

Project Report

Analysis

Learner Analysis

- Diverse learner characteristics and needs – age, reading level, language ability, technical capabilities, previous experience with project-based learning or small group learning. (PSC 2.5, 2.6)

Students are 10th grade English Literature and Composition students who currently read and write approximately at grade-level. They are fairly capable regarding use of technology, although more so for leisure than for academics. They are more accustomed to teacher-based learning than project-based learning, however, so the process may be slightly uncomfortable for them.

Context Analysis

- Class characteristics – number of students, organization of the class schedule (how much time do you have with them, how flexible is it, etc.) (PSC 2.5)

I have two classes of 10th Lit/Comp: one with 28 students, and one with 27 students. I see them 250 minutes per week (3 days at 50 minutes, 1 day at 100 minutes). While I am completely flexible with what I do with them, I have no flexibility with when I see them.

- Technical considerations – access to technology, special accommodations that need to be made to do a project that is web-based (PSC 2.5). Is any adaptive or assistive technology necessary for students with special needs? (PSC 3.4)

Students will bring in their own technology to do research and to work on the writing process. For those students who do not bring in their own (not available to them or they forgot), there are 4 desktops available in the classroom, plus laptop carts that I will check out for those class periods. Additionally, we will go to the computer lab one day to work on the actual set up of the online newspaper.

- Teacher characteristics – technology proficiency, comfort in using technology
I feel that I am intermediate – advanced regarding my proficiency with technology. I am comfortable using and monitoring the use of technology in the classroom.

- Standards – State or local content and technology standards (NETS-S)

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Task Analysis

At the end of this project, students will be able to research an event from 1957 and then write a newspaper article about that event following the inverted pyramid style of writing favored by newspaper journalists OR will research information about either jury trials or the death penalty and then write an editorial article that incorporates all three of Aristotle’s Elements of Rhetoric.

Students will work in small groups of 4 or 5 to create an online newspaper that contains two of each type of article, plus at least one of the following: an editorial cartoon, a comic strip related to 12 Angry Men, write and record a speech as a political candidate of the time, or another idea as created by the group and approved by the teacher before inclusion.

Design

Overview

Introduction

It is 1957 and you are the only one at the newspaper who has managed to avoid catching the stomach virus going around. As a result, it is left to you to make sure this week's edition of the paper is ready for the presses to keep the paper from having to close its doors. It is the year in review issue and you don't want to make any mistakes nor do you want to disappoint the advertisers.

The topic of the paper this week is: *What happened in history this year?*

The Task

In your group of 4-5 students, you will be required to do the following things while generating your newspaper:

1. create the **title** of the newspaper;
2. write **2** factual articles;
3. write **an editorial** about either jury trials or the death penalty;
4. write **an editorial** about ONE aspect of the trial or jury process seen in *Twelve Angry Men* that you believe should be addressed or changed;
 - a. *Groups with 5 members should choose to write an additional factual article OR an additional editorial about the topic not already chosen in step 3*
5. **at least one of the following:**
 - a. *an editorial cartoon,*
 - b. *a comic strip related to 12 Angry Men,*
 - c. *write and record a speech as a political candidate of the time (video or audio), or*
 - d. *another idea as created by the group and approved by the teacher before inclusion.;*and
6. demonstrate effective use of the journalism pyramid, persuasive techniques, and personal insight in your writing.

You should use Microsoft Word to write your articles. Articles and editorials should be 200-300 words long. When your articles are ready to publish, you will create the blog and then load the articles and editorials into your group newspaper blog.

The Process

1. You are a newspaper reporter for a local paper. Read this handout about writing newspaper articles OR refer back to the notes and pay attention to what is needed in a newspaper article.
2. It is imperative that you get the newspaper out with two factual feature stories about events that occurred in the year 1957 both in the United States and internationally.
3. You must come up with the name of your newspaper. Try to be clever, remember it is 1957 and you are in New York.
4. As someone has to be the Editor-in-chief as well, it is imperative that you write the editorial for this week's paper. The editorial should be based on your opinions and views after doing some research on both jury trials and the death penalty. You need only write one editorial on one of the two topics.

5. As EiC, you should also assign someone to write an editorial about the "Trial of the Year," the trial seen in *Twelve Angry Men*. This journalist should choose one aspect about either the trial or the jury process that (s)he would like to see addressed and/or changed, and then write a moving editorial that conveys his or her opinion in an attempt to persuade the readers.
6. As all of your copy-editors are sick as well, you are required to proofread each other's articles for appropriateness, content, grammar, and inclusion of the appropriate writing techniques. Newspaper articles should be proofed by an editorial writer and editorials should be proofed by someone who wrote a newspaper article.
7. Add anything else you think appropriate for your newspaper (cartoons, pictures, advertisements, etc.). The items listed are the minimum requirements.
8. Be creative! Remember, you want to save the paper.

