- Discussing underlying issues in current journalistic debates.
- Developing an editorial policy which reflects professional standards of ethics and student rights and responsibilities, especially when dealing with copy and photography.

Develop teamwork skills by:

- Serving as a team leader for yearbook staff.
- Evaluating team members' products.
- Suggesting ways to improve the team's effectiveness and efficiency.
- Teaching staff members new skills.
- Creating, producing, and evaluating a plan for appropriate yearbook coverage of students, school and student life.
- Leading staff meetings.
- Working collaboratively and cooperatively on a yearbook team.
- Modeling professional conduct: deadline completion, time management, organizational skills.

Competency Goal IV: Students will demonstrate effective spoken communication and listening skills.

4.1 Students will develop interviewing skills by:

- Composing valid interview questions.
- Practicing interview techniques on classmates.
- Interviewing individuals for yearbook stories.
- Critiquing classmates' interviewing techniques.
- Training others in interview skills for yearbook writing .

4.2 Students will model positive interpersonal skills needed in a team environment by:

- Leading staff meetings.
- Responding in a professional manner to readers, advertisers, and the community.
- Practicing active listening in staff discussions.
- Responding in non-confrontational ways to fellow staff members.
- Maintaining confidentiality.

Competency Goal V: Students will photograph, edit, and crop compelling images for layouts to demonstrate understanding of the power of photography in good design.

5.1 Practicing artful and relevant digital and/or traditional photography by:

- Applying knowledge of basic elements of good photographs such as subject, light, composition, perspective, and emotion when taking photos for layouts.
- Collecting and analyzing examples of excellent feature photography.

5.2 Understanding appropriate photo framing or composition by:

- Photographing people and events in a way that recognizes elements of good composition such as leading lines and the rule of thirds.
- Cropping photographs manually or digitally following rules of good composition such as leading lines and the rule of thirds.

5.3 Digitally editing yearbook photos for quality and impact by:

- Utilizing software such as Photoshop or a company provided photo program to edit photos for resolution, contrast and color.
- Applying creative effects to photographs to enhance voice in design.

Competency Goal VI: Students will design visually engaging yearbook spreads by utilizing desktop design software, practicing basic principles of design, and recognizing contemporary trends in magazine design.

6.1 Demonstrate page design software skills by:

- Designing two page layouts utilizing the full range of graphics tools offered in Pagemaker, InDesign, or another desktop publishing software.
- Editing two pages layouts for release to press by identifying and correcting errors in page specifications.

6.2 Understand the basic principles of magazine style design by:

- Applying basic concepts such as scale, space, and relationship to spread design in

a visually effective manner.

- Identifying the elements of design that create individual voice or style in spread design.

6.3 Evaluate magazine style design by:

- Collecting and analyzing examples of design in contemporary magazines in order to identify new trends in graphic design.
- Peer editing layouts in order to evaluate use of scale, space, relationship, and voice.

6.4 Use text tools to prepare copy for yearbook by:

- Applying basic word processing tools of design software while typing copy.
- Demonstrating knowledge of typography design on layouts.

Competency Goal VII: Students will devise and execute realistic plans to successfully finance and distribute the publication.

7.1 Evaluate expenditures and revenues of the publication by:

- Analyzing trade-offs of costs of publication on yearly basis.
- Evaluating revenue sources in order to keep up with expenditures.

7.2 Generate funds to meet publication budget by:

- Planning and executing advertising program with community businesses and/or parents.
- Demonstrating organized and ethical accounting skills, for example, through use of accounting sheets, receipt books, and sales databases.

7.3 Market the publication to the student body by:

- Planning and executing marketing strategies that provide clear opportunities for students to purchase books.
- Identifying and evaluating successful advertising campaigns for local and national goods and services.

7.4 Distribute the publication to the student body by:

- Organizing and implementing a yearbook distribution event in cooperation with school administration, faculty, and staff.
- Documenting book sales and distribution in order to accurately account for the distribution of the publication to the school.

COMMENTS:

Generalizations	Generalizations
List generalizations, then discuss briefly how they will be used in the course.	<ol style="list-style-type: none"> 1. The purpose of yearbook is to produce an accurate, relevant, engaging record of a particular school's year. 2. An understanding of a journalist's rights and responsibilities guarantees that this record is fair and accurate. 3. Each staff member must challenge him/herself to synthesize writing, design, organizational, teamwork, and leadership skills necessary to produce a successful publication. 4. A balance between creative portrayal of the year and the reality of limited budget must be maintained.
	Describe how generalizations will be used in the course.
	The generalizations will be used to create a framework for developing a professional quality publication. These concepts will be addressed, informally or formally, on almost a daily basis as individual or staff publication issues arise.
	COMMENTS:
Essential Questions	Essential Questions
List essential questions, then discuss briefly how they will be used in the course.	<ol style="list-style-type: none"> 1. How can effective student leadership guide staff members to create the most accurate, relevant, and engaging record of our school's year? 2. How can visual and verbal theme motifs generated by the staff be translated into a cohesive concept for the book? 3. How do we balance creative vision with financial limits?
	Describe how Essential Questions will be used in the course
	The Essential Questions will be used to distinguish between the roles of editor, business manager, or other student leader and that of a beginning staff member. Leaders provide the vision, motivation, and planning that drive successful book publication.
	COMMENTS:
Issues Particular to the Course	<ol style="list-style-type: none"> 1. Application Process: Students must complete a specific yearbook application complete with teacher recommendations and writing samples prior to the school's registration period. Applications help to determine a student's skills, maturity, and ability to handle highly independent work. This application should be constructed by the advisor. 2. Staff Size: It is recommended that first semester staff size be larger as most of the publication will be produced then. The overall size of the staff should be left to the
List issues particular to this course and discuss how you plan to deal with	

