

Lakewood City Schools

Course of Study for Journalism Revised: June, 2008

Scope and Sequence – Students will practice interviewing, researching, news reporting and other journalistic styles while incorporating quotes and evaluating and crediting sources properly. They will critique and revise their work and the work of others. Throughout the year, students will study journalistic law and ethics applied to all media.

Elements of News

Students will determine the elements of news, as well as the roles, responsibilities and functions of journalists. They will learn how to find and generate story ideas and they will begin their own practice of interviewing sources, writing headlines, news leads and objectively writing news stories using inverted pyramid.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</p>	<p>1 Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style,</p>		<p>“Putting it together -- Tell the basic news story.” <i>The Radical Write</i>, Chapter 1-3 “Finding the focus –Begin effectively” 5W’s and H The inverted pyramid Identifying parts of a story Fact vs. opinion Daily news papers – identifying news elements Choosing stories for page one -- prioritizing stories Scavenger hunt for school information Assigning news beats Identifying lead types in daily papers</p>

<p>Writing Processes</p>	<p>including explanations or definitions as appropriate to audience needs) to address purpose and audience.</p> <p>5. Use organizational strategies (e.g., notes and outlines) to plan.</p> <p>6. Write functional documents that:</p> <ul style="list-style-type: none"> a. report, organize and convey information accurately; b. use formatting techniques that make a document user-friendly; and c. anticipate readers’ problems, mistakes and misunderstandings. 		<p>The Hood story Proper attribution Lead writing exercises Writing the summary news lead Rewriting weak leads Writing the anecdotal or feature lead</p>
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Interviewing

Students will learn about, plan for, and practice interviewing skills while writing their first profile. They will consider common interview problems, types of questions, steps of the process, establishing rapport, etiquette, appropriate nonverbal communication incorporating quotes, and correctly attributing sources

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Communication: Oral and Visual Listening and Viewing Speaking Skills and Strategies</p>	<p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information,</p>	<p>I can take notes and listen for significant quotes and ideas. I can ask probing questions to obtain information I need. I can write question types to match my</p>	<p>“Basic Skills: Interviewing” by Rob Melton <i>Creative Interviewing</i> by Ken Metzler Writing different types of questions</p>

	<p>noting cues such as changes in pace).</p> <ol style="list-style-type: none"> 2. Analyze types of arguments used by the speaker, such as causation, analogy and logic. 3. Critique the clarity, effectiveness and overall coherence of a speaker's key points. 4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience. 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. 7. Vary language choices as appropriate to the context of the speech. 	<p>needs as a writer?</p> <p>I can engage someone in an extended response.</p> <p>I can analyze a person's response to a question.</p> <p>I can choose words and details to show, instead of tell about a subject.</p> <p>I can choose information that will engage my audience.</p> <p>I can take apart a story to see what questions will be asked.</p>	<p>Deconstructing a published profile to determine questions asked</p> <p>Interest survey</p> <p>Modeling the interview</p> <p>Interviewing classmates</p> <p>Critiquing peer interviews</p> <p>Holding a press conference</p> <p>Etiquette checklist</p> <p>Interviewer self-critique</p> <p>Interviewee critique</p> <p>Interview a passionate person and write profile</p> <p>Edit and revise profile</p>
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In-depth Investigative Report

Students will work in maestro teams to find story ideas, consider their approach, conduct research using primary and secondary sources, conduct interviews, organize notes, write a creative lead, structure their story with audience and purpose in mind, consider sidebars or the multi-story approach, and package their story in a graphic layout for possible publication.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</p>	<ol style="list-style-type: none"> 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 		<p><i>All the President's Men</i> dvd Examples from The Plain Dealer Former student examples Targets hand-out Maestro forms and story grids Do K-W-L for story idea Write rationale for story Develop list of questions to answer How to evaluate a website Proper attribution of online sources Story Forms hand-out Evaluate notes First draft Peer & teacher editing Second draft Sidebars and graphics Package group work in layout form Conducting Surveys</p>

**Writing Processes
Prewriting**

5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).

3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.

4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.

5. Use organizational strategies (e.g., notes and outlines) to plan writing.

Drafting, revising and editing

6. Organize writing to create a coherent whole with an effective

and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.

7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).

8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.

10. Use available technology to compose text.

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.

12. Add and delete examples and details to better elaborate on a

stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.

13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for

Publishing

Researching

the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.

Writing Applications

- 5. Integrate quotations and citations into written text to maintain a flow of ideas.
- 6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
- 7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.

