

Proposal for Honors Point for

**Newspaper Production &
Yearbook Production**

Courses

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Our Proposal:

In order to provide newspaper and yearbook students with advanced opportunities for personal enrichment; and in order to push students to not only use but personally apply higher level thinking; and in order for FHSD students to be consistent and competitive with other school districts; newspaper and yearbook courses should institute an Honors Point using the following criteria:

Criteria for Publications Honors Point:

- Student must receive an A, B or C in the course for the semester, completing regular curriculum assignments.
- In addition to the regular curricular coursework required of all staffers, students will create a proposal for their semester-long project. Students will:
 1. Choose a topic, determine their audience, create a research plan and set goals based on the project they plan to do. (M1.1) (M2.1)
 2. Research their topic. (M1.1) (M2.1)
 3. Create a publishable product that meets the goals and objectives they outlined in their proposal. (M3.1) (M3.2)
 4. Create and share an informational resource based off a component of their product. (M3.2) (M3.3)
 5. Create a project reflective paper. (M3.3)
- Students need to have their honors proposal set by the 15th day of class. Projects cannot be changed after that time. Projects must be completed no later than the 15th class day before the end of the semester.
- Student will meet with the adviser prior to starting the project, at numerous points during the project, and once at the end for reflection.
- Students also score a 6 or above on the project scoring guide (which is based on the AP model) to receive the Honors Point.

M1.1 – Student understands the nature of media communication.

M2.1 – Student understands, interprets, analyzes and evaluates media communication.

M3.1 – Student analyzes purpose, audience, and media channel when planning for a media communication.

M3.2 – Student develops and produces an informational or creative media communication.

M3.3 – Student evaluates and revises a media communication.

The honors point criteria meets and supports these following board-approved curriculum objectives:

- Students will be able to develop and apply an effective research process to gather, analyze and evaluate information for their writing.
- Students will acquire and record information effectively during the writing process.
- Students will compose well-developed text with effective organization and sentence structure.
- Students will apply, analyze, evaluate and apply elements of a variety of media.

In addition to the honors project, student classroom curriculum activities will meet DOK4 criteria. Multi-paragraph student compositions will demonstrate synthesis and analysis of complex ideas or themes and evidence of a deep awareness of purpose and audience.

Attainment of DOK level thinking will be shown by the following:

- Student course work will include developing multi-paragraph compositions that demonstrate synthesis and analysis of complex ideas or themes.
- Student work will demonstrate an analysis and application of author's craft (e.g., style, bias, literary techniques, point of view)
- Student work will demonstrate evidence and application of a deep awareness of purpose and intended audience. (e.g., in informational reports including hypotheses and supporting evidence).
- Students will create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas or themes.
- Student work will demonstrate that the student has gathered, analyzed, and evaluated written information for the purpose of drafting a reasoned report that supports and appropriately illustrates inferences and conclusions.

To illustrate, the difference between a DOK3 and a DOK4 refer to the Sample Learning Activity #1, page 30, of the Newspaper Curriculum would: while students are using the taught elements to create a newspaper page on the computer, (which according to the curriculum guide is a DOK3), the student working at a DOK4 level will be not creating a sample, but actually a page that will go into the newspaper. This will require extended thinking as now the product is applicable to the real world, and will have an actual (not figurative) audience. The student will need to gather, analyze, organize, and synthesize information from multiple sources to create the page. The student will need to coordinate with the writers, editors, photographers and adviser to problem solve and report the results. The student will then design the entire page, demonstrating not only an application of a deep awareness of purpose and intended audience, but of design concepts and readability.

Honors Point Grading Rubric

This nine-point grading scale is intended to provide FHSD publications advisers the same rubric with which to judge the projects their honors students will undertake. However, there may need to be some adjustment of this rubric depending on the nature of the project the student creates. This rubric is based on the AP literature and composition grading scale.

The score reflects a judgment of the project's quality as a whole. Students are rewarded for what is done well in response to the assignment.

