ENGLISH LANGUAGE ARTS

Writing Lab 3

Unit 2- Production and Layout
November to January
Course Philosophy

Writing Lab III consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers and research strategies to help them become effective researchers. In addition, students will learn communication strategies including questioning, inferring, visualizing, and synthesizing to develop their writing. The principles of news and news writing are leveraged to execute types of journalistic stories through the lab, including news, feature and editorial. The media literacy skills employed will educate students in creating a variety of graphic designs as well as an emphasis on terminology. Journalists are the channels through which information flows and they are the interpreters of events. Through experiential, hands-on learning, students/reporters in Writing Lab III will use critical thinking, understanding and teamwork to create a school publication, covering the topics within a high-school community. By creating a real publication, students will not only acquire real journalist skills, but also learn publication software and technology in the classroom. Moreover, students will have the opportunity to collaborate with industry professionals and take part in internship programs, using real life professionals as models to motivate students to reach their goals. Students will research, organize, and verify information for accuracy, objectivity and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJ SLS</th>
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<tr>
<td>Unit 1</td>
<td>News &amp; News Writing</td>
<td>W.11-12.4, RL.11-12.2, RL.9-10.1 L.9-10.3.a, W.9-10.1.d</td>
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<td></td>
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<td>RL.11-12.6, 8, CPI 9.4.12.C.(2).5</td>
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<tr>
<td>Unit 2</td>
<td>Production and Layout</td>
<td>RI.11-12.7; W.11-12.2; LS.11-12.5, 6 CPI 9.4.12.C.(2).1-2; RI.9.3;</td>
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<td>CPI 9.4.12.C.(2).7</td>
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<td>Unit 3</td>
<td>Feature Writing</td>
<td>W.11-12.7; RI.9-10.5; CPI 9.4.12.C.(2).1, 6 RI.9-10.5; RI.9-10.6;</td>
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<td>W.11-12.7, 8 CPI 9.4.12.C.(2).6</td>
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<td>Unit 4</td>
<td>Editorial Writing</td>
<td>RI.9-10.7; RI.9-10.8; W.11-12.8 W.11-12.7; CPI 9.4.12.C.(2).6</td>
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Each Unit is 9 weeks in Length
## Methods of Instruction

**Teacher Coaching**

Individual and collaborative problem-solving & decision-making

**Individual Instruction**

Small group instruction

Peer tutoring

**Guest Speakers**

Training manuals and Online tutorials

**Writing to learn**

Making thinking visible

**Note-taking**

Establishing metacognitive reflection & articulation as a regular pattern in learning

**Diagrams, charts, visuals and graphs**

**Model (I Do), Guided Practice (We Do), Independent Practice (You Do)**
### Educational Technology Standards


- **Technology Operations and Concepts**
  - Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.

- **The Designed World**
  - Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.
<table>
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<tr>
<th>Career Ready Practices</th>
<th>Standards</th>
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<tbody>
<tr>
<td></td>
<td>CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12</td>
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</tbody>
</table>

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that...
Career Ready Practices

positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem,
and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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**Assistive Technology**
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
Methods of Assessment

Participation:
- Brainstorming sessions
- Critiques
- Verification
- Attendance at and reporting on school events