Resources

Have you completed your plagiarism tutorial yet? You must have turned in your certificate before beginning!

[Plagiarism Tutorial from Indiana University, Bloomington](#)

Events that happened in 1957

[The People History](#)

[Hisdates](#)

[History Orb](#)

Jury Trials

[Jury Trials #1](#)

[Jury Trials #2](#)

[Inclusion of Women and Minorities on Juries](#)

Death Penalty

[Death Penalty Information Center](#)

[NY Death Penalty Information](#)

Writing tools

[Purdue OWL Site Map](#) (organized by category)

[Citation Machine](#)

Steps for creating your newspaper with Edublogs (posted on LMS)

1. Individually
 - a. Go to blogs.forsyth.k12.ga.us
 - b. Log in with normal account info
 - c. Go to My Class - Join a class
 - d. Search for "aburgess"
 - e. Send request to join
2. In groups
 - a. Choose whose account to use as Editor-in-Chief
 - b. Go to dashboard - My sites
 - c. Find that person's site - click Dashboard
 - d. Go to Appearance
 - e. Play and design: Choose a theme, customize and adjust title, colors, etc.
 - f. Delete unnecessary Widgets (drag to bottom to inactivate)

- g. When done, go to Pages
 - h. Edit Sample Page, add pages as needed to have: Staff Bios, Newspaper Articles, Editorials
 - i. EiC adds other group members by clicking Users - Add User (use student ID), set role as Editor
3. Partners (by assignment type – article or editorial)
- a. Add articles to newspaper blog – only one article may be added to a page at a time, so take turns)
 - b. Create staff bio in which you state your name, the article that you wrote, and the article that you edited, plus any additional information that will make you stand out and be memorable.
4. Editor in Chief
- a. Proof each page to be sure that all pages are ready for publication.
 - b. Submit each page for publishing
 - c. Wait and smile

Credit goes to Susan Hartmann for the original concept and project design.

Details

- 1. Students will choose which part of the project they choose to complete. Each student will be responsible for only 1-2 parts of the group presentation.**
- 2. The steps of the webquest and newspaper production will be available online via our LMS (Angel) and as a hard copy in the classroom.**

This is a small group project with 90% of the grade based on individual production and 10% based on the final online newspaper.

Students with visual impairments could make fonts larger, or change the contrast on the screen to improve their ability to see the websites as they research or to see what they are writing.

Students with auditory disabilities could read the transcripts of prepared speeches instead of listening to them.

I do not believe that students with a physical disability would have any problem completing this assignment.

Development

In the time leading up to the project implementation, teachers should spend time in class instructing students on the following:

- ***how to write a newspaper article according to the tenets of the Journalistic Pyramid,***
- ***how to effectively use ethos, logos, and pathos (rhetorical strategies) in a written editorial in order to convince the reader to take action,***
- ***how to properly research and cite sources online, and***
- ***how to effectively review and revise written materials according to what is expected (based upon a given rubric).***

Additionally, teachers should make an effort to ensure that all links function and are available for student use (in addition to teacher use).

Implementation

I spent one week of class time on this project. In revising my timeline, I would spend 2-3 weeks working on smaller chunks of the assignment. I arranged for use of the computer lab and the laptop carts in advance of the project. I created the page on our LMS, as well as the assignment drop boxes. In revising my timeline, I would create a drop box for each stage of the editing process. Additionally, I would begin the project with a plagiarism tutorial for students to complete to be certain that they are aware of the dangers of plagiarism and ways to avoid it.