<p>them.</p>	<p>discretion of the advisor based upon the size and complexity of the yearbook.</p> <p>3. Editors: Editor roles should be established at the discretion of the advisor and may include: editor-in-chief, copy editor, design editor, photography editor, and business manager. Editors should possess qualities such as maturity, independence, attention to detail, creativity, and the ability to work well with others. They should also be able to maintain these qualities under stressful conditions. Editors should be chosen by the advisor during the spring application process.</p> <p>4. Class Schedule: Scheduling yearbook during the school’s lunch period expedites the process of interviewing and photographing. This should be arranged by the advisor with the appropriate scheduling administrators.</p> <p>5. Technology Needs: Adequate and up-to-date computers, design software, printers, and cameras and accompanying lenses and flashes should be available for daily staff use. Students should have the ability to move files and photos quickly between terminals. Advisors should work with school officials and their own budgets to secure funding for technology.</p> <p>6. Professional Photography: Advisor and staff will work closely with an outside professional photography company to schedule school-wide portrait days and other photography needs.</p> <p>7. Publisher Contract: Advisor and staff will work closely with a publisher’s representative to meet contract deadlines and stay within budget.</p> <p>8. Yearbook honors is not a separate class. Honors and standard students work together in a heterogeneous group.</p> <p>COMMENTS:</p>
<p>Expectations of Performance</p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	<p>Honors students will enter the class with basic publication skills already in place. This class will enable them to perfect these skills.</p> <p>Honors students will instruct and direct peers in various aspects of the yearbook publication process, maintaining a professional attitude even during stressful times.</p> <p>Honors students will provide leadership during the publication process. They may assume the editorship roles in order to design the yearbook and edit peer work. They may also lead staff meetings and planning and design teams.</p> <p>Honors students will be expected to do extra deadline and business work beyond what regular staff members are asked to produce.</p> <p>COMMENTS:</p>

Assignments

Provide selected assignments and explain how they are appropriate for an honors course.

I. Ladder Creation: Staff members will review and critique last year's yearbook for coverage of people, clubs, and events. Using this information, editors will determine coverage needs for the current book and complete a ladder for the yearbook. Consideration will be given to four color and spot color placement.

II. Theme Design Assignment: Staff members will brainstorm theme design ideas. Using these choices, editors will create section spreads for the yearbook following the principles of good design.

Theme Design Assignment

Using the theme: _____
and the concept of: _____
design 2 layouts that

- Are modular in design (photo collage, story, and sidebar elements)
- Display and repeat 3 distinctive design ideas that support the book's concept.

(continued on next page)

Planning: to be turned in with your layouts.

Design Idea	How it will be used/carried out
1.	
2.	
3.	

4. three colors to use (specific pantone coated colors):

5. two sidebar ideas that reflect the theme wording or phrasing:

6. two fonts and where/how to use them

7. two photo style ideas and where to use them

You must use correct document set up and have at least two caption boxes on each spread. You must do paste up on both layouts.

III. Senior Ad Program: Students will design senior ad templates reflecting theme design for the yearbook and compose a letter to be sent to parents regarding senior ad information. They will plan and execute follow up activities and design creative ads to increase participation in this portion of yearbook revenues.

IV. Style Sheet Creation: Students will design and publish a style sheet for the publication for the yearbook staff to follow.

V. Design Journal: Students will individually generate a design journal in order to

examine new design ideas and develop his/her own CAD skills.

Journal Assignment I:

- A. Research 6 new design styles or elements in current magazines.
- B. Choose 4 of these ideas to reproduce in PageMaker.
- C. Open PageMaker. Select File, New.
- D. Set up a two page PageMaker spread following our book’s specs.
 - Make certain the measurements are in picas (Preferences).
 - Set page dimensions at 54 by 72.
 - Choose 2 pages, starting on page 2.
 - Set margins at 4 on top and sides, 6 at bottom, and 1 internal.
- E. Under Layout, select column guides and choose 20 columns (10 per side) and .5 pica separation.

- F. Reproduce the *4 elements* that you selected on the layout. The spread does not need to have an overall unified design. Simply place the elements artfully on the spread. Make them fill up the space.
- G. Number the design elements. For each one create a text box (14 point font) that addresses the following:
 - *Source of idea*
 - *How you did/might change it to work better for yearbook*
 - *What section AND story it might work with in the book*
 - *Why you like it*
- H. Save to design ideas folder on the desktop. Save as “journalyourname”.

Journal Assignment II: *Ongoing, final grade at end of each six weeks.*

Following the same format as above, generate a new journal page each week and add 2 new design elements.

COMMENTS:

Timetables and Deadlines; Pacing Guide

Two different pacing guides directed toward deadlines for two different yearbook companies are provided.

Fall Semester Pacing Guide

(Based Upon Herff-Jones Deadlines)

- First 2 weeks of semester: train new staff in use of software and basic design principles.
- Through first deadline: train staff in reporting process and copy writing basics.

Deadline I: Due October 3	<i>Senior Section</i>
Reporting 1-3	8/25
Photo Orders	8/29
Specifications	8/29

Layout Templates	9/1
All Photos taken	9/9
Layouts on Computers	9/6
Reporting 4-7	8/31
Reporting 8-10	9/2
Reporting 11-12/rough draft	9/8
Second drafts (some caps)	9/15
Final drafts (all copy)	9/22
Cropping check	9/26
Final Envelopes	9/29

Deadline II: Due October 17	<i>Student Life</i>
Reporting 1-3	8/31
Photo Orders	9/1
Specifications	8/30
Layout Templates	9/8
All Photos taken	10/3
Layouts on Computers	9/13
Reporting 4-7	9/23
Reporting 8-10	9/27
Reporting 11-12/rough draft	10/3
Second drafts (some caps)	10/10
Final drafts (all copy)	10/14
Cropping check	10/17
Final Envelopes	10/19