Performance assessments:
- Instructor’s observation of proper tool and material use
- Instructor’s observation and assessments on software technology
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:
- Photography Assignments
- Design rough drafts
- Design function assessments
- Completed proofed pages and spreads as assigned
- Completed layout assignments, including, but not limited to newspaper, flyers, newsletters, feature sheets.
- Any copy written for sections
<table>
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<tr>
<th>Essential Focus Questions:</th>
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<tr>
<td>• What is photo journalism?</td>
</tr>
<tr>
<td>• What is a balanced layout in relation with copy (Headline and Subheads)?</td>
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<tr>
<td>• How does the eye perceive visual content?</td>
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<tr>
<td>• How can layout choices impact news content?</td>
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<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>• Through copy, photographs and design production principles create a newspaper/newsletter.</td>
</tr>
<tr>
<td>• Create layouts using publishing software and embed photos and illustrations in text to enhance the design of the page.</td>
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<tr>
<td>• Use various graphic elements (typography, photographs, white space, copy, and elements of art) to enhance the readability and attractiveness of the layout.</td>
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<tr>
<td>Student Learning Objectives</td>
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<tr>
<td>----------------------------</td>
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<tr>
<td><strong>NJSLS:</strong></td>
</tr>
<tr>
<td>RI.11-12.7</td>
</tr>
<tr>
<td>W.11-12.2</td>
</tr>
<tr>
<td>LS.11-12.5,6</td>
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<tr>
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<th>Skills, Strategies &amp; Concepts</th>
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<tr>
<td><strong>NJSLS:</strong></td>
<td>➢ Students will learn the following design terms:</td>
</tr>
<tr>
<td>RI.9.3</td>
<td>Leading Lines          Balance  Headline  Whitespace</td>
</tr>
<tr>
<td>Freestyle Design</td>
<td>Captions              Gutter   Photo</td>
</tr>
<tr>
<td>Photography</td>
<td>Layout                 Columns  Rule of Thirds</td>
</tr>
<tr>
<td>Typography</td>
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<tr>
<td><strong>Five Principles of Photography:</strong></td>
<td>Cropping Resolution and Pixels</td>
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<td>Stroke and Fill Shutter Speed Zoom</td>
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Understand, practice, and apply principals of graphic design to the production of publications.
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</table>
| **NJSLS:** L.11-12.6  
CPI 9.4.12.C.(2).1  
CPI 9.4.12.C.(2).2 | ➢ Students will learn and apply relate the following terms to their daily work:  
- Coverage  
- Title Page  
- Table of Contents  
- Index  
- Deadline  
- Caption  
- External  
- Margins  
- Quotation  
- Ethics  
- Interview  

Learn essential terminology applicable to the journalism field. |

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| **NJSLS:** W.11-12.4B  
W.11-12.4D  
W.11-12.5 | ➢ Students will understand that captions should include names, stories, dates, places, significance (5W’s/H).  
➢ Students will create captions for photos (newspaper people like to call them cut lines).  
➢ Students will edit captions.  
➢ Students will develop compelling headlines that:  
  • Grab attention.  
  • Target a particular audience.  
  • Are specific.  
  • Generate a curiosity.  
  • Promote powerful benefits. |

Develop a headlines and captions. Discriminate between effective and ineffective captions.
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<th>Skills, Strategies &amp; Concepts</th>
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</table>
| **NJSLS:** CPI 9.4.12.C.(2).1  
  CPI 9.4.12.C.(2).6 | ➢ Students will apply the principles, processes, and products associated with arts and communication media to their work.  
  ➢ Students will synthesize how different media (e.g., documentaries, current affairs programs, web pages) are structured to present a particular subject or point of view in a balanced designed format. |
| **Student Learning Objective** | **Skills, Strategies, & Concepts** |
| **NJSLS:** CPI 9.4.12.C.(2).7 | ➢ Students will apply layout terminology including basic design and photography principles.  
  ➢ Students will utilize desktop publishing to produce a publication featuring their own work and apply basic photography skills.  
  ➢ Students will demonstrate the ability to perform basic Photoshop techniques and functions, including cropping, touching up, file conversion from jpeg and tiff as well as proper color standards for print (RGB to CMWY).  
  ➢ Students will understand production elements that contribute to the effectiveness of a specific medium. For example:  
  - Black-and-white footage implies documented truth  
  - Caption writing formula  
  - Lead-in-mini headline  
  - Description of the action in present tense  
  - Background information in the past tense  
  - Quote (optional) |
RESOURCES FOR UNIT # 2


Websites

The Career and Technical Education Partnership of New Jersey (CTEP) http://careertechpartners.org/

Media Smarts http://mediasmarts.ca/

The American Press Institute http://www.americanpressinstitute.org/

School Journalism http://www.schooljournalism.org/

Newspapers in Education http://www.nieworld.com/
To the newspaper writer: You will design and organize your own newspaper.

