

MIPA

# JOURNALISM DAY

Thursday Oct. 18, 2007 - Session 3 – 10:50-11:45

## Grading Publications Class Students

*Grading is pretty straightforward in English or math class. But publications classes are different. This is a general help session for newer advisers with an emphasis on grading.*

***"No matter the fleeting trends in Education, I prefer to think of my content area as being teen-agers who deserve the right to interact with a generally-decent, mostly-stable, reliable classroom teacher on a daily basis. Anything academic or administrative that gets in the way of working with parents to help students become better people in June than they were in September, I happily shortcut or bypass altogether."***

**- Jeffrey L. "Jeff" Salisbury, BA, Journalism Education, MSU 1980**

Certified Journalism Educator, Journalism Education Association

*The Paw Print Press, newspaper adviser, 1987-present*

*Cat Tales, yearbook adviser, 1990-present*

*MasterS, literary, arts & entertainment magazine adviser, 2002-present*

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Classroom Website: [www.freewebs.com/jeffsalisbury](http://www.freewebs.com/jeffsalisbury)

## Publications Staff Contract

### *\*Student-Parent-Advisor Agreement & Evaluation Policy\**

In order to create the best working relationship between all those involved, it is important that we all agree on a given set of consistent expectations from the beginning. Please consider the following expectations, initial each of those to which you agree, sign, and return promptly.

\_\_\_\_\_Parent 1. I grant permission for my child to leave and/or drive off-campus on publications related errands, relieving the school district and advisor of all responsibility.

\_\_\_\_\_Parent 2. I understand that my child will need to devote time outside of class to the completion of assigned tasks required to meet the deadlines for this course.

\_\_\_\_\_Parent 3. I understand that my child will be working with certain specialized equipment and supplies, such as word processors, computers, printers, computer disks, cameras, darkroom equipment, light tables, etc., and that he/she will be held responsible for any damages, loss of , and/or waste due to their negligence.

\_\_\_\_\_Parent 4. I understand that if my child expects to be absent from a staff meeting, class session, or is going to be unable to complete any publication related assignments, or meet his/her deadlines, that it is their responsibility to notify the advisor and publication editor(s) prior to the meeting, class, or assignment deadline takes place.

\_\_\_\_\_Parent 5. I understand that my child will be responsible for assisting with financial aspects of the publication, including fund-raising, advertising sales, properly handling certain monies, as well as publication sales and distribution.

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\_\_\_\_\_Student 1. I understand I may be asked to leave and/or drive off-campus for staff related assignments, and I pledge to behave responsibly, remembering that I am representing myself, my staff, and my school.

\_\_\_\_\_Student 2. I am fully aware that I may be asked to devote outside time in order to complete the assigned tasks which I may be given by deadline times for this course. I fully commit myself to making those times available and completing my assigned deadlines.

\_\_\_\_\_Student 3. I understand the importance of the publication's equipment and supplies and I pledge to treat them and all classroom materials with respect. Should I neglect, abuse, lose, damage, or waste any or all materials provided for staff use, I will repair or replace them at my own expense.

\_\_\_\_\_Student 4. I understand the importance of attending all staff meetings, classes, and outside assignments or events necessary to complete my assignments properly. I promise to inform the advisor and my editor(s) if I am unable to attend these activities or meet my deadlines, so alternate plans can be made. I understand this may affect my grade as well.

\_\_\_\_\_Student 5. I understand that I may be asked to help with the financial aspects of the publication, including fund-raising activities, properly handling certain monies, advertising sales, publication sales and distribution , etc.. I pledge to fully, honestly, and properly participate in any and all activities, knowing that these too may affect my grade in this course.

In addition, we have both read and understand the attached guidelines:

“ BASIC CRITERIA FOR EVALUATION “

\_\_\_\_\_  
Staffer's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

As advisor, I understand that a staff member has other obligations and responsibilities beyond this publications class. Therefore, I will work individually with each staffer to make sure that he/she fully understands the commitment that is being asked of them prior to their assuming any of the responsibilities inherent in this course. I want an open line of communications between staffers, editors, parents, and myself. Please feel free to contact me during my planning/conference period; or I will be glad to meet with you by appointment.

Please call the high school main office or Guidance Department. Thank you for your cooperation in making this the best year ever!

***-Jeff Salisbury-Wayland Union HS Publications Advisor***

## **Basic Criteria for Evaluation of Publications Staffers**

### Personal Characteristics:

1. Displays a cooperative attitude with other staffers and the adviser.
2. Exhibits a sense of responsibility toward staff, adviser, the publication, and the equipment provided for staff use.
3. Attends class regularly, on time and completes assignments on time.
4. Utilizes good interviewing skills: Is thorough, organized, courteous.
5. Exhibits determination in completing all assignments as directed.
6. Shows a willingness to help out others in completing their tasks.
7. Willingly devotes out-of-class time to completing tasks on time.
8. Consistently meets all assigned deadlines.