Deadline III: Due November 7	<i>Student Life and People</i>
Reporting 1-3	10/21
Photo Orders	10/25
Specifications	Done
Layout Templates	Done
All Photos taken	10/31
Layouts on Computers	10/26
Reporting 4-7	10/27
Reporting 8-10	10/28
Reporting 11-12/rough draft	10/31
Second drafts (some caps)	11/1
Final drafts (all copy)	11/2
Cropping check	11/3
Final Envelopes	11/4

Deadline IV: Due December 5	<i>Sports and Baby Ads</i>
Reporting 1-3	11/8
Photo Orders	11/10

Specifications	11/10
Layout Templates	11/14
All Photos taken	11/21
Layouts on Computers	11/15
Reporting 4-7	11/16
Reporting 8-10	11/17
Reporting 11-12/rough draft	11/18
Second drafts (some caps)	11/23
Final drafts (all copy)	11/29
Cropping check	11/29
Final Envelopes	12/2

Deadline V: Due January 16	<i>Academics/Clubs and Baby Ads</i>
Reporting 1-3	12/5
Photo Orders	11/10
Specifications	12/7
Layout Templates	12/9
All Photos taken	12/9
Layouts on Computers	12/12
Reporting 4-7	12/13
Reporting 8-10	12/13
Reporting 11-12/rough draft	12/15
Second drafts (some caps)	12/21
Final drafts (all copy)	1/6
Cropping check	1/9
Final Envelopes	1/10

Deadline VI: Due February 6	<i>Sports, Baby Ads, Index</i>
Reporting 1-3	
Photo Orders	
Specifications	
Layout Templates	
All Photos taken	
Layouts on Computers	
Reporting 4-7	
Reporting 8-10	
Reporting 11-12/rough draft	
Second drafts (some caps)	
Final drafts (all copy)	
Cropping check	
Final Envelopes	

Deadline VII: Due February 27	<i>Sports</i>
Reporting 1-3	
Photo Orders	
Specifications	
Layout Templates	
All Photos taken	
Layouts on Computers	
Reporting 4-7	
Reporting 8-10	
Reporting 11-12/rough draft	
Second drafts (some caps)	
Final drafts (all copy)	
Cropping check	
Final Envelopes	

COMMENTS:

Assessments

Explain how students will be assessed in the course and attach selected assessments and rubrics.

Students will be evaluated on the following:

1. Daily classroom participation
2. Completion of skill exercises

Example: Layout Rubric

On each spread you should have:

- _____ (5 pts.) **Voice:** *distinctiveness, individuality*
- _____ (5 pts.) **Scale:** *3 level hierarchy of size of elements*
- _____ (5 pts.) **Space:** *3 level hierarchy of white space*
- _____ (5 pts.) **Relationship:** *repetition of design motifs*
- _____ (10 pts.) planned column system use
- _____ (10 pts.) eye-line
- _____ (10 pts.) dominant picture
- _____ (10 pts.) variety of other pictures
- _____ (10 pts.) dominant headline
- _____ (10 pts.) variety of other copy elements (captions, sidebars)
- _____ (10 pts.) planned white space use
- _____ (10 pts.) consistency in similar elements

3. Completion of mini- and final deadline assignments

Example: Rough Draft Rubric

Rough drafts should contain all relevant information to the story/photograph (who, what, why, where, when, how). Copy should be reasonably well written and completed

on time.

Theme: *topic (5 points)*

Obvious and relevant to school/year

Angle: *way to approach theme (10 points)*

Obvious and creative/original

Content: *the facts of the story (25)*

Accurate, specific, presents people over facts, presents individuals over groups

Quote permission attached

Focus: *on best/relevant information (5)*

only relevant info

Order: *structure to story (10)*

obvious structure, flows well

Unity: *cohesion of all former elements (10)*

angle runs through story, opening and closing are linked

Spelling/grammar: (10)

Deadline met: (20)

Typed & double-spaced: (5)

Example: Final Envelope Rubric

Final envelopes will be graded by the advisor and corrected by student editors. Each error causes points to be subtracted from the final grade.

<i>Element</i>	<i>Points To Lose</i>	<i>Points/Comments</i>
Deadline met	30	
Layout	5/error	
Labeling		
<i>Specs met</i>		
<i>Saving</i>		
Copy	5/error	
Content		
<i>Grammar/spelling</i>		
<i>Specs met</i>		
Name spelling	10/error	
Photos	3/error	
Complete		
<i>Labeling</i>		
<i>Cropping</i>		
<i>Saving</i>		
Diversity	+2/ new person in book	

4. Completion of daily financial and business tasks
5. Writing and layouts through peer editing

Example: Peer Editing Guidelines for Copy

Story/Reporter:	Peer editor:
Angle: <i>Is it obvious?</i> <i>Engaging?</i> <i>Relevant?</i>	
Content: <i>Have they interviewed the right people? Is key info covered?</i>	
Flow: <i>Are transitions smooth? Do beginning and end link?</i>	
Interest level: <i>Is it engaging?</i> <i>Interesting to students?</i>	
Other:	

6. Writing and layouts through self-evaluation
7. Theme planning and design projects
8. Quizzes

COMMENTS:

System for Grading

Sample Grading System:

I. Copy:

- Reporting: (*weighted once*)
- Rough drafts: (*weighted once*)
- Second drafts: to be edited by peers and advisor (*weighted once*)
- Final drafts: (*weighted twice*)

II. Layouts:

- Final layouts: may be created as design team or as individual (*weighted twice*)