Your assignment: Your job is to establish the specifications of your newspaper before you begin gathering the news.

Complete the following information about the organization of your newspaper.

Name of your newspaper:

What is the nature of your market? Who will be reading this newspaper? (Your class alone? The entire school? Parents or teachers? School staff?)

Editor(s)-in-Chief (Responsibilities include designing the layout of newspaper and deciding what stories to run, where to place ads, etc.)

Copy Editors (Responsibilities include proofreading Stories for spelling, grammar and punctuation, writing Headlines.)

PRODUCTION/DESIGN DECISIONS
Page size (for example: 8 ½ x 11”, 8 ½ x 14”, 11x17”)
Number of pages:
Number of columns:
Type of production: … Typewritten … Word-Processed … Photocopied … Printed

Who will prepare materials for production? (typing, word-processing)
Who will be responsible for reproduction? (photocopying, printing)

Analyze editorial versus advertising ratio
EDITORIAL DECISIONS

Type of news sections:
Writers assigned

ADVERTISING DECISIONS

Type of advertising Ad designers assigned
Products/stores
Classified

ART/DESIGN DECISIONS

Task Art designers assigned
Design newspaper flag
Locate or design art for stories

DEADLINES!!!!

Date advertisements must be completed
Date news and feature stories must be completed
Date news and feature stories will be prepared for printing
Date newspaper will be sent to printer
Date newspaper will be distributed

Additional resources at www.nieworld.com/teachers/classroomnewspaper.doc
Newspaper Terms:

A
Advertisement (or Ad) - Printed notice of something for sale paid for by the advertiser.
Angle - The approach or perspective from which a news fact or event is viewed, or the emphasis chosen for a story.
Art - Any photo, map graph or illustration.
Assignment - A story a reporter is given to cover.
Associated Press Stylebook (or AP Stylebook) - The standard reference source for reporters and editors on word usage, libel, numbers, titles, capitalization and commonly used words and phrases.

B
Banner - A headline stretching across the top of a page.
Beat - A reporter's regular assignment, for covering news like sports or music.
Bleed - An illustration filling one or more margins and running off the edge of the page or border; used frequently in magazines and advertisements.
Body Copy - The main part of a story.
Body Type - Type used in stories, not in headlines; generally under 12-point size; opposite of display type.
Break - Initial news coverage of an event.
Broadsheet - The largest newspaper format; it’s characterized by long vertical pages (typically 22 inches or more).
Bumped Heads - Similar headlines running side by side that create monotony and the tendency to read across.
Byline - The author’s name, which is printed at the beginning of an article.

C
Camera-ready - Refers to anything that is in its finished form - no further changes are needed before it is published in the paper.
Caption - Headline or text accompanying a picture or illustration; also called a cutline.
Circulation - The total number of copies of a publication distributed to subscribers and vendors in one day.
Column - The arrangement of horizontal lines of type, usually 10 to 14 picas wide, in a news story; also, an article appearing regularly written by a particular writer or "columnist."
Columnist - A person who writes a regular column giving a personal opinion.
Copy - All material for publication, whether written stories or pictures.
Copy Editor - The person who corrects or edits copy written by a reporter and writes headlines.
Copyediting - Correcting, improving and marking copy to be printed.
Cover - To gather information and get facts for a story.
Credit Line - See Photo Credit.
**Sample Activities/Lesson Starters**

**D**
Dateline - The line at the beginning of a story giving the place and date of the articles origination.
Deadline - A time at which all copy for an edition must be submitted.
Deck – A smaller headline added below the main headline (summarizes the news story)
Dummy- A preliminary layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements.

**E**
Editor- A person who directs the editorial policies; or a person who decides what news will go in the paper and where it will appear
Editorial- An article expressing the opinion of the newspaper regarding a certain subject.

**F**
Feature- A story in which the interest lies in some factor other than the news value, usually to entertain.
Flag- The printed title (i.e., name and logo) of a newspaper at the top of the front page. Also called a nameplate.
Folio- Newspaper name, date and page number that appear at the top of each page.

