

Name of School:

Name of Course: **Magazine Lab**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Magazine Lab is a course designed for students who are interested in hands-on experience with all the phases of publishing a high school literary magazine. Students interested in reading, writing, evaluating, word processing, and formatting to produce a quality literary magazine find this course rewarding. Additional goals are to allow students to gain a working knowledge of the writing process and the publication process and to gain experience in a cooperative effort. Students also gain a measure of experience in judging and rating written work. The class stresses team effort and responsibility.

District Standards and Power Benchmarks

Communication Power Benchmark: Students will be able to use speaking and listening strategies, and technological tools to learn and communicate in a variety of situations.

Grade Level Benchmarks:

- Students will be able to communicate in group discussions and formal presentations.
- Students will be able to evaluate their own and others' effectiveness.
- