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### Suggested Final Exam for Newspaper Production Class

This is an example of the final exam I used for my newspaper production class for years. The last three years I taught, Wheeling HS was on the four-block system, with four terms a year and final exams four times a year. We published 10 issues of the Spokesman then, two in Term 1, three in Term 2, two in Term 3 and three in Term 4. The newspaper production class was offered as a skinny, a 45-minute class within the 90-minute block framework, so students could take it for a full year. I hope that explains the note below about 9-week grades and appropriate weighting of them.

This particular example was the final final in June.

Hope this helps some journalism teachers who struggle with what to do about a final exam in a production class.

**Note:** If your 9-week grades at the end of third term and fourth term are not the same, I will change the third-term grade to match the fourth-term grade, provided the fourth term grade is higher. This is because we are publishing two issues in the third term and three issues in the fourth term.

This exam counts 10% of your final term grade. Each part of this exam counts equally in the 10%. Of course, you should prepare for the exam ahead of time, and you may need to start writing on your own time. However, I expect you to be present during your scheduled exam period, doing work on the exam itself. All parts are to be completed during your scheduled exam period unless you make other arrangements with me in advance. It is your responsibility to hand me your exam materials at the end of the exam period. **Senior exams are due no earlier than your class time on May 31 and no later than your class time on Thursday, June 1. Other exams are due during your scheduled exam period on June 8 or June 9.**

### **Part 1. Self-Analysis of a Specific Piece or Contribution**

1. Choose what you consider to be your most significant piece of work for Spokesman in April, May and Senior Supplement for seniors; April, May, and June issues for non-seniors. It may be anything you have done primarily on your own. For example, it cannot be a story with a dual byline or a page that you designed or produced 50/50 with another person. If you are in doubt about what qualifies, ask.
2. Locate a newspaper with your choice and tear out the **entire page**. You will submit this with your self-analysis.
3. Make clear in the first sentence of your self-analysis what you are discussing.

4. **Write a complete analysis** of why this is your best work this term. Include your purpose, how easy or difficult it was to carry out your purpose, how the work evolved from first effort to published piece, how it could be further improved if you had the chance. Make specific references to the process you went through in creating this piece and to anything you may have learned as you went along. Discuss what you particularly like about the finished product. Be specific. You should quote from your own writing to support what you say. Include anything else that is relevant.
5. Part 1 should be at least one paragraph of at least 150 words with good specifics. The best ones will probably be longer

**Part 2. Analysis of Previous Goals** (Begin on a new page. Do not staple these to the self-analysis.)

If you were not on staff last term, go to Part 3.

Everyone who was on staff last term has goals from March which I copied and returned to you. If you cannot locate them, let me know this well in advance of your exam period so I can copy them for you again.

First you need to discuss each of these goals, telling how you met or why you did not meet each goal you set. Be specific. Devote a separate paragraph to a specific discussion of each goal.

**Part 3. Setting of New Goals or Evaluation of Overall Experience** (Begin on a new page. Do not staple these to the self-analysis or to Part 2.)

Everyone, except those not ever returning to the staff for credit, must set from three to five new, specific goals for yourself related to Spokesman for the next time you take the class for credit. For most of you -- maybe all of you -- that means for next term. Be specific about how you plan to meet these goals. Number each goal and put it in a separate paragraph clearly stating the goal. Follow it with your discussion of how you plan to meet the goal.

Special instructions for anyone not ever returning to the staff for credit. For the most part this means graduating seniors: For this part, summarize your overall Spokesman experience in terms of what you hoped to accomplish throughout your journalism career at WHS and what you did accomplish. Include suggestions about what you might do differently if you had it to do over again, what you would do exactly the same way, and what you would say to future journalism students about the value of WHS journalism participation overall. Cover each of these ideas in a separate paragraph.