**G**
General Assignment - A reporter who covers a variety of stories rather than a single beat
Gutter - The space between columns or margins between facing pages

**H**
Hard News - Factual news stories without opinion.
Headline - The title of an article.
Human Interest- Emotional appeal in the news. A "human interest" story, as compared with a "straight news" story, bases its appeal more on the unusual than on consequence.

**I**
Inserts- An advertisement or magazine that is printed separately and inserted into the folded newspaper.
Inverted Pyramid- The standard news story structure in which facts are arranged in descending order of importance.

**J**
Jump - To continue a story from one page to another.
Jumplines- The continuation instructions of a story that is jumped to another page (Continued on page 5; Continued from page 1).
## Sample Activities/Lesson Starters

### K
- **Kicker**: Small headline, often in italics and usually underlined, above and slightly to the left of the main head.
- **Kill**: To eliminate all or part of a story.

### L
- **Layout**: (1) A sketch or drawing that indicates the arrangement of pictures and copy on a printed page. Used synonymously with "dummy." (2) A combination of stories, pictures, etc., about a single subject.
- **Lead**: (pronounced "led")- The space between lines of type. This space is often altered so that stories form perfect boxes.
- **Lead** (pronounced "lead")- (1) The first few sentences or the first paragraph of a story. (2) A tip that may lead to a story.
- **Libel**: Any printed communication – words or pictures – which tends to expose one to public hatred, shame, contempt or disgrace or to damage one’s reputation in the community or injure the person’s livelihood. Must be false.

### M
- **Managing Editor**: The editor who directs the daily gathering, writing and editing of news and the placement of news in the paper; working for him or her are the city editor, the copy editor, etc.
- **Masthead**: Details of the publisher, place of publication, editorial staff and information about the newspaper, generally placed on the editorial page.

### N
- **Newsprint**: A grade of paper made from recycled paper and wood pulp, used for printing newspapers.

### O
- **Off The Record**: Information not for publication, or at least not attributed to the source if used as background.
- **Op-ed**: Page opposite the editorial page used for letters to the editor, articles by columnists, etc.

### P
- **Pad**: To make a story longer by using more words than are necessary.
- **Photo Credit**: A photographer's byline. The name of the person or organization responsible for making or distributing a photograph, usually appearing small type under the reproduced picture. Also called credit line.
- **Pica**: (1) 12-point type; (2) Unit of linear measurement equal to 1/6 of an inch (i.e., six picas = one inch.).
- **Plagiarism**: Passing off as one's own the ideas and words of another.
- **Proof**: A page on which newly set copy is reproduced to make possible the correction of errors.
- **Proofreader**: One who reads proof pages and marks errors for corrections.
- **Put to Bed**: When the paper heads to press and newsroom has signed off all pages.
Sample Activities/Lesson Starters

S
Sans serif - A type style distinguished by characters that have no short finishing strokes at the end of the main strokes, such as Helvetica.
Scoop - A story obtained before other newspapers or other media receive the information.
Series - A group of related stories generally run on successive days or weeks.
Serif - A small finishing stroke at the end of the main stroke of a letter, such as Times New Roman.
Sidebar - A secondary news story that supports or amplifies a major story.
Source - The supplier of information, such as a person, book, survey, etc.
Straight News - A plain account of news facts written in standard style and structure.
Subhead - Small, one-line headline inserted in the body of a story to break up the monotony of a solid column of small type.

T
Tabloid - A newspaper of small page size, usually 11 inches wide and 17 inches deep.
Typographical Error (or Typo) - A mechanical error in typing a story.

W
Widow - A single word or short line of type at the end of a paragraph, particularly at the top or bottom of a column or page.

Y
Yellow Journalism - Sensational journalism.

Becoming familiar with the above newspaper terms and the Reporter’s Notebook and Planning the Class Newspaper activity will be an outgoing activity throughout Unit 2. These activities should take up most of the time allotted to Unit 2.