9: Projects earning a score of 9 meet all the criteria laid out in the criteria for an 8 project but demonstrate a command of their particular medium (writing, photography, design, etc.) that sets it apart from the 8 score. These projects are of the highest quality and meet all of the requirements set out by the student in their proposal documents. These projects wow the reader/viewer and provoke thought and discussion.

8 EFFECTIVE

Projects earning the score of 8 meet the criteria laid out in the proposal effectively. They fulfill the purpose of the proposal and all concerns and facets of the proposal are addressed thoroughly. The project demonstrates an ability to control a wide range of tasks and skills gained in previous Journalism/Digital Photojournalis/Production classes. The project does not rely on a formula.

7: Projects earning the score of 7 fit the description of 6 projects but are distinguished from them by a more fully developed project and stronger writing or artistic style.

6 ADEQUATE

Projects earning a score of 6 meet all the criteria laid out by the student and the teacher. However, they competently lack the same ability to provoke thought and inspire the reader/viewer in the manner of a level 7 or above, but are still projects of a high quality. Command of the medium is present, but not as strong as it is in the seven project.

5: Projects earning a score of 5 come close to meeting the criteria laid out in the proposal, but fall short. These projects are of average quality. They meet the criteria but fail to raise the project to the level of inspiration or creating discussion. Command of the medium is present, but at a lower level than the 6 project.

4 INADEQUATE

Projects earning a score of 4 fail to meet the criteria/goals laid out by the student and the teacher. These products are of average quality and do not meet the requirements set out by the student in their proposal documents. Command of the medium is not demonstrated. Elements of the project may be missing.

3: Projects earning a score of 3 examine the criteria for the score of 4, but lack the depth and breadth of the above projects. Command of the medium is not demonstrated and areas of the project may be incomplete.

2 LITTLE SUCCESS

Projects earning a score of 2 demonstrate little to no success in completing the tasks laid out in the project proposal. Simpler tasks may be substituted for the tasks originally agreed to in the project. All areas of the project are generally weak. Some elements of the project may be missing.

1: Very little success has been demonstrated in meeting any of the criteria laid out by the student and the teacher. These projects are of poor quality and very simple, often lacking major elements of the project or those elements have been substituted with basic elements. Little to no command of the medium is demonstrated.

Proposal for Publications Honors Point

Name: Steven Student

Class you are enrolled in: Newspaper Production

Project Topic: Audio Slideshow Profiles

Project Title: One in Two Thousand

Project Objective: I would like to create a few stories playing off of the New York Times One in 8 Million project.

Intended Audience: The Francis Howell North High School Community.

Describe your project: In order to get better at creating multimedia pieces, I will research some of the top ones out there, looking at the photography, audio and video. I will speak with professionals who create such pieces to get tips from them. I will work to create a series of audio slideshows and I will then create resources for others to use to help them better their own projects.

Describe the product you will create: I will create 10 audio slideshows on 10 different members of the Francis Howell North Community. These audio slideshows will give us a glimpse into their lives and tell us a little about what makes them unique.

Identify the research steps you will be taking: I will be looking at a variety of audio slideshows from places such as MediaStorm, the New York Times and the St. Louis Post-Dispatch. I will also interview three different professionals about how they created their audio slideshows and tips they have for creating them.

Identify the resources you will be using, including the primary sources you will be interviewing (at least 3): As I said, I will be using the New York Times, MediaStorm and St. Louis Post-Dispatch for resources. I will also be using An article on the JEA website found here, <http://www.jea.org/curriculum/technology/soundslices/index.html>, as well as resources on <http://soundslices.org/>. In addition I will be speaking with Gary Hairlson of the St. Louis Post-Dispatch and I will work to interview Luis Sinco of the LA Times and Todd Heisler of the New York Times. I will work to get if needed and as time permits.

Proposed timeline: I plan to begin this project after Labor Day. I am going to work to target the 10 individuals that week and speak with them about their willingness to do this. I will spend the months of September and October gathering audio and photos of the subjects. It will figure out to be almost one story per week. I will have all the audio and photos by Nov. 1. I will spend November creating each of the slideshows (approx. 2 per week), and I will have the project done by Dec. 5.

