

Week 10 PowerPoint



Monday

Reading News Articles with a Critical Eye

While newspapers publish many kinds of writing—persuasive editorials, letters to the editor, advice columns, ads—at their core are factual news articles written by reporters. Reporters research their writing: They gather information for a story by conducting interviews, serving as eyewitnesses (reporting from the scene, for example), checking public records, and working with library and online sources. News journalists need to be able to back up the accuracy of their writing with facts from several reliable sources.

Purpose of News Articles

Purpose Journalists research and write news articles to inform readers of facts and events. Their purpose is to present true and fair accounts of issues and happenings, and to do so while adhering to ethical standards, such as those outlined by the Society of Professional Journalists. Like any organization, each news provider has its own policies, agenda, and built-in biases. That said, the news articles that providers publish or air should be as fact based and objective as possible.

Audience of News Articles

Audience Journalists who write news articles know that readers want to be informed about world events and issues and to be kept up-to-date, especially online. They know that some readers will scan the first few paragraphs to get the main idea, so they need to include the most important material up front. Some readers who are especially interested—personally or professionally—in a given topic, however, will read for depth. They will read the entire article and also turn to related articles. Journalists keep that audience in mind as well.

Use of Rhetorical Appeals

Rhetorical appeals Journalists use ethos and logos to reach their audiences. A news publisher's reputation for "getting the story right" is crucial, as are the reputations of reporters associated with the publisher. If a reporter's credibility is seriously tarnished, his or her career in journalism will quickly end. In 2003, for example, promising *New York Times* reporter Jayson Blair was fired for plagiarizing parts of several news reports he had written. The *Times* called it "a low point in the 152-year history of the newspaper" and apologized profusely to its readers. In 2016, the *Guardian* dismissed reporter Joseph Mayton for fabricating stories.

Design of News Article

Design News articles feature the following design elements, which also have editorial functions, including:

- *An attention-grabbing title or headline.* The title of a news article is called a headline. It is usually presented in much larger or bolder type than the story itself and is brief and descriptive. Headlines are used to attract readers and are sometimes provocative.
- *A byline.* A byline is the presentation of the author's name, usually below the headline and above the text of the article.
- *A serif typeface.* A serif font has a very small flare at the stroke ends and corners of letters, while a sans serif font lacks these strokes. Print articles are often presented in serif fonts (such as in the print edition of *The New York Times*), while sans serif fonts, such as those used by BBC News (below), are a good choice for the readability of digital content. Compare a serif **A** to a sans serif **A**.

Design of News Articles

- *Use of columns or chunking.* News sites such as the BBC's present articles in chunked sections that have their own headings. Digital content may be presented in multiple columns or on different sections of the grid with various ways to navigate the content. Print newspapers are limited to columns of no more than fifty-two characters wide.
- *Images: photos, charts, and multimedia components.* Many news articles, especially breaking news on a Web site or a front-page story in a print paper, are contextualized with photos, charts, and graphs, and when published online, they can include video and other multimedia. A piece with a video or audio component usually includes an arrow icon or other visual element to indicate this; sometimes the video or audio itself is the news story. News publishers use visual and multimedia to grab readers' attention, provide context, and enrich the content of print articles.

Design of News Articles

- *Headers, footers, and tabs.* Designers of online news sites provide tabs and navigational menus and search boxes to keep readers oriented. The designers use repeated design features to reinforce the agency's identity. For example, a print newspaper's title appears on every page and in other elements, and titles, headers, and footers (which include the date and section, for example) help readers find what they need on the page.
- *Use of color.* Online news sites include color images and video. Designers also use color typographically to direct attention toward particular content. Blue is sometimes used for hyperlinks (which turn a different color once you select them), red is sometimes used for breaking news headlines, and gray shading is sometimes used to orient readers as to their location within the content. Images and videos are shown in full color. Print newspapers, which are published on a thin paper called newsprint, are printed in black ink (such as *The New York Times*) or in color (such as *USA Today*).

Let's Focus on Our Sources

What Can We Learn about Our Sources

Questions to ask/ think about your source

1. Who is the author? Where was the piece published?
2. Is this a credible source? Explain.
3. Who is the intended audience?
4. What is the purpose?
5. What is the genre? Why do you think the author chose the genre? Do you think the genre matches the audience and purpose?
6. Where does the source include an example of ethos/ pathos/ logos?
7. What is the main idea/ what is it mostly about?

****If you are not on Zoom, please respond to these questions on the Week 10 Discussion Page of**

Let's Look at Our Writing!

Does Our Writing Meet All of the Required Elements?

Criteria/ Requirements (10%)

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Do you have 4 rhetorical analyses ? | |
| Do you have 4 sources ? Are the sources at 3 different genres ? | |
| Do you have an introduction and conclusion to the 4 rhetorical analyses (not each individual analysis)? | |
| Do you properly use in-text citations [MLA style]? Do you have a properly formatted works cited list (bibliography) that lists ALL your sources [MLA style]? | |
| Is each rhetorical analysis at least 300 words ? Is your total project at least 1200 words ? | |

Format and Presentation (10%)

Did you edit for grammar, spelling, and conventions?

- * Capitalization
- * Spelling
- * Sentences
- * Punctuation

Does it meet formatting requirements?

- * Typed
- * 12 Point Font
- * Double Spaced
- * 1 Inch Margin
- * Do you include the word count on the top?

Rhetorical Analysis 1 (20%)

Did you include an overview of the source (Discuss: genre, intended audience, purpose, constraints of the genre)

Did you include a summary of the source (what it's mostly about/ message/ main idea)?

Did you include an analysis of the Author's Craft (use of ethos, pathos, logos, voice/ tone)

Did you evaluate the credibility of the source (bias, how do you know it's credible?)