### Reporting/Business Skills:

1. Seeks information from all available sources.
2. Plans interview, meetings, and calls in advance, including questions.
3. Takes and retains good notes from interviews, meetings, and calls.
4. Uses follow-up questions. Is polite, but persistent.
5. Writes story/captions (or completes other paperwork) as soon as possible after the interview, photo opportunity, news event, or call.
6. Effectively uses research materials as needed.
7. Uses time wisely; does not wait until the last minute and does not waste time in class.
8. Treats the classroom as a "job site." Does not leave without express permission of the editor-in-chief and/or adviser.

### Writing/Desktop Publishing Skills:

1. Uses good grammar, spelling, and punctuation; follows the stylebook.
2. Edits and then proofreads carefully, making any and all corrections and/or completes rewrites of all work promptly.
3. Writes effective "news-English" style copy, captions, and headlines.
4. Effectively follows, as taught, basic page-design principles.

**NEWSPAPER ARTICLES/ASSIGNMENTS**

List the **STORIES** you were assigned and completed this marking period.  
 BE SURE THE NEWSPAPER EDITOR INITIALS THE ENTRY INDICATING THAT YOUR PAGE WAS READY TO SHIP  
 "ON DEADLINE."

<b>Headline/Story title</b>	<b>Issue</b>	<b>Editor</b>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

**Yearbook Pages**

List the **PAGES** you were assigned and completed this marking period.  
 BE SURE THE YEARBOOK EDITOR INITIALS THE ENTRY INDICATING THAT YOUR STORY WAS RECEIVED "ON  
 DEADLINE."

<b>Page Description</b>	<b>Issue</b>	<b>Editor</b>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

**A's** Meets 9 or 10 of these categories below.

1. Completes all assigned work on time (according to established procedures); edits and revises material promptly
2. Meet all final deadlines\*
3. Meets advertising requirements, quotas, call-backs to advertisers etc.
4. Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work
5. Demonstrates mastery of rules of layout and design based upon completing page layouts & design with limited assistance
6. Demonstrates initiative and independence; does not wait for adviser or editor to give directions in order to complete work
7. Demonstrates maturity and makes ethical, responsible publishing and public relations decisions
8. Assists other students when his/her work is complete in order to assure publications meet deadlines; is a "team" player
9. Does not waste time or abuse out-of-class privileges/passes, tardies, absences, or leaving work-site without permission
10. Shows responsibility for supplies and materials; returns materials to proper locations; restocks supplies if needed

**B's** Meets 8 of 10 criteria stated above--including making all final deadlines\*

**C's** Meets 7 of the criteria listed above--including making all final deadlines\*

- D's**
1. Meets 6 of the criteria or has missed a final deadline\*
  2. Needs constant supervision and instruction
  3. Causes problems for the instructor and other staffers
  4. Hinders production of publication(s)

**E's** Meets 5 or fewer of the criteria or has missed a final deadline\*

1. Meets 5 or fewer of the criteria or has missed a final deadline\*
2. Needs constant supervision and instruction
3. Causes problems for the instructor and/or other staffers
4. Hinders the production of the publication(s)

# WRITING RUBRIC



CATEGORY	YOU'VE GOT IT!	PRETTY CLOSE	NEARLY THERE	NOT YET!
<b>Introduction</b>	Lead is a "grabber" that creatively gets the attention of the reader.	Lead is a "grabber."	Beginning was confusing rather than catchy.	No attempt was made to catch the reader's attention.
<b>Organization</b>	Well organized. Ideas follow each other logically with clear transitions.	Pretty well organized. One or two ideas out of place. Most transitions are clear.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged. Transitions are missing or weak.
<b>Story Focus</b>	The entire story is related to the topic and lets the reader share the emotions of the event.	Most of the story is related to topic. The reader learns about the event, rather than sharing it.	Some of the story is related to topic, but a reader does not know much about the event.	Story fails to adequately report the event.
<b>Content</b>	Every sentence contains a fact or a direct quote that adds opinion or emotion to the story.	Almost every sentence contains a fact. Almost all quotes add opinion or emotion to the story.	Some sentences contain facts or quotes. Some quotes add opinion or emotion to the story.	Too many sentences are empty, containing no facts or quotes.
<b>Closing</b>	Closing is creative, easy to understand and logical. No loose ends.	Closing is easy to understand and is somewhat logical.	The reader is left with little closure.	The reader is left hanging.
<b>Spelling and Punctuation</b>	No spelling or punctuation errors in the final draft. Style book has been used consistently.	One spelling and/or punctuation error in the final draft. Style book has been used.	Over two spelling and/or punctuation errors. Inconsistent use of style book.	Over three spelling and/or punctuation errors. No evidence of style book use.