	<p>III. Final Envelopes:</p> <ul style="list-style-type: none"> Final envelopes: <i>(weighted four times)</i> <p>IV. Photography:</p> <ul style="list-style-type: none"> Photo orders: <i>(weighted once)</i> Photography: <i>(weighted once for every 5 photo orders completed)</i> Digital placement/enhancement: <i>(weighted once)</i> <p>V. Editing:</p> <ul style="list-style-type: none"> Peer editing of copy/layouts: <i>(weighted once)</i> Editors' deadline work: <i>(weighted twice)</i> <p>VI. Skill Mastery: <i>(grades count once unless otherwise indicated)</i></p> <ul style="list-style-type: none"> Individual skills including but not limited to layout design, photo cropping, reporting, copy writing, and software use will be evaluated. <p>VII. Other responsibilities: <i>(grades count once)</i></p> <ul style="list-style-type: none"> These responsibilities include but are not limited to: selling yearbooks, handling order money, fund-raising, publicity, facilitating picture days, etc. <p>COMMENTS:</p>
<p>Instructional Materials, Equipment, and Technologies</p> <p>List texts, materials and technology needed for the course.</p>	<ol style="list-style-type: none"> 1. Texts provided by yearbook publishing company. 2. Computers loaded with design software, photo editing software, and publication software from the school's yearbook publisher. 3. Printers and scanner. 4. Digital cameras and CDs. 5. 35 mm SLR cameras and film or disposable cameras; lenses and flashes. 6. Flash drives or network for file sharing. 7. Yearbooks and magazines. <p>COMMENTS:</p>

Submitted _____
Teacher signature
Date

Approved _____

Administrator signature

Date

Approved

Administrator signature

Date

Approved

Administrator signature

Date

Sharon Winzeler of Broughton High in Raleigh prepared the following pacing guide for an Honors Journalism Newspaper course:



Honors Newspaper Pacing Guide

Course Description: Honors Newspaper is designed to challenge the advanced newspaper student and provide multiple opportunities for students to develop leadership, writing, and editing skills while publishing a school newspaper. This course will actively involve students in a higher-level scholastic journalism experience that requires problem solving, critical analysis, and reflective thinking.	<input type="checkbox"/> EOC <input type="checkbox"/> VOCATS <input type="checkbox"/> AP/IB <input checked="" type="checkbox"/> Teacher-made final exam
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies	
1		Module 1	What are our rights and responsibilities as members of the scholastic press?	<i>Ch. 22 Scholastic Journalism (2001, Iowa State University Press)</i>	Develop and conduct icebreakers to promote teambuilding among staff.	
2					Evaluate current editorial policy according to legal, moral, and ethical rights	
3				What are the leadership qualities and responsibilities for an editor?	<i>“Code of Ethics: Society of Professional Journalists”</i> http://www.spj.org/ethics_code.asp	Research and rewrite editorial policy as needed
4				How do we as editors construct and develop press responsibilities among our staff?	<u>Seven Habits of Highly Effective People</u> (Stephen Covey)	Communicate and apply revised editorial policy as needed.
5				What are our goals for our publications? (Consider quality, coverage, content, deadlines, preplanned events, and diversity). How will we finance our publication?	Games Trainers Play Copy of last year’s budget	Conduct editors meeting to delineate and prioritize responsibilities. Plan future editors’ meetings. Create publication schedule for calendar year.
6		Module 2	What are the important style guidelines for the publication?	Associated Press (AP) Stylebook	Revise/produce staff handbook and newspaper stylebook and teach to staff members.	
7			Based on your previous journalism experience, how would you explain and distinguish news, features, sports stories and editorial articles to new reporters?	<u>Scholastic Journalism</u> , Ch. 1-8, 12 <u>The Radical Write</u> by Bobby Hawthorne	Create style lessons for new staff members to reinforce style and grammar skills.	
8				How do you select well-informed and valid sources for an interview?		Create a school awareness quiz for reporters.
9				How do you use software to maximize newspaper design?	Adobe Photoshop (or other photo publishing software), Adobe Pagemaker, Quark Express, or Adobe InDesign	<i>Identify and assign beats.</i>
10		Module 3	What are the most effective interview strategies? How do you maximize your questioning skills?		Lead brainstorming session and assign features and news stories.	
11			What are the components of effective layout?	<u>Newspaper Designer’s Handbook</u> by Tim Harrower	Develop template for 1 st issue Create editors’ stylebook	
12			How do you effectively coach staff writers through the reporting and writing	<u>Scholastic Journalism</u> , Ch. 13	Develop a quiz on style manual for new staff members.	
13		Module 4				

14			process?	AP Stylebook Staff Stylebook Dictionary School Directory Grammar Handbook	Revise and edit student articles.
15			What are some effective questions an editor can use to discuss story improvements with reporters?		Create rubrics for news, features, sports, and editorial articles.
16			What are common editing mistakes?		Meet with staff writers to discuss areas of improvement.
17					
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19					
20					

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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
21		Module 4 (cont.)			
22					
23		Module 5	How is a newspaper prepared for production?	<u>Scholastic Journalism</u> Ch. 14	Create a checklist for each section editor's responsibilities during design and layout.
24			What are the principles of good design?	<u>Newspaper Designer's Handbook</u> by Tim Harrower	Package and design layouts according to areas of responsibility
25			How do layout designers effectively package information for the reader?	Copies of manuals for hardware and software used in production. (Scanners, desktop program, digital camera)	Work on ad design
26					Plan and assign photographs and other art
27					Follow steps of newspaper layout:
28					<ul style="list-style-type: none"> • Write headlines
29					<ul style="list-style-type: none"> • Write captions
30					<ul style="list-style-type: none"> • Proofread for quality, grammar, style, and consistency
31					<ul style="list-style-type: none"> • Send to printer
32					<ul style="list-style-type: none"> • Distribute newspaper
33					
34					
35					
36					

37						
38		Module 6	How does our paper measure up to state and national press standards?	North Carolina Scholastic Media Association critique	Develop a portfolio that includes samples of your process as an editor (include copies of edited articles and layout dummies). Write a written reflection regarding your work, work habits, goals, successes, continuing efforts, and peer interactions. Facilitate staff critique of first edition in seminar format Synthesize the evaluation of issue and create list that prioritizes goals for next issue. Research	
			How would we improve the production of the next issue?			
39			How can we utilize our strengths to improve the next issue?			
			How should we prioritize our goals for the next issue?			
40		Module 7	Independent Research Project: How have professional journalists writing about the world in the 20 th and 21 st century?	Independent reading: people, issues, events related to the practice of journalism	Create Present Evaluate Discuss	
41						
42			What are our current journalistic trends and how have they changed over the past century?			
43			What information would you use to represent journalism in modern society?			
44			Issue #2: What should we cover for the next issue?			Issue #2

