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I am willing to be contacted regarding any/all of these ELO's

School newspaper/Literary Magazine - Group ELO

The focus of this ELO is for students to practice purposeful written communication. Students will learn journalistic planning, interviewing, and writing techniques. Ultimately, they will acquire the necessary skills to express themselves publicly with meaning and clarity. While the pieces produced may have a variety of purposes - informing, entertaining or persuading - the expected outcome, to produce a quality publication that is sustainable and interesting to read, will be shared by all. The creation of the publication will allow students to additionally understand the financial, legal, and ethical issues surrounding public publications.

Overview

- Essential Question: How do we create and manage a successful sustainable student publication that people actually want to read?
- Community Partner: Local newspaper reporter; the role of the community partner is to give advice, read articles, share techniques, etc. If it is possible for the partner to attend each meeting that would be ideal, but if not specific meeting times can be scheduled.
- Academic area: Journalism and/or recovery credit for English courses; 62 hours = ½ credit. Students earn varying amounts of credit depending on their level of involvement.

Competencies

- Problem Solving - Is the process of designing, implementing, and evaluating a strategy to an open ended question. Through the creation and publication of a literary magazine students are exposed to situations where they must practice and develop problem solving skills.
- Visual Literacy - Through the creation, collection, and design of the literary magazine students will learn to integrate and evaluate content presented in diverse formats, including visually and quantitatively and written.
- Collaboration - Collaboration requires cooperation among team members focused on a shared task or goal that leads to an agreed upon outcome. A collaborative team will generally have defined roles for team members who will work together until the goal is achieved or priorities change. The formation and implementation of a literary magazine will develop collaboration skills for students who will have ample opportunity to work together to achieve the goal.
- Public Speaking - This refers to the delivery of a prepared purposeful verbal presentation. At the end of this ELO students will be prepared to discuss and demonstrate the learning they have accomplished in a public forum.

Student Activities

1. Set a weekly meeting time.

2. Create a publication schedule and deadlines. (This will vary depending on the school, but students should meet at least once a week and be given firm deadlines to turn in rough drafts, final pieces, collect additional artwork, etc.)
3. Create a shared online Google account that all members use and can be used for communication. Use Gmail account to send alerts, share ideas, and keep all students up to speed on deadlines, etc.
4. Contact local newspaper and determine publication/collaboration possibilities and plans. Publications can vary from a one-time publication to a regular monthly publication. The key is to make sure the work appears in the public sphere outside the walls of the school. This too can be done in a variety of ways: One way is to create a one-time literary magazine that is sold at local businesses (At ConVal we sold the literary magazines at the Toadstool bookstore.) Or, the school can partner with the local paper (as we did at ConVal) and buy space in the paper. We purchased a six page spread twice, once at the beginning of the year and once at the end, and then we published our more traditional literary magazine and sold it at a local bookstore in the middle of the year. Effectively, publishing three times.
5. Select a theme for the publication, set publication deadlines, and assign roles - eg. layout editor, photo editor, number of pieces each individual is responsible for writing, etc.
6. Collect or write the stories, images, artwork for the publication. Use visual literacy rubric and writing rubric to evaluate stories and submissions. Spend time discussing what work will “fit” for the specific theme of that publication. At ConVal we would do round robin style editing sessions where articles were exchanged between students, so that each article was read at least 3 times. Then the editors and junior editor were responsible for deciding which changes to keep and they were responsible for making the changes to the actual pieces themselves, which were saved in our shared Google drive and therefore accessible to all.
7. Assemble/layout publication.
8. Periodically have students discuss competencies of collaboration, problem solving, and visual literacy. Use the attached rubrics to evaluate and discuss these rubrics.
9. Present publication and final presentation.

Assessment:

The final assessment for this ELO will be the creation of the school newspaper/literary magazine. Along the way, during the semester, students will discuss and participate in formative assessments around collaboration, problem solving, speaking and visual literacy. At the end of the semester students will present to a select group of adults, parents, peers and community partners during a one-time after school showcase session. Together students will show the product they created. They will each speak individually about the work they did and what they each specifically learned. Students will also need to write a reflection paper. They will each hand this reflection in for final assessment and will read excerpts from their own paper at the final presentation.