Evaluation

Student Learning –

Criteria	Achievement Level				
	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	Achievement Level 5
Turned in	2.5 points It is 4 or more days late.	3 points It is 3 days late.	3.75 points It is two days late.	4.5 points It is one day late.	5 points It is turned in on time.
Journalist Pyramid / Persuasion	12.5 points The factual article is not organized in the appropriate journalist pyramid. OR The editorial does not contain any elements of persuasion.	15 points The factual article attempts organization according to the journalist pyramid but the elements are out of order. OR The editorial attempts to use one element of persuasion, but is unsuccessful.	18.75 points The factual article has one element of the journalist pyramid correctly placed, but the other elements are incorrectly placed. OR The editorial correctly employs one element of persuasion, but the other two are missing or incorrect.	22.5 points The factual article has two elements of the journalist pyramid correctly placed, but the other elements are incorrectly placed. OR The editorial correctly employs two elements of persuasion, but the other is missing or incorrect.	25 points All elements of the journalist pyramid are correctly placed. OR The editorial correctly employs all three elements of persuasion.
Content, Focus, and Development	12.5 points Minimal attempts at focus and development Response is unclear Some aspects of the writing task are partially addressed Details are irrelevant or insufficient Writing is too limited to demonstrate more than minimal development	15 points Clear focus, but may be overly broad, simplistic, or inappropriate to the writing assignment Clear Main Points Most aspects of the writing task are addressed, but development is lacking or uneven Support is attempted, but details are limited, uneven, overly general, distracting, or clichéd	18.75 points Clear and focused Clear main points Adequate supporting details that are relevant, but may be overly general or limited Addresses all aspects of the writing task, but development may be uneven	22.5 points Consistently clear and focused Main points stand out Uses relevant details, facts, illustrations, and multiple examples to support main points Addresses ALL aspects of the writing task	25 points Exceptionally clear and focused Main points stand out Uses rich details, facts, illustrations, and multiple examples to support main points Addresses ALL aspects of the writing task
Organization	7.5 points Lacks a clear organizational structure Organizational devices are discernible, but the response is difficult to be reread Recognizable but undeveloped beginning, resolution or closure Lack of effective transitions	9 points Is attempted, but the overall structures is inconsistent and skeletal Attempts at sequencing, but relationships among ideas are often unclear Somewhat developed or formulaic beginning and/or resolution or closure Limited use of appropriate transitions Placement of details not always effective	11.25 points Clear and coherent, but may seem formulaic Helps the reader despite some weaknesses Sets the stage for what follows Sufficient beginning, resolution, or closure Appropriate transitions	13.5 points Logical and Relevant Enhances the development of the controlling idea and main points through effective sequencing Effective beginning and well-developed resolution or closure Appropriate transitions	15 points Exceptional or Compelling Enhances the development of the controlling idea and main points through effective or novel sequencing Strong beginning and strong sense of resolution or closure Smooth Transitions
Conventions Usage/Mechanics	10 points Little control of standard writing conventions Frequent, significant errors in spelling, punctuation, capitalization, paragraphing, and grammar and usage that impede readability Need for editing to improve substantial portions of the response Writing too limited to demonstrate more than minimal conventions	12 points Limited control of standard writing conventions Errors in spelling, punctuation, capitalization, paragraphing, and grammar and usage begin impede readability Need for editing to improve readability in parts of the response	15 points Control of standard writing conventions, although a wide range is not demonstrated Errors in spelling, punctuation, capitalization, paragraphing, and grammar and usage are noticeable, but do NOT impede readability Moderate need for editing	18 points Strong Control of standard writing conventions Errors are few or minor Uses a variety of conventions Little need for editing Correct grammar and usage contribute to clarity	20 points Exceptionally strong control of standard writing conventions Few errors with little need for editing Uses wide range of conventions Correct grammar and usage contribute to clarity
Peer Editing	5 points Did not peer edit an article or editorial	6 points Peer edited an article or an editorial, but did not make any significant contributions.	7.5 points Peer edited an article or an editorial, but made only minimal contributions.	9 points Peer edited an article or an editorial, and made contributions that assisted in its development.	10 points Peer edited an article or an editorial, and made significant contributions that greatly assisted in its development.

Product Design –

Criteria	Achievement Level			
	Achievement Level 1 (50%)	Achievement Level 2 (70%)	Achievement Level 3 (85%)	Achievement Level 4 (100%)
Pages (33% Weighting)	16 percent None of the required pages are present.	23 percent One of the required pages is present.	28 percent Two of the required pages are present.	33 percent All of the required pages are present.
Layout & Appearance (34% Weighting)	17 percent Articles are not on appropriate pages or information is missing, the appearance is not visually pleasing.	23 percent Articles are not on appropriate pages or information is missing, the appearance is not visually pleasing.	28 percent Some articles are not on appropriate pages and/or the appearance is not appropriate to the content and context.	34 percent All articles are on the correct pages, the appearance is pleasing, and appropriate to the content/context.
Group Timeliness (33% Weighting)	16 percent Project is submitted by group for final publication more than 4 days late.	23 percent Project is submitted by group for final publication 3 days late days late.	28 percent Project is submitted by group for final publication 1-2 days late.	33 percent Project is submitted by group for final publication on time.