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
45		Module 7 (cont.)	How does our paper measure up to state and national press standards?	Scholastic Journalism Ch. 9, 20 Newspaper Designer's Handbook by Tim Harrower North Carolina Scholastic Media Association critique	Develop a portfolio that includes samples of your process as an editor (include copies of edited articles and layout dummies). Write a written reflection regarding your work, work habits, goals, successes, continuing efforts, and peer interactions. Facilitate staff critique of first edition in seminar format Synthesize the evaluation of issue and create list that prioritizes goals for next issue.
46			How would we improve the production of the next issue?		
47			How can we utilize our strengths to improve the next issue?		
48			How should we prioritize our goals for the next issue?		
49					
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55		Module 8	Repeat Production Cycle		

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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
68		Module 9			
69					
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79		Module 10	How have professional journalists writing about the world in the 20 th and 21 st century?	Student research	Present and explain journalistic trends. Lead seminar on trends and issues in journalism Evaluate quality of presentations Compile group list of important trends in journalism.
80					
81					
82					
83					
84		Module 11	What are the components of a good journalism portfolio? In what ways have the other editors grown this semester	Copies of dummies, art, layouts, stories, and other contributions Student critiques and reflections Editors' portfolios	Create a portfolio that effectively reflects the challenges and growth throughout the first 3 issues. Conduct a portfolio fair to draw conclusions and suggest improvements for future
85					
86					
87					
88		Module 12	Exam	Exam	Exam
89					
90					



North Carolina Newspaper
Teaching Preparation Portfolio

This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.

<p>General Course Information</p>	<p>Course code: 10315N</p>	
	<p>Course title: Honors Publications/Newspaper</p>	
<p>Course Description</p> <p>Refer to Standard Course of Study for Yearbook develop locally for electives. (Area will expand to needed size.)</p>	<p>Publications/Newspaper is the study, practice, and refinement of the fundamentals of newspaper publication including interviewing, copy writing, journalistic style, page design, photography, desktop publishing, marketing, business, advertising and the understanding of the historical and current role of a free press in a democratic society. Emphasis will be placed on working as a team, meeting publisher’s deadlines, fostering leadership skills and adhering to ethical standards. Honors students are expected to enter the class with fundamental skills in place in order to begin newspaper production immediately. They will help train new staff members, provide daily leadership and take on additional production responsibilities.</p> <p>COMMENTS:</p>	
<p>Course Goals and Objectives</p> <p>Refer to Standard Course of Study for Yearbook develop locally for electives.</p>	<p>Competency Goal 1: The learner will understand the historical, legal, moral and ethical rights and responsibilities of a free and responsible press</p> <p>1.1 Students will demonstrate an understanding of the historical role of the press by</p> <ul style="list-style-type: none"> • Reading and reporting on the history of journalism using both print and electronic research • Studying the First Amendment and its application to high school journalism <p>1.2 Students will demonstrate an understanding of the legal rights and responsibilities of the professional and scholastic press by</p> <ul style="list-style-type: none"> • Using in-depth studies of major Supreme Court cases such as Tinker and Hazelwood • Studying libel law 	

- Appropriately applying copyright and trademark laws
- Developing an editorial policy that reflects professional standards of ethics and student rights and responsibilities.

1.3 Students will demonstrate an understanding of moral and ethical issues specific to journalists and publications by

- Establishing and following a journalist's code of ethics based on professional models
- Studying both historical and contemporary examples of ethical issues and their effects.
- Applying legal, ethical and moral standards to all publications.

Competency Goal 2: The learner will demonstrate mastery of both oral and written communication skills.

2.1 Students will demonstrate their understanding of speaking and listening skills through planning and executing interviews by

- Generating lists of effective interview and poll questions
- Conducting mock interviews

2.2 Students will learn how to communicate effectively with peers, superiors, government officials and others in the context of newspaper production by

- Scheduling and conducting interviews in a variety of formats
- Generating polls, surveys and questionnaires
- Covering beats
- Reviewing and researching school records for information

2.3 Students will prepare to write by generating, researching, selecting, and reviewing ideas. This will be demonstrated by

- Using individual and group brainstorming sessions
- Determining the reader for each story
- Applying news values to topics
- Effectively researching topics through use of appropriate sources.
- Analyzing results of polls, questionnaires, surveys

2.4 Students will use conventions, structure and journalistic style in creating copy for publication by

- Applying rules from professional (especially Associated Press)

- and publication-specific stylebooks.
- Editing all copy for grammar and style.

2.5 Students will show mastery in all types of journalistic writing, including news, features, sports and editorial by

- Collecting examples of different types of journalistic writing
- Identifying stylistic and linguistic features of good writing.
- Producing copy of each type
- Submitting copy to scholastic competitions or professional publications

2.6 Students will apply journalistic style to headlines and cutlines by

- Collecting examples of excellent headlines and cutlines.
- Writing effective examples for publication
- Editing and revising examples.

Competency Goal 3: The learner will develop technical and creative aspects of visual communication through photojournalism.

3.1 Students will enhance their understanding of the technical aspects of photographic equipment by

- Becoming proficient in operating digital and/or traditional cameras and equipment
- Experimenting with camera settings and formats.

3.2 Students will demonstrate an understanding of the content and composition of effective photographs by

- Identifying those elements (such as subject, light, perspective) in amateur and professional contexts
- Applying those elements to their own work.

3.3 Students will refine their understanding of ethical issues in photojournalism by

- Applying established principles to a specific publication
- Reviewing case studies showing the impact of photographs on society.