Some of the suggested questions to address in final presentation (more are included in additional materials):

- Problem Solving: What skills do you think are essential to teach if we want students who are strong and creative problem solvers? Did participating in this ELO help you become a

better problem solver? How? Speak about a specific situation where you either engaged in or witnessed creative problem solving and what you learned from that experience.

- Visual Literacy: Through participating in this ELO what did you learn about visual literacy? Did you feel any of the issues were weak or could have been improved visually? How? Why? Give one specific example of successful visual literacy in the publication. How do you think you will use the skills of visual literacy in the future?
- Collaboration: What does it mean to collaborate? Why was collaboration important to this specific ELO? Did your priorities ever change after/during collaboration? How? Why? What advice would you give students who want to create a literary magazine next year in regards to collaboration? How will you translate these skills of collaboration into your career?

More information/Additional Materials

- Link to the New England Scholastic Press Association <http://blogs.bu.edu/nespa/>
- Reflection paper/presentation guidelines:
https://docs.google.com/document/d/18S54upn0-9dTo6OVH_nb3WNhy7IMZg2mrxvwcu7Go4c/edit?usp=sharing
- Power Point of survey questions (reactions from students) and images of ConVal's literary journal/school newspaper:
<https://drive.google.com/folderview?id=0B9YE9BMPSXLqeHhLTDICWm00RHM&usp=sharing>
- Rubric for evaluating presentation:
<https://drive.google.com/file/d/0B9YE9BMPSXLqNmg2YjRvSjZxeFRzc2plV1NNYUp0N0JTX2pJ/view?usp=sharing>
- Possible Rubric for Visual Literacy:
<https://drive.google.com/file/d/0B9YE9BMPSXLqcWxjVmFDV1dJZUU/view?usp=sharing>
- Rubric for evaluating collaboration - this can be used by the students periodically throughout the ELO as a formative assessment tool:
<https://docs.google.com/document/d/179EWd9grvF5XsEwTJIAvYNNxg78SUp-H9WqqqH8kHPs/edit?usp=sharing>
- Rubric for evaluating writing (this is especially important if a student is earning English credit):
<https://drive.google.com/file/d/0B9oIUACOW4wRZ3JleFZmQ0VSMY1wdFVUbk1fTEpmU3ZSMFBz/view?usp=sharing>
- Rubric for evaluating problem solving - this can be used by the students periodically throughout the ELO as a formative assessment tool:
https://drive.google.com/file/d/0B4G_aYhhsq8jY3diV2RnbVg0Ym5CTFpMOVV5ZE5iMVNqMW04/view?usp=sharing

Reflections/Comments/Suggestions

This ELO was driven by ConVal Regional High School students who were searching for creative ways to earn English credit and to share their voices publically. The ELO helped at risk students and students with disabilities earn credit in a non-traditional and more creative environment surrounded by their peers. This ELO helps engage students who might otherwise resist writing

and publishing activities because it is hands-on and creates a product that students feel proud to share.

At ConVal we set this ELO up so it closely mimicked a working newsroom. We had two senior editors, one assistant editor, a secretary, and design editor; we also had specific individuals who were responsible for collecting poetry, art, photos, etc. The group came up with its own deadlines, read rough drafts, and discussed publication themes. After each publication we did a group brainstorm session on what was successful and what was not, what we would leave the same and what we would change. One thing that worked well at ConVal was to speak with other teachers and solicit materials, infographics, essays, comics, etc. that might have been part of an assignment in the classroom but would be interesting to see in publication.

Being part of the New England Scholastic Press Association helped lend credibility to our publication and the students loved attending the NESPA conference at Boston University in May.

This ELO can be adjusted depending on the specific credit needs of an individual student. A student who needs an English credit may, for example, be asked to write more stories, whereas a student who is in need of art credit may be responsible for finding, evaluating or creating more artwork. Or, this student may be the layout/design editor for the publication.