Did you **synthesize**, **paraphrase**, and **quote** relevant information?

DUE

1. FINAL Project 2 Due NOVEMBER 2nd.

*Introduction

*4 Rhetorical Analyses

*Conclusion

2. Unit 2 Reflection Due NOVEMBER 4th.

Week 10 PowerPoint



Wednesday

Check In

Read and Posted Response on “Popular Culture Is Killing Writing”

Turned in Draft of 4 Rhetorical Analyses (intro and conclusion)

Caught up on missed work

https://docs.google.com/document/d/14A0WVp62bhc4wdN_Q4zqZzoQcqb9Kh_sVZqVVJKRJMg/edit?usp=sharing

Revising and Editing Your Projects

Use the [Project 2 Grading Checklist](#) to revise and edit your Rhetorical Analyses.

Make sure you have EVERY required component (overview, summary, analysis of author's craft and evaluation of source credibility, introduction and conclusion!).

Also make sure it has YOUR NAME and a WORD COUNT!

Reading Protocol

Level 1: Preview Examine the overall form and features of the text.

Level 2: Read for WHAT the text says Summarize main ideas, identify theme, determine key concepts/ ideas. Clarify unknown words/ concepts.

Level 3: Read for HOW the text is written Analyze the author's craft (word choice, structure, techniques, organization, tone, voice, language, etc.)

Level 4: Read for WHY the text is written Determine the purpose and intended audience. Think about the connection between genre and purpose and audience.

Level 1: “Popular Culture”

What is the genre?

What did you notice about how the text was organized? Use of dialogue/ quotes, etc?

Level 2: “Popular Culture”

What is the text mostly about?

What is the main idea?

Level 3: “Popular Culture”

How is the text written?

Does the author use ethos? Pathos? Logos? Where?

What is the author’s voice? Tone?

Level 4: “Popular Culture”

What is the author’s purpose for writing this piece?

Who do you think might be the intended audience?

Does the genre match the intended audience/ purpose? Why or why not? Explain!

Genres

Let's take a moment to look at some important messages told through different genres.

We are going to break into small groups. Each group will read one of the pieces in [this handout](#). Think careful about the following questions:

1. What is the topic? What is the piece mostly about? How is the message shared?
2. What is the genre? Why do you think the author choose this genre?
3. Who is the intended audience? What is the purpose of the piece?
4. Do you think that the genre matches the intended audience and purpose? What are the limitations or constraints of the genre?

If you are not on Zoom, choose one of the pieces and respond on the Week 10 Discussion Post on OpenLab.

Let's Review: Metacognition and Transfer

Metacognition is what we call **reflection**: an awareness of our learning process—both how and what we learn.

Transfer: Is the concept of how we can transfer this knowledge/ awareness/ learning into other aspects of our lives. For example, how can we use this learning in other classes (math classes, architecture classes, fashion classes) or in the world outside of City Tech (our careers, etc).

How to Write a Unit Reflection

A Unit Reflection asks you to reflect or look back at the unit and think deeply about the readings, the major project, and the short writing assignments you completed. Let's look at an overview:

Readings:

Your sources, "Is Google Making Us Stupid" by Nicholas Carr, "Wikipedia Pops Up in Bibliographies" by Larry Gordon, and "Popular Culture Is Killing Writing" by Bronwyn T. Williams

Writing:

Free write, topic descriptions, research presentations, rhetorical analysis

Research as Inquiry:

Research process, Virtual Library Visit

Unit Focus

In this Unit which focused on research and inquiry, we have discussed the importance of letting questions guide our research and using sources in different genres to help us better understand our topics

What did each of the mentor authors teach us?

Your 4 sources

“Is Google Making Us Stupid” by Nicholas Carr

“Wikipedia Pops Up in Bibliographies” by Larry Gordon

“Popular Culture Is Killing Writing” by Bronwyn T. Williams

What did we learn from each writing activity?

Reading Responses

Brainstorming Sessions/ Jotting Down Notes

Free Write

Topic Descriptions

Research Presentations

Rhetorical Analysis

Questions to Consider

Discuss what you learned about yourself as a writer and a reader in the process of writing your rhetorical analysis.

For example, what part did you find the most challenging? Or the most successful? Did you try anything new like analyzing the author's craft or evaluating a source's credibility?

Stop and write a response to this question. Whether you are on Zoom or not, write 2-5 sentences as part of your reflection.

Questions to Consider

Which of the readings, if any, influenced you or inspired you?

Explain the influence, USE SPECIFIC examples.

Your sources, “Is Google Making Us Stupid” by Nicholas Carr, “Wikipedia Pops Up in Bibliographies” by Larry Gordon, and “Popular Culture Is Killing Writing” by Bronwyn T. Williams

Stop and write a response to this question. Whether you are on Zoom or not, write 2-5 sentences as part of your reflection.

Questions to Consider

The focus of the unit was on Genre and Research and Inquiry (asking questions), what did you find interesting? What did you learn? What would you still like to learn more about?

What are your thoughts on the experience in general? Was it a useful learning experience? What specific skills or perspectives did you acquire as a result?

How could you **transfer** something you learned in this Unit to other aspects of your life both in City Tech and outside of City Tech?

Stop and write a response to this question. Whether you are on Zoom or not, write 2-5 sentences as part of your reflection.

Questions to Consider

Is there anything else you want me to know about you as a writer or reader or your work in this class?

Stop and write a response to this question. Whether you are on Zoom or not, write 1-3 sentences as part of your reflection.

Unit Reflection Overview

Your Unit 2 Reflection is Due on **Wednesday, Nov. 4th.**

It should be at least 250 words and double spaced. Please include the Word Count on the top of the page.

Here is a link to [the assignment as a Word Document.](#)

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