3.4 Students will use photo editing software to

- Digitally edit photographs
- Create graphics
- Enhance page design.

Competency Goal IV: The learner will develop business, advertising and public relations skills needed to produce professional and scholastic publications.

4.1 Students will develop the business and financial skills to run a publication by

- Determining the budget needs for the year.
- Creating a fund-raising campaign.
- Using appropriate accounting practices such as contracts, spreadsheets, databases and receipt books
- Establishing working relationships with publisher, advertisers, distributors, school officials

4.2 Students will develop the creative skills and sales and marketing techniques necessary for advertising by

- Generating an ad campaign
- Identifying potential advertisers
- Providing service to advertisers after the sale

4.3 Students will learn to ethically and effectively represent their publication and school in both school and community settings by

- Producing accurate, credible copy
- Respecting privacy rights
- Avoiding sensationalism.

Competency Goal 5: The learner will demonstrate an understanding of the elements and techniques of advanced page layout and design.

5.1 Students will demonstrate basic design principles in page layout by

- Applying standard elements such as modular design, dominant art, typography and white space.
- Critiquing professional and amateur layouts

- Using jargon specific to page design

5.2 Students will incorporate cutting edge professional design ideas in their student publications by

- Collecting examples and adapting layouts from established publications.
- Reviewing sources and collections of award-winning design
- Participating in journalism conferences to learn current trends

5.3 Students will demonstrate mastery of graphic and layout software used in desktop publishing by

- Designing and laying out pages.
- Critiquing the design of pages.
- Peer editing layouts

Competency Goal 6: The learner will establish and exercise editorial leadership within the context of a publications staff.

6.1 Students will practice editorial leadership and decision making in the publication process by

- Leading staff meetings.
- Delegating responsibilities to staff members
- Mentoring new staff members
- Training staff members in use of equipment
- Teaching staff members such skills as interviewing and editing
- Editing copy and page design.
- Being responsible for final decisions

6.2 Students will incorporate organizational, staff and time management skills in the operation of a publication by

- Establishing publication schedules and deadlines
- Leading team-building activities with the staff
- Responding in a professional manner to readers, advertisers, administrators and community members.
- Mediating disputes among staff members.

Competency Goal 7: The learner will employ current computer

	<p style="text-align: center;">technology in all processes of print and electronic journalism.</p> <p>7.1 Students will practice appropriate legal and ethical use of Internet resources by</p> <ul style="list-style-type: none"> • Obeying all copyright laws. • Citing all sources. • Obtaining express written permission to use items from Internet sources. <p>7.2 Students will demonstrate proficiency in using digital editing programs as part of the electronic publishing process by</p> <ul style="list-style-type: none"> • Staying abreast of new programs and updates. • Producing more sophisticated publications. <p>7.3 Students will study Web-based publications by</p> <ul style="list-style-type: none"> • Reviewing electronic and print publication Web sites. • Establishing an online version of student publication. <p>COMMENTS:</p>
Generalizations	Generalizations
List generalizations, then discuss briefly how they will be used in the course.	<ol style="list-style-type: none"> 1. The purpose of a student newspaper is to produce an accurate, relevant, engaging, informative, enlightening and entertaining record of a year in the life of a particular school. 2. An understanding of the journalist's rights and responsibilities guarantees that the record is fair and accurate. 3. Each staff member must challenge himself/herself to synthesize writing, design, organizational, teamwork, and leadership skills necessary to produce a successful publication. 4. A balance between creative portrayal of the year and the reality of limited budget must be maintained.
	Describe how generalizations will be used in the course.

	<p>The generalizations will be used to create a framework for developing a professional quality publication. These concepts will be addressed, informally or formally, on a daily basis as individual and/or staff publication issues arise.</p> <p>COMMENTS:</p>
<p>Essential Questions</p>	<p>Essential Questions</p>
<p>List essential questions, then discuss briefly how they will be used in the course.</p>	<ol style="list-style-type: none"> 1. What are the rights and responsibilities of the scholastic press? 2. How can effective student leadership guide newspaper staff members to create the most accurate, relevant, engaging, informative, enlightening and entertaining record of a year in the life of the school? 3. What are the specific goals of this publication this year (consider coverage, content, quality, quantity, diversity, deadlines, etc)? 4. How do we know we are producing a high quality publication? 5. How do we balance creative vision with financial limits? <p>Describe how Essential Questions will be used in the course</p> <p>Answering the Essential Questions will establish a direction for the publication. Unlike novice staff members, experienced leaders understand the rights and responsibilities of the student press and know how their publication compares to others in the area and across the nation. They provide the vision, motivation and planning to meet the goals they have set within the boundaries of the finances available.</p>
<p>Issues Particular to the Course</p> <p>List issues particular to this course and discuss how you plan to deal with them.</p>	<ol style="list-style-type: none"> 1. Application Process: Students must complete a specific newspaper application complete with teacher recommendations and writing samples prior to the school’s registration period. Applications help to determine a student’s skills, maturity, and ability to handle highly independent work. The application should be created by the adviser. 2. Staff Size: The overall size of the staff should be left to the discretion of the adviser. 3. Editors: Editor roles should be established at the discretion of the adviser and may include: editor-in-chief, copy editor, design editor, photography editor, and business manager. Editors should possess qualities such as maturity, independence, attention to