Write informational essays or reports, including research, that:

- a. develop a controlling idea that conveys a perspective on the subject;
- b. create an organizing structure appropriate to purpose, audience and context;
- c. include information on all relevant perspectives, considering the validity and reliability of primary and

	secondary sources; d. make distinctions about the relative value and significance of specific data, facts and ideas; e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and f. provide a sense of closure to the writing.		
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Journalism History

Students will look back at the history of American Media, from the first Colonial Broadshets, to the Penny Press and the Pony Express to Podcasts. They will explore yellow journalism, the muckrakers, the advent of radio, tv and technology

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Reading Applications: Literary Text	1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters’ thoughts, words and actions. 2. Analyze the historical, social and cultural context of setting.		<i>Sholastic Journalism Week Supplement</i> , 2003 edition Journalism History scavenger hunt Create timeline Notable women Careers video Speaker Promote First Amendment in school

	<p>3. Explain how voice and narrator affect the characterization, plot and credibility.</p> <p>4. Evaluate an author’s use of point of view in a literary text.</p> <p>5. Analyze variations of universal themes in literary texts.</p>		
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Reviews, Editorials, Columns

After being required to write objectively all year, the students will now be able to critique, opine and write narrative columns with a specific audience and purpose in mind. This will involve learning different genres and applying the Monroe Motivated Sequence to persuasive communications.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Applications: Informational, Technical and Persuasive Text</p>	<p>1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.</p> <p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and</p>		<p>Review genres and samples from daily paper to critique for language use and style Student samples <i>Shattered Glass</i> DVD Viewing assignment sheets Groups sharing of notes Students review video Students choose subject to review Checklist for better reviews Draft, revise, rewrite reviews Criteria for editorials Selecting issues for editorial Making inferences Writing the mini-editorial</p>

	<p>reach their intended audience.</p> <p>3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p> <p>4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</p> <p>5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</p> <p>7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</p> <p>8. Critique functional and workplace documents (e.g.,</p>		<p>Monroe Motivated Sequence Choosing topics Taking an editorial stance Writing, editing and revising editorials <i>The Radical Write, Ch 14</i> Find a columnist to analyze and imitate Examples of prize-winning columns Finding a topic worksheet Focused free writing for fluency Writing, editing and revising column</p>
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	<p>instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible .reader misunderstandings and visual appeal.</p> <p>1. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.</p> <p>2. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.</p>		
<p>Reading Applications</p>	<p>1. Write reflective compositions that:</p> <p>a. use personal experiences as a basis for reflection on some aspect of life;</p> <p>b. draw abstract comparisons between specific incidents and abstract concepts;</p>		
<p>Writing Applications</p>			

	<p>c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</p> <p>d. move from specific examples to generalizations about life.</p> <p>2. Write responses to literature that:</p> <p>a. advance a judgment that is interpretative, analytical, evaluative or reflective;</p> <p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p> <p>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</p> <p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p> <p>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</p> <p>f. provide a sense of closure to the writing.</p> <p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint,</p>		
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memos, proposals) that:

- a. report, organize and convey information accurately;
- b. use formatting techniques that make a document user-friendly;

and

- c. anticipate readers' problems, mistakes and misunderstandings.

4. Write informational essays or reports, including research, that:

- a. develop a controlling idea that conveys a perspective on the subject;
- b. create an organizing structure appropriate to purpose, audience and context;
- c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
- d. make distinctions about the relative value and significance of specific data, facts and ideas;
- e. anticipate and address a reader's potential biases, misunderstandings and expectations; and
- f. provide a sense of closure to the writing.

5. Write persuasive compositions that:

- a. articulate a clear position;

	<p>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and</p> <p>c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</p> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>		
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Editing and AP style

Along with a weekly current events quiz, this unit is incorporated into bell work each week. It reviews the use of writing conventions of both English and journalism. Students review the parts of speech, parts of a sentence, clauses and phrases, and issues of grammar and mechanics. They review writing in active voice and are taught to edit writing for clarity and efficiency. They are also taught to apply Associated Press style.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Phonemic Awareness, Word Recognition and Fluency</p> <p>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that</p>	<p>1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous</p>		<p>DGP Program (Daily Grammar Program) AP style book AP style exercises Tightening and editing exercises Weekly current events quizzes</p>

they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

Acquisition of Vocabulary

**Writing Conventions
Spelling**

**Punctuation and
Capitalization
Grammar and Usage**

relationships.
3. Examine and explain the influence of the English language on world literature, communications and popular cultures.
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

1. Use correct spelling conventions.
2. Use correct capitalization and punctuation
3. Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns).