Describe the informational resource will you be creating: As this project is geared to highlight members of the North community, it is definitely something someone could

pick up and do for their own assignment or project and add to what I started. For my resource, I will create a packet that describes what I did here, how I did it, the style guide for these multimedia projects, and tips I learned along the way. It will basically be a guide for someone to replicate what I did very easily so they don't have to start from square one.

How will you share the informational resource that you are creating: I will share it with students in the class as part of a presentation when I launch my project in December. I will have hard copies available for individuals in the room. And I will share my findings on the Web by submitting the work to JEADigitalMedia.org, a resource for online high school journalism.

Proposal for Publications Honors Point

Name: Sally Student

Class you are enrolled in: Newspaper

Project Topic: Editorial writing

Project Title: Commonalities in Award-winning Editorials

Project Objective: To study and report on the characteristics of award-winning editorials and how I can apply these characteristics to my own writing

Intended Audience: editorial writers

Describe your project: In order to improve my own editorial writing, I plan to read award-winning editorials and decide what made them award winning. I will speak with current newspaper editorial writers about their writing process. I will apply the characteristics of this to my own writing.

Describe the product you will create: I will write two editorials in addition to my coursework that exemplify the characteristics of award-winning editorial writing.

Identify the research steps you will be taking: First I will need to research award-winning editorials. I will find and read the book Effective Editorial Writing and the book Pulitzer Prize editorials: America's Best Editorial Writing. In addition, I will go to www.studentpress.org and read the current award winning editorials from the NSPA competition. I will also read past winners in the NSPA publication.

Identify the resources you will be using, including the primary sources you will be interviewing (at least 3): Books, website, and my primary sources are a current, award-winning writer (one of those who won a JEA write off or NSPA), a current writer for the St. Louis Post-Dispatch and a columnist for the KSDK's I'm Just Saying.

Proposed timeline: 3 months from start to finish for research and information resource. My editorials will be done at the end of the time frame.

Describe the informational resource will you be creating: For the class I plan to create a powerpoint showing the characteristics of good editorial writing. I will also make a handout.

How will you share the informational resource that you are creating: Through presentation of both the powerpoint and the handout.

Proposal for Publications Honors Point

Name: John Q. Public

Class you are enrolled in: Newspaper Production

Project Topic: Two-page graphic design map

Project Title: Cottleville under construction

Project Objective: I would like to create a map showing how the community of Cottleville has undergone radical change with some of the recent projects/construction it has undertaken/completed in the last several years..

Intended Audience: The Francis Howell Central High School community.

Describe your project: In order to get better at creating larger-scale graphic design resources, I will research some of the best editorial graphic design organizations (for example the New York Times, St. Louis Post-Dispatch, Los Angeles Times, etc.). I will speak with professionals who create such pieces to get tips from them. I will work to create a series of audio slideshows and I will then create resources for others to use to help them better their own projects.

Describe the product you will create: The end product will be a two-page spread in the newspaper that will use a map of Cottleville as its jumping off point and then incorporate illustrations and photographs of the different projects that have been created over the past five years and those that are being considered in the future. This map will serve not only as an artifact for what Cottleville used to look like, but also serve as a roadmap for where the community is headed.

Identify the research steps you will be taking: I will be looking at a variety of maps from varied resources, such as the county, as well as online resources like Google. I will also interview three different professionals (for example: graphics editors or presentation editors, graphic artists, cartographers) about how they create their large-scale projects and tips they have for creating them.

Identify the resources you will be using, including the primary sources you will be interviewing (at least 3): City and county maps, members of the Cottleville mayor's office, mayors past and present.

Proposed timeline: Overall map of Cottleville obtained by Sept. 15. List of different projects by Sept. 15. Photos of different construction projects by Oct. 15. Digital version of map obtained by Oct. 1. Written content by Oct. 30. Finished project by Nov. 10

Describe the informational resource will you be creating: The resource I will be creating for this project will be a step by step of how to utilize Google Maps and Adobe Illustrator to create a detailed map of any area.

How will you share the informational resource that you are creating: In addition to presenting it to my classmates during class, I will create a video of how to actually perform some of the steps in a short informational video.