# Journalism I–II News Writing Assignment

Reporter(s) \_\_\_\_\_ Class Period \_\_\_\_\_

ASSIGNMENT TITLE \_\_\_\_\_ Deadline \_\_\_\_\_

HEADLINE \_\_\_\_\_

Assignment may be in pencil, pen (blue or black ink only), or typed, word-processed or computer generated.

**IS THIS LATE WORK WHICH IS BEING TURNED IN FOR PARTIAL CREDIT ONLY ? CHECK HERE \_\_\_\_\_**

**Completed work will not be accepted past deadline without permission of the instructor.**

The instructor will establish deadlines and credit earned.

10	9	8	7	6	5
<i>Superior</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>

1. LEAD: \_\_\_\_\_

*Lead (Introduction) answers all or most of the 5Ws and 1H questions or is **appropriate for this type of news article**; opens with and **emphasizes the appropriate key thought**; and contains **no more than two (2) sentences**.*

2. BODY: \_\_\_\_\_

*Body captures the reader's attention through the use of **colorful, striking and meaningful words and phrases**. In addition, the body paragraphs feature the **appropriate main ideas**; use **effective transitions**; and make use of **quotations with proper attribution** for all news sources.*

3. ORGANIZATION: \_\_\_\_\_

*Writer has chosen a method of organization, appropriate to the topic of the news article, **most generally inverted pyramid**. The writer has managed to present the material in **an orderly development of words, sentences and paragraphs to create a clear and unified composition** following the most appropriate pattern of this type of news article.*

4. MECHANICS: \_\_\_\_\_

*Writer has used acceptable patterns on the following areas:*

**1.) Spelling 2.) Punctuation 3.) Grammar/Style/Usage 4.) Consistent Voice/Tone 5.) Presentation/Appearance (DOUBLE SPACED)**

**NOTE: It is appropriate that the assignment show evidence of editing from draft to final copy and/or on the final copy itself.**

5. CONTENT: \_\_\_\_\_

*Included in the assignment are **all reporters' notes; 5Ws and 1H answers; practice leads; and first and/or second drafts**. All work must be that of the signed author. Plagiarism, in any form, will result in a grade of "E" for the assignment. **Only the instructor assigns co-writers**.*

SUB-TOTALS: \_\_\_\_\_

TOTAL: \_\_\_\_\_ /50 POSSIBLE LETTER GRADE: \_\_\_\_\_

**Grading Scale:**

*E's = 29 & below  
Unacceptable*

*D's = 30-34  
Poor*

*C's = 35-39  
Good*

*B's = 40-44  
Better*

*A's --- 45 - 50  
Best*

Stories with scores below 35 may be REWRITTEN with permission of the instructor and submitted for a higher grade. The instructor will establish deadline credit earned. All work must be that of the signed author(s). Plagiarism, in any form, will result in a grade of "E" for the assignment. Only the instructor assigns co-writers.

**PLEASE SEE BACK SIDE FOR BASIC STORY GUIDELINES**

# **BASIC STORY GUIDELINES**

## **1. BASIC NEWS STORY**

News stories should report but not interpret events that have news value and timeliness to the publication's readers. Either advance or follow-up stories may be included in this category.

## **2. NEWS ANALYSIS STORY**

Stories should be interpretive in nature, not straight news stories. The elements "why" and "how" should be examined through research, but the writer's opinions should not be expressed. An analysis covers issues and problems that relate to specific events.

## **3. EDITORIAL**

Editorials should represent the opinion of the staff, editors or editorial board on a timely news matter of concern to the school, community, state, nation or world. They may express appreciation, offer interpretation or attempt to deal with problems. Editorials are not to be bylined, signed or initialed, or in any way identified as being the opinion of the writer(s).

## **4. BYLINED OPINION ARTICLE (Column/Commentary/Review)**

Articles of personal opinion, which carry the byline of the writer(s) may comment on any subject of interest (including sports) and/or concern to the readers, or may express dissent from the majority opinion expressed in editorials. Review should present opinions, observations and evaluations of films, books, television, recordings, concerts, plays, restaurants and other things of interest to the paper's readers.

## **5. IN-DEPTH FEATURE STORY**

This is a single story. It may not contain a sidebar or info-graphic. The story must stand on its own. This is not a spread or a special section. Entries should concern subjects of a substantive and contemporary nature and go beyond the surface facts, give the reader detailed back-ground information with interpretation based upon the facts and background information and often (but not necessarily) an analysis as to its meaning. It is an elaboration of the WHY. Multiple sources are necessary.

## **6. INFORMATIVE FEATURE STORY**

This is a single story, which should inform or instruct. Facts are obtained from research, interviews and observations.

## **7. HUMAN INTEREST FEATURE STORY**

Human-interest features appeal to the emotions of the reader with inspiration, motivation, pathos or humor and often make effective use of quotes. Enter descriptive, personal experience or accomplishment, or humor in this category.

## **8. PERSONALITY PROFILE FEATURE STORY**

The personality profile captures the life, interests, and accomplishments of well-known or interesting people, based on interviews of the individual and others close to the individual. The subject(s) should have experiences, thoughts and accomplishments worth reporting. Anecdotes add to the personality profile. The basic question to be answered is "Who is this person REALLY?"

## **9. SPORTS FEATURE STORY**

Stories may include personality profile, informative, interpretive (why), and/or human-interest features specifically related to sports. (See categories 5-6-7-8)

## **10. SPORTS NEWS STORY**

Sports news stories may include general sports news or sports events and are constructed in news style. The emphasis should be placed on an objective interpretation for the readers as to WHY and/or HOW the team won or lost. Writers may be partisan, but not biased,

## **For tomorrow:**

Read **all of the paper, every word**. Be prepared to make *at least* one specific positive and one specific negative comment about

- The layout and design
- The copy editing
- **THE WRITING**

**Also for tomorrow**, write a reflective letter to me telling me about your contribution to this edition. Name the piece.

- In addition to writing, what did you do?
- How well did you do your research?
- Were you *on time* with good quality drafts?
- Did you follow your editors' instructions for rewriting and were you *on time* with quality rewrites?
- Did you take your work through the writing process with multiple responses, rewriting and proofreading? Give details
- How well did you fulfill all your promises?
- Describe your activities while the editors were putting together the edition.
- In which of these areas do you feel the need to improve?
- What grade do you feel you deserve for your work this edition?

Leadership, in addition to the questions above, please

- Evaluate how well you responded to and instructed the writers on your pages.
- Reflect on your greatest strengths and weaknesses as an editor/leader
- Reflect on what you intend to work on for the next time edition.

# Journalism II - Desktop Publishing

## SELF-EVALUATION GUIDE

Name \_\_\_\_\_ Date \_\_\_\_\_

### General Self-Evaluation

(Write a brief description on the back of this form. Use additional paper as needed.)

#### INSTRUCTIONS:

Circle each of the following that describes your work. Add any comments as support for the evaluation. Suggest accomplishments and improvements you have made.

1. I made daily progress on my story, captions, photos, artwork and/or page layout & design and/or other assignments.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

2. I turned in my work on time.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

3. Followed copy/photo/design preparation instructions.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

4. Collected & Provided ACCURATE facts for all copy & captions.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

5. I checked Stylebook and followed it.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

6. I double-checked all facts and quotes with my original sources doing "read backs" where applicable.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

7. Attended all staff meetings and retained notes and/or handouts in my portfolio.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

8. Maintained my personal-production portfolio updating it weekly.

ALWAYS      OFTEN  
USUALLY      NEVER

Comments:

#### ADDITIONAL COMMENTS:

(Include dates and specific incidents when you felt you went beyond the call of duty to act as a part of the team or showed initiative beyond what would normally be expected of you.)

# SELF-CHECK GRADE SHEET



## Self-Check Grade Sheet

### I. Rough Draft Captions

- A. Turned in on time
- B. Contains the following:
  - 1. Interesting lead-in
  - 2. Full names of people in photo
  - 3. Indicates when & where photo was taken
  - 4. Evidence of research
- C. Legible if handwritten

GRADE: \_\_\_\_\_

### II. Final Captions

- A. Turned in on time
- B. Contains corrections requested on 1<sup>st</sup> draft
- C. All names are bracketed for the index
- D. Lead typed in emphasis font
- E. Rough captions saved in permanent folder

GRADE: \_\_\_\_\_

### III. Rough Body Copy

- A. Submitted on time to copy editor
- B. Contains catchy lead
- C. Evidence that copy checklist was used
  - 1. Stories in past tense
  - 2. Avoids over-used words/phrases
  - 3. Contains at least three meaningful quotes