First Amendment and Journalism Law

Students will analyze, interpret and memorize the First Amendment for a working understanding of how it applies to them. They will define an open forum and study the Supreme Court’s Tinker and Hazelwood decisions for a better understanding of the limits and practice their rights and responsibilities of student journalists. They will also look at laws pertaining to libel, and slander as applied to the public vs. private person, privilege, fair comment and copyright law.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</p>	<p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p> <p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>		<p>The U.S. Constitution The Student Press Law Center website The Freedom Forum website <i>Law of the Student Press</i> Newspaper articles on teen challenges to the 5 rights granted by the First Amendment Script for class Docudrama about the Tinker decision Mock Trial of Hazelwood case from Lawyer’s Association of St. Louis, MO Handout of one of original Hazelwood newspaper articles “Simple Tests for Libel” “Playing it Safe – avoiding Libel” <i>Absence of Malice</i> video Fair Use power point</p>

Media Analysis

Students will research a current or an historic story in which journalism ethics are a concern. They will examine coverage over several days and study how technology has impacted the way various media handled the story. They will gain an understanding of the strengths and limits of each medium, as well as begin to develop their own critical thinking as consumers of the media.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Applications: Informational, Technical and Persuasive Text</p>	<p>1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.</p> <p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</p> <p>3. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</p> <p>5. Examine an author’s implicit and explicit philosophical assumptions and beliefs.</p>		<p>Tracking a story for 4 days to compare coverage by different media Columbine case study When media becomes the story – the Virginia Tech and Washington sniper cases. A Nightline interview on ethics of Washington sniper case Newseum website</p>

Ethics

Students will consider different ethical considerations that arise in the everyday practice of the craft. They will look at the journalist’s need to police themselves and examine both professional and student codes. They will then attempt to apply these codes to various real and hypothetical situations.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Communications: Oral and Visual Speaking Applications Persuasive Presentations</p>	<p>1. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support position and to address counter-arguments or listener biases; c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 		<p>The Freedom Forum’s “Tough Calls: How Do Journalists Make Ethical Decisions” Poynter Institute’s “Questions the lead to Ethical Discussion” “Journalism do’s, don’ts and dilemmas” “Thou Shall Not” from Salem Statesman Journal Ted Diadiun columns from Cleveland Plain Dealer on ethics of journalism You make the call – situations for class discussion “Model Code of Ethics code for Student Journalists” from <i>Law of the Student Press</i></p>

Advertising and Public Relations

Students will study the motivating appeals used by advertisers. They will begin to recognize how audiences are persuaded to buy products, both on television and in print. They will practice these skills by writing ads or launching a pro bono advertising or public relations campaign.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Reading Applications: Informational, Technical and Persuasive Text</p>	<ol style="list-style-type: none"> 1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches. 2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. 3. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping. 4. Examine an author's implicit and explicit philosophical assumptions and beliefs. 		<p>Maslow's pyramid Analyze slogans for pyramid level appeals Monroe Motivated Sequence TV's best commercials video Best of Print Ads Creating ad campaign of PR campaign for client within the school</p>

Creating a Portfolio

Each student will layout a Portfolio Paper incorporating all their edited and revised work over the course of the year. They will also write a reflective letter in which they analyze and critique their progress as a reporter, writer, critic and designer. They will consider what was done well, what caused them problems and what they have learned. They will also examine their writing strengths and weaknesses, as well as set writing targets for the future. Finally, students will present and attempt to “sell” their portfolios in a mock interview situation.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Writing Processes: Publishing</p> <p>Writing Applications</p> <p>Speaking Skills and Strategies</p>	<ol style="list-style-type: none"> 1. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. 2. Write reflective compositions that: <ol style="list-style-type: none"> a. use personal experiences as a basis for reflection. 3. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 4. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. 5. Vary language choices as 		<p>Microsoft Word Adobe In Design CS3 software Adobe Photo Shop Student’s revised and rewritten stories, photos, headlines and captions</p>

	<p>appropriate to the context of the speech.</p> <p>6. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none">a. present a clear and distinctive perspective on the subject;b. present events or ideas in a logical sequence;c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; <p>and</p> <ul style="list-style-type: none">f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources. <p>7. Deliver formal and informal descriptive presentations that</p>		
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<p>Persuasive Communications</p>	<p>convey relevant information and descriptive details.</p> <p>8. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support position and to address counter-arguments or listener biases; c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 		
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