

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

September 5, 2000

Department: English/Language Arts

Course Title: Publications 1-6

Course Number: 1371D, 1372D

Grade Level: 10-12

Prerequisite: C or better in 9th grade English; teacher recommendation

Course Description: Publications 1-6 offers students' instruction in nonfiction writing skills geared toward a targeted school community audience. This course provides opportunities for students to exercise these skills through the production of writing products for the school community. Students learn critical reading, research, interview, writing, and production skills while producing products that may include the school newspaper, yearbook, Web pages, and other related school publication media. Publications 1-6 meets the District technology requirement and is an English elective.

I. Goals

Students will:

- A. Read nonfiction for the purpose of analyzing writing style in a variety of publications. (Reading Content Standards)
- B. Develop an understanding of nonfiction writers' rhetorical devices that will enhance their own writing. (Reading Content Standards)
- C. Write prose on a weekly basis for publication. (Writing Content Standards)
- D. Use a systematic writing process of pre-writing, drafting, revision, editing, proofreading, and formatting for publication. (Writing Content Standards)
- E. Use software necessary to produce school publications (e.g., PageMaker, Quark Xpress, MS Word, PhotoShop, Illustrator, MS FrontPage, etc.). (Writing Content Standards)
- F. Apply standard grammar and usage skills to their writing. (Written and Oral English Language Conventions Standards)

- G. Perform editing and publication production functions efficiently and accurately including: copy reading, proofreading, editing, headline/title writing, and creative and varied layout designing. (Written and Oral English Language Conventions Standards)

- H. Practice investigative, interview, and research and writing techniques necessary to produce writing for various school publications. (Listening and Speaking Strategy Standards)
 - I. View media (online, print, and video) in order to develop critical analysis skills, including the identification of bias and propaganda. (Listening and Speaking Standards)
 - J. Assume the responsibilities for covering specific writing assignments and/or performing specified duties required for the production of school publications.
 - K. Organize their time to meet deadlines.
 - L. Practice positive interpersonal relationships necessary to work as a production team.
 - M. Participate effectively in the financial responsibilities necessary to producing school publications.
 - N. Develop and maintain working relationships with school community members necessary for the production of publications.
 - O. Evaluate school publications (including other schools' publications) and use this learning to inform future work.
- II. Outline of Course in Relation to California State Content Standards (*Reading/Language Arts Framework for California Public Schools, 1999*)
- A. Reading Content Standards
 - 1. Students read and analyze nonfiction from a variety of sources in order to gain an understanding of the style found in nonfiction.
 - a. standard news stories
 - b. analytical news stories
 - c. color news stories
 - d. feature writing
 - e. profiles

- f. opinion/column writing
- g. formal, informative Web page writing

2. Students analyze word choice in nonfiction writing.
 - a. determining literal and figurative meanings of words and use of word derivations (9th-10th grade standard 1.1)
 - b. finding denotative and connotative meanings of words (9th-10th grade standard 1.2)
 - c. determining an author's argument by using elements of the text to defend and clarify interpretations (11th-12th grade standard 2.4)
3. Students determine meaning, and evaluate credibility and effectiveness of nonfiction writing.
 - a. synthesizing the content from several sources or works by a single author dealing with a single issue; paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension (9th-10th grade standard 2.4)
 - b. evaluating the credibility of an author's argument (9th-10th grade standard 2.8)
 - c. finding the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (9th-10th grade standard 2.8)
 - d. critiquing the power, validity, and truthfulness of arguments set forth in public documents (11th-12th grade standard 2.6)
 - e. verifying and clarifying facts presented in expository texts by using a variety of consumer, workplace, and public documents (11th-12th grade standard 2.3)
4. Students use textual and non-textual clues to determine textual and inferential meaning.
 - a. analyzing the structure and format of functional workplace documents, including the graphics and headers (9th-10th grade standard 2.1)

- b. determining how publishers use formatting and graphical enhancement to achieve their purposes (9th-10th grade standard 2.1)
- 5. Students use nonfiction to develop writing ideas for use in school community publications.

- a. generating relevant questions about readings on issues that can be researched further (9th-10th grade standard 2.3)
- b. using other schools' publications to generate ideas for various school community publications

B. Writing Content Standards

1. Students write nonfiction for a variety of school publications utilizing the components of effective prose.
 - a. establishing a controlling impression that conveys a clear and distinctive perspective on the subject (9th-10th grade standard 1.1)
 - b. maintaining a consistent tone and focus throughout pieces of writing (9th-10th grade standard 1.1; 11th-12th grade standard 1.5)
 - c. using precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice (9th-10th grade standard 1.2)
 - d. integrating quotations into text while maintaining the flow of ideas (9th-10th grade standard 1.6)
 - e. enhancing meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy (11th-12th grade standard 1.4)
2. Students use appropriate information-gathering techniques to obtain information for the creation of text for school community publications.
 - a. using clear research questions and suitable research methods (e.g. library, electronic media, personal interview) to elicit and present information (9th-10th grade standard 1.3)
 - b. synthesizing information from multiple sources (9th-10th grade standard 1.5)
3. Students use revision techniques to develop prose into publication-quality text.
 - a. revising writing to improve logic and coherence, the precision of word choice, and the tone (9th-10th grade standard 1.9)

- b. Revising texts to improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (11th-12th grade standard 1.9)

4. Students use appropriate software to publish text for the school community.
 - a. Designing and publishing documents by using advanced publishing software and graphic programs. (9th-10th grade standard 1.8)
 - b. Integrating databases, graphics, and spreadsheets into word-processed and Web page documents. (11th-12th grade standard 1.8)
- C. Written and Oral English Language Conventions Standards
1. Students use standard English grammar and conventions in their writing.
 - a. Identifying and correctly using clauses, phrases, and mechanics of punctuation. (9th-10th grade standard 1.1)
 - b. demonstrating control of grammar, diction, and paragraph and sentence structure (9th-10th grade standard 1.3; 11th-12th grade standard 1.1)
 - c. Producing legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (9th-10th grade standard 1.4; 11th-12th grade standard 1.2)
- D. Listening and Speaking Strategies Standards
1. Students access and/or view media from a variety of sources.
 - a. Comparing and contrasting the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. (9th-10th grade standard 1.2; 11th-12th grade standard 1.3)
 - b. Recognizing strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects). (11th-12th grade standard 1.1)
 - c. Analyzing the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (11th-12th grade standard 1.2)

- III. Assessment Methods that emphasize (1) substance; (2) the integration of reading, speaking, and writing; and (3) the contextual acquisition of vocabulary and technical skills.

- A. Daily writing and in-depth textual and graphical content for publication due on a weekly basis.
- B. Daily work, including class work, homework, and work required during additional production time.
- C. Effective use of available technology to produce publications of value to the school community.
- D. Analysis of readings from a variety of nonfiction sources, including newsmagazines, newspapers, online texts, and other sources appropriate for modeling good nonfiction writing.

IV. Suggested Time Distribution for Major Areas of Study

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| A. | Reading, discussion, and analysis of nonfiction | 20% |
| B. | Development of nonfiction writing skills | 10% |
| C. | Creation and design of publication ideas | 20% |
| D. | Writing and production for publications | 50% |