	<p>detail, creativity, and the ability to work well with others. They should also be able to maintain these qualities under stressful conditions. Editors should be chosen by the adviser during the spring application process.</p> <p>4. Class Schedule: Scheduling the newspaper class during the school’s lunch period expedites the process of interviewing and photographing. It is helpful for the newspaper adviser to work this out with the appropriate scheduling administrators.</p> <p>5. Technology Needs: Adequate and up-to-date computers, design software, printers and cameras with accompanying lenses and flashes should be available for daily staff use. Students should have the ability to move files and photos quickly between networked terminals. Advisers should work with school officials and their own budgets to secure funding for technology.</p> <p>6. Publisher Contract: Adviser and staff will work closely with a publisher’s representative to meet contract deadlines and stay within budget.</p> <p>8. Newspaper Honors: is not necessarily a separate class. Honors and standard students can work together in a heterogeneous group.</p> <p>9. External Censorship: Student publications often face censorship from administrators. A positive working relationship and a record of editorial responsibility by the student staff are important factors in avoiding censorship.</p> <p>10. Self-Censorship: Editors should monitor the staff’s work to ensure adherence to high journalistic standards.</p> <p>11. Public Relations: Perhaps no other course in a high school setting requires student leaders to deal so extensively with the public as a newspaper class. It is, in fact, a business, complete with advertisers, buyers, publishers and the people involved in all the stories included in each issue. Student leaders need tact, diplomacy, business savvy and a multitude of people skills in addition to the journalistic skills needed to produce the newspaper itself.</p> <p>COMMENTS:</p>
Expectations of	Honors students will enter the class with basic publication skills already

<p>Performance</p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	<p>in place. This class will enable them to perfect those skills.</p> <p>Honors students will instruct and direct peers in various aspects of the newspaper publication process, maintaining a professional attitude even during stressful times.</p> <p>Honors students will provide leadership during the publication process. They may assume section editors roles in order to design pages in the layout and to edit peer work. They may also lead staff meetings and planning and design teams.</p> <p>Honors students will be expected to do extra deadline and business work beyond what regular staff members are asked to produce.</p> <p>COMMENTS:</p>
<p>Assignments</p> <p>Provide selected assignments and explain how they are appropriate for an honors course.</p>	<ol style="list-style-type: none"> 1. Newspaper Critique: Staff members will review and critique a student publication from another school using an evaluation instrument from the North Carolina Scholastic Media Association or from Columbia Scholastic Press Association. The forms were created by the press associations to evaluate newspapers sent to them for competition. Students first read the most recent NCSMA or CSPA evaluation of their own publication. Then they receive at least two copies of another scholastic newspaper and a blank form with which they critique the paper. This exercise helps students know what professional evaluators are looking for in a student publication. 2. Style Sheet Creation: Students will design and publish a style sheet for the publication for the newspaper staff to follow. 3. Design Journal: Each student will generate a design journal in order to examine new design ideas and develop his/her own Computer Assisted Design (CAD) skills. <p>Journal Assignment:</p> <ol style="list-style-type: none"> A. Research 6 new design styles or elements in current magazines or newspapers. B. Choose 4 of these ideas to reproduce in Indesign. C. Open Indesign. Select File, New. D. Set up a one-page Indesign layout. E. Reproduce the <i>4 elements</i> that you selected on the layout.

	<p>F. Number the design elements. For each one create a text box (14 point font) that addresses the following:</p> <ul style="list-style-type: none"> • <i>Source of idea</i> • <i>How you did/might change it to work better for newspaper.</i> • <i>What section AND story it might work with.</i> • <i>Why you like it</i> <p>G. Save to design ideas folder on the desktop. Save as “journalyourname.”</p> <p>Journal Assignment II: <i>Ongoing, final grade at end of each six weeks.</i> Following the same format as above, generate a new journal page each week and add 2 new design elements.</p> <p>4. Story Ideas: Using newspapers, magazines, online or any other sources, create a file of story ideas that can be localized to our school and covered in the school newspaper. For example, an election year story in Newsweek magazine may lead to a story about high school students who will be eligible to vote in the 2008 presidential election or a story on high school students who help with the local Kids Voting civic activity on election day. Generate five new story ideas each week. Turn them in with the following information:</p> <ul style="list-style-type: none"> • <i>What is the idea?</i> • <i>What is the source of idea (specific magazine, newspaper, etc)?</i> • <i>How can we localize it to make it relevant to our students?</i> • <i>Why you like it?</i> <p>COMMENTS:</p>
<p>Timetables and Deadlines; Pacing Guide</p>	<p>Please see attached sample pacing guide from Sharon Winzeler of Broughton High School in Raleigh. It adequately addresses the items included in this honors newspaper curriculum.</p> <p>The pacing guide for a newspaper production class differs from most course pacing guides in that it is repetitive because of the number of issues produced each year. The fundamentals of reporting, writing, advertising, layout and design are strengthened through the repetition required to create a new issue from the blank page 4, 6, 8 or more times a year.</p> <p>COMMENTS:</p>

<p>Assessments</p> <p>Explain how students will be assessed in the course and attach selected assessments and rubrics.</p>	<p>Perhaps the only thing more difficult than producing a school newspaper is assessing the performance of the students who produce it.</p> <p>Of course, the ultimate evidence of performance is the final product, a newspaper that aspires to professional standards of ethical, fair, objective, excellent journalism. And that will be judged by the consumers.</p> <p>Teachers/advisers will assess student staff members throughout the production process, from generating story ideas to final layout.</p> <p>Students will be evaluated on the following:</p> <ol style="list-style-type: none"> 1. Daily classroom participation 2. Completion of skill exercises 3. Completion of financial and business/advertising tasks 4. Writing and layouts through peer editing 5. Writing and layouts through self-evaluation 6. Design projects 7. Quizzes <p>Example: Story Planning Worksheet <i>(This form helps students plan the stories they are assigned to write and is evaluated by adviser and editors before actual work begins. It stays with the story through all edits.)</i></p> <p>DEADLINES FOR THIS ARTICLE: FIRST _____ FINAL _____</p> <h2 style="text-align: center;">ISSUE PLANNING WORKSHEET</h2> <p style="text-align: center;"><i>Students must complete a worksheet for EACH story they write.</i></p> <p>ISSUE NUMBER _____ DATE OF ISSUE _____ TODAY'S DATE _____</p> <p>NAME: _____</p> <p>Subject of ARTICLE: _____ Date of the event: _____</p> <p>SECTION: News Opinion Feature Entertainment Sports In-Depth Section EDITOR: _____</p> <p>WHO CARES? (Who is your audience? Who will read this?) _____</p> <p style="text-align: center;">Reader's Question – "Why should I care? Give your best answer _____</p> <p style="text-align: center;">What other questions might the reader have? _____</p> <hr/> <p>PEOPLE to INTERVIEW: _____</p>

OTHER SOURCES OF INFORMATION: _____

Interesting ANGLE or FRESH IDEA for presenting this story: _____

IDEAS for RELATED ARTICLES: _____

PHOTOS needed (ACTION shots): _____

Ideas for SIDEBARS and GRAPHICS: _____

PROBLEMS you anticipate with completing this article on time: _____

LAYOUT: *Sketch your ideas for laying out this story on back of this page.*



Remember – good planning, organization and time management will make the whole process smoother.

Example: Editing Rubrics

See attached rubrics for first, second, third and final turn-ins. They are adapted by Phyllis Cooper of Reynolds High School from originals created by Robin Sawyer, newspaper adviser at First Flight High School in Nags Head, North Carolina.

The editing worksheets require self-evaluation by the reporters and allow editors and adviser to assess the reporters' skill levels and areas that need improvement.

COMMENTS:

System for Grading

Example: A Grading Rubric

(Provided by Adrienne Hollifield, Owen High School)

The

Hoofbeat

Student: _____ Six weeks period _____

Competency

- ___ Deadlines Met
- ___ Production Rate
- ___ Accuracy
- ___ Time Management
- ___ Equipment Use
- ___ Quality of Work

Performance

- ___ Initiative
- ___ Perseverance
- ___ Follows Directions
- ___ Dependable
- ___ Seeks Help
- ___ Role on Team

Requirements

- ___ Enthusiastic/Positive
- ___ Not Distracted/ing
- ___ Cooperation
- ___ Mentor
- ___ Ad Sales

**Competency _____
Grade**

**Performance _____
Grade**

**Requirements _____
Grade**

Extra Points Earned

Adviser/Editor Comments:

- Overtime hours Additional Workload
- Special Circumstances Extra Assignments
- Special Projects Effort
- Attitude Editor/Adviser Discretion

Extra Work Grade _____

OVERALL GRADE FOR SIX WEEKS _____

Example: Explanation of Grading Rubric

**Performance Appraisal
Codes**

Competency

Performance

Deadlines Met

- 1-Meets no deadlines
- 2-Meets some deadlines
- 3-Meets most deadlines
- 4-Meets all deadlines
- 5-Meets all deadlines/helps others meet theirs

Initiative

- 1-Takes no initiative
- 2-Fearful of taking initiative
- 3-Somewhat self-motivated
- 4-Completely self-motivated

Production Rate

- 1-No assignments turned in
- 2-Completes in-class work only
- 3-Completes in-class work/
some homework
- 4-Completes all assignments

Perseverance

- 1-Quits at the first problem
- 2-Perseveres until setbacks
or problems appear
- 3-Perseveres despite setbacks
- 4-Leads in problem solving

Dependable

- 1-Not dependable
- 2-Dependable sometimes
- 3- Dependable mostly
- 4-Dependable always

	<p>5-Completes all assignments/helps others</p> <p><u>Accuracy</u> 1-Inaccuracies prevail in work 2-Work not proofread before turned in 3-Few inaccuracies occur in work 4-Work is accurate</p> <p><u>Follows Directions</u> 1-Refuses to follow directions 2-Can't follow directions w/o help 3-Follows most directions w/o help 4-Follows directions w/o help</p> <p><u>Seeks Help</u> 1-Refuses offer of help 2-Asks for help eventually 3-Asks for help quickly 4-Seeks sources other than teacher</p> <p><u>Time Management</u> 1-Lacks concept of time management 2-Problems arise due to poor use of time 3-Time is sometimes used efficiently 4-Time is usually used effectively 5-Time is always used effectively</p> <p><u>Role on Team</u> 1-Blames others for problems/mistakes 2-Manages own work 3-Aware of work others are doing 4-Influences others in positive ways</p> <p style="text-align: center;">Requirements</p> <p><u>Equipment Use</u> 1-No effort is made to learn to use the equipment 2-Demonstrates increasing proficiency Student is skilled on equipment 4-Student assists others with equipment use</p> <p><u>Quality of Work</u> 1-Work at beginning level of competency 2-Work at developing level of competency 3-Work at application level of competency 4- Work at proficient level of competency 5-Work at accomplished level of competency</p> <p><u>Ad Sales</u> 1-Sell set amount of ads per issue 2-Create ad copy/design</p> <p>Mentoring: Returning students should actively mentor newer students. The mentor should answer questions and teach 3- every aspect of journalism.</p> <p>Enthusiastic/Positive: Positive attitude Displayed at all times. No complaining or whining.</p> <p>Not Distracted/ing: Students are focused on tasks at hand.</p> <p>Cooperation: Classmates/staff are to be treated with respect at all times; be part of the process of meeting a deadline.</p> <p>Housekeeping: Students are responsible for workplace cleanliness and care.</p> <p>COMMENTS:</p>
<p>Instructional Materials, Equipment, and Technologies</p> <p>List texts, materials and technology needed for the course.</p>	<p>1. Texts: <i>Scholastic Journalism</i> from National Textbook Co. <i>The Associated Press Stylebook</i> <i>The Radical Write</i> by Bobby Hawthorne A classroom library of journalism books compiled by teacher</p> <p>2. Computers loaded with design software, photo editing software, and publication software.</p> <p>3. Printers and scanner.</p> <p>4. Digital cameras and CDs.</p> <p>5. 35 mm SLR cameras and film or disposable cameras; lenses and</p>

	<p>flashes. 6. Flash drives or network for file sharing. 7. Newspapers and magazines.</p> <p>COMMENTS:</p>

Submitted _____
Teacher signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*