GRADE: \_\_\_\_\_

### IV. Final Body Copy

- A. Submitted to teacher on time
- B. Contains corrections of copy editor
- C. Follows writing rules
  - 1. Past tense
  - 2. Specific nouns, colorful verbs enlivened story
  - 3. Impact lead
  - 4. Three quotes which enhance the story

GRADE: \_\_\_\_\_

### V. Rough Layout

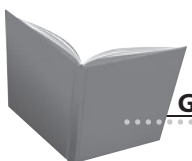
- A. Submitted to section editor on time
- B. Follows guidelines of model layout
- C. Has a dominant element 2 to 2 ½ times as large as any other photo
- D. Copy placed to the outside

GRADE: \_\_\_\_\_

### VI. Final Layout

- A. Submitted to teacher on time
- B. Follows corrections noted in rough draft
- C. Exactly drawn in computer to match grids
- D. Consistent internal spacing
- E. Maintains eye-line
- F. All type areas set at correct width

GRADE: \_\_\_\_\_



# Journalism II – Desktop Publishing

Editor's Evaluation for: \_\_\_\_\_

Name of Editor \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTIONS:**

Circle each of the following that describes the staff member's level of work and accomplishments. Add any positive and/or negative comments as support for the evaluation. Identify accomplishments and suggest improvements you would like to see made by the staff member.

1. Makes daily progress on my story, captions, photos, artwork and/or page layout & design and/or other assignments.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

2. Turns in work on time.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

3. Follows copy/photo/design preparation instructions.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

4. Collected & Provided ACCURATE facts for all copy & captions.  
  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

5. I checked Stylebook and followed it.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

6. Double-checks all facts and quotes with my original sources doing "read backs" where applicable.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

7. Attended all staff meetings and retained notes and/or handouts in my portfolio.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

8. Maintained my personal-production portfolio updating it weekly.  
ALWAYS    OFTEN  
USUALLY    NEVER

Comments:

**ADDITIONAL COMMENTS:**

(Include specific incidents when you felt this staff member went beyond the call of duty to act as a part of the team or showed initiative beyond what would normally be expected of him/her.)

# Adviser Evaluation Form

Staffer: \_\_\_\_\_ Date: \_\_\_\_\_

Trimester: \_\_\_\_\_ Points Earned: \_\_\_\_\_ Letter Grade: \_\_\_\_\_

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## Grading Scale: A's

\_\_\_\_\_ 1. Completes all assigned work on time (according to established procedures); edits and revises material promptly

Comments: \_\_\_\_\_

\_\_\_\_\_ 2. Meet all final deadlines\*

Comments: \_\_\_\_\_

\_\_\_\_\_ 3. Meets advertising requirements, quotas, callbacks to advertisers etc.

Comments: \_\_\_\_\_

\_\_\_\_\_ 4. Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.

Comments: \_\_\_\_\_

\_\_\_\_\_ 5. Demonstrates mastery of rules of layout and design based upon completing page layouts & design with limited assistance. Comments: \_\_\_\_\_

\_\_\_\_\_ 6. Demonstrates initiative and independence; does not wait for adviser or editor to give directions in order to complete work. Comments: \_\_\_\_\_

\_\_\_\_\_ 7. Demonstrates maturity and makes ethical, responsible publishing and public relations decisions.

Comments: \_\_\_\_\_

\_\_\_\_\_ 8. Assists other students when his/her work is complete in order to assure publications meet deadlines; is a "team" player. Comments: \_\_\_\_\_

\_\_\_\_\_ 9. Does not waste time or abuse out-of-class privileges/passes, tardies, absences, or leaving work-site without permission. Comments: \_\_\_\_\_

\_\_\_\_\_ 10. Shows responsibility for supplies and materials; returns materials to proper locations; restocks supplies if needed. Comments: \_\_\_\_\_

**B's** Meets 8 of 10 criteria stated above--**including making all final deadlines\***

**C's** Meets 7 of the criteria listed above--**including making all final deadlines\***

**D's** 1. Does not meet 6 of the criteria or **has missed a final deadline\***

2. Needs constant supervision and instruction

3. Causes problems for the instructor and other staffers

4. Hinders production of publication(s)

**E's** **Not an acceptable grade, assuming you wish to remain in the publications class**

## NOTE:

**Your OVERALL grade is based on an average of up to FOUR (4) components---**

1. Newspaper issue grades (worth 50 points each) such as news stories; page layout; photography; other areas)

2. Yearbook Pages Assigned (50 points each spread) with deadlines during the current marking period (A or E)

3. Portfolio Inspection (MANDATORY as your trimester exam; 100 points possible)

4. Adviser Evaluation (100 points possible)