

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Wildcat Publishing - “Putting Our Best Paw Forward”

Subject(s): English, Journalism, Business, Computer/Technology

Intended Grade Level(s): 11th - 12th

Description:

This unit of study will have students working collaboratively in the creation of three different publications that will be distributed publicly in an effort to promote our schools’ achievements and programs. The students will work in teams to create, edit, and publish a school website, a bi-monthly school newsletter, and the high school sports program to be utilized by the community. Teaming will occur between the English/journalism and the computer/technology instructors to enhance the quality and development of classroom lessons and instruction.

Curriculum Benchmarks:

[MI.ELA.2.HS.3](#). Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness cohesion, and creativity.

[MI.ELA.2.HS.4](#). Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.

[MI.ELA.3.HS.2](#). Consistently use strategies to regulate the effects of variables on the communication process. An example is designing a communication environment for maximum impact on the receiver.

[MI.ELA.3.HS.7](#). Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.

[MI.ELA.6.HS.4](#). Document and enhance a developing voice with authentic writings for different audiences and purposes. Examples include portfolios, video productions, submissions for competitions, or publications, individual introspections, and applications for employment and higher education.

[MI.ELA.7.HS.4](#). Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the

relationship between form and meaning. Examples include preparing text for publication and presentation and using strategies appropriate for purposes, such as editorializing an opinion, and developing and justifying a personal perspective on a controversial issue.

Materials/Hardware/Software:

Computer related technology is used to produce the publications in this unit. The hardware, equipment, and software listed below have been integrated into this unit design.

Hardware and Equipment:

IBM compatible computer
HP Scanner
Minolta 35mm camera
IBM Network Laser Printer
Internet Server
Novel Network Server

Software:

Microsoft Publisher 97
Microsoft Word 97
Microsoft Paint
Netscape Communicator
Easy Photo
Microsoft FrontPage 97
Groupwise
Corel Clipart Gallery

Activities/Procedures:

Determining Roles and Laying the Groundwork

1. Group members apply for specific job duties within the publishing companies. Those jobs include: editor, writer, photographer, layout, and graphic designer. The class will be divided into three groups. Each group becomes a publishing company responsible for producing one of the three publications.
2. Letters of application, application forms, resumes, portfolios, and job interviews are all used in the determination of who is “hired” for each position.
3. Providing examples - sample school newsletters and sport programs are gathered from schools in neighboring districts and counties. A list of websites is compiled showing various schools’ webpages.

Student Selection of Goals and Publication Content

Since the publications are team projects, all decisions are reached through team consensus. Everyone must agree that they can “live with” any of the decisions reached by the team. If someone is strongly opposed to an idea, then it must be dropped or changed to meet everyone’s needs.

1. Each group evaluates the sample materials. They make a list of their likes and dislikes of each of the samples.
2. Each team determines what the goals of their publication are. Some of the goals might include: promoting school spirit, informing the public of programs and services, projecting a positive school image, etc.
3. After studying the list of “likes” and the goals they have chosen as a group, a rubric is developed by the teacher that will be used to assess their projects at the completion of this unit.
4. Each group then brainstorms a list of possible ideas of how these goals might be met.
5. An outline is then created showing a rough draft of the layout of their publication with a list of the sections to be included that will meet these predetermined goals.
6. Team meetings are held daily to come to consensus on what will be included in their publication including layout and design.

Gathering the Information

1. Each group receives a copy of their rubric and goals. This is used continually to help keep them focused.
2. Each group designs a questionnaire to be distributed to the necessary parties for gathering data to be included in their publications.
 - a. Each teacher, staff member and administrator, throughout the system, receives a sheet of questions to be answered voluntarily. The purpose is to provide information to be published on the school website.
 - b. All school employees receive a memo from their administrator asking for news articles to be published in the school newsletter.
 - c. The athletic director and coaches are asked for rosters, schedules and appropriate times for taking pictures of the teams.

Putting It All Together:

(School Newsletter)

1. The articles are grouped into the following divisions: district, high school, middle school, and elementary school.
2. All articles, given to the class electronically, are copied to the server. Other articles are keyed into Microsoft Word by our writers and then placed on the server. Any pictures that accompany articles are scanned into the computer using the HP Scanner and are saved to the server.
3. When pictures do not accompany an article, photographers are sent to various locations to take pictures of students, teachers, etc. that will

enhance the articles. These are taken with a digital camera, loaded into the computer, and saved to the server.

4. The graphic designers use Word Art, Corel Graphics and Microsoft Publisher design templates to give this publication an appealing format.
5. All articles are then copied into Microsoft Publisher and formatted following general rules for printing publications.
6. Pictures and graphics are then added to the articles by the photographers and graphic designers to make the publication come alive.
7. The editors pore over the articles adding and deleting information where necessary.
8. All students are in charge of proofing the articles for typing, spelling, and grammar errors.
9. After all corrections have been made the copy is then ready for evaluation.

(The School Website)

1. Each student within this group is responsible for creating their own web page. Their personal page should include:
 - a. graphics
 - b. pictures
 - c. links to other pages on our site
 - d. and information normally found on a personal resume
2. Using Microsoft FrontPage 97 and Netscape Communicator the students begin creating pages to be placed on our website according to their predetermined goals and rough draft layout.
3. The information obtained from school personnel is then placed on the appropriate pages.
4. The photographers take pictures of willing participants, the grounds, and facilities to be used on the site. These are taken with a digital camera, loaded into the computer, and saved to the server.
5. The graphic designers gather graphics (some possibly animated) from the Web and Corel Graphics to be placed on our site to enhance its appearance.
6. The graphic designers are called in to place their pictures and graphics on the pages whenever it is most convenient.
7. When the written sections, pictures and graphics are completed, all workers proofread the document to insure accuracy in regard to content, punctuation, and language usage.
8. At this point the "page" is ready for evaluation.

(The Sports Program)

1. Photographers make appointments to take team, coach, and individual player's pictures. These pictures are taken with the Minolta 35mm

camera, then they are scanned into the computer using the HP Scanner. All photos are then saved to the server.

2. Team rosters and master schedules are entered into the computer using Microsoft Word and are saved to the server.
3. The graphic designers make a cover for the program. As each team page is finished, they load the team, coach and individual pictures and incorporate them into the program.
4. White space is filled with appropriate sport-minded graphics or sayings.
5. The ad pages are laid out by the editors and writers. Any adjustments to the ads are done by the graphic designers and photographers.
6. Proofreading and editing is done by each member of the team.
7. After corrections are made, the final copy is printed.
8. The project is now ready for evaluation.

Assessment/Evaluation:

Self-Evaluation

1. Using the rubric, the groups evaluate their projects. At this time they may make any changes that are necessary.
2. Each person is asked to use the writing process to list the positive aspects of their project and to document alternative considerations for improving their project.
3. Each person will include copies of their projects in their portfolios including a cover letter explaining how this project is similar to tasks that would be encountered in the world beyond the classroom.

Outside Evaluation

1. The teacher uses the rubric to assess the students' projects.
2. To include evaluations from audiences beyond the school, the website includes a section for electronic feedback from visitors; the school newsletter and sports programs have e-mail addresses and voice-mail numbers where people can express their views on the quality of the publication.

Follow-up Activities:

1. Each of these projects is an on-going task. The newsletter is published bi-monthly, the sports program is done three times a year, and the website is continually under construction.
2. Team membership fluctuates, as do the roles of the members.
3. Careful consideration is given to the results of the evaluations so that the next "publication" is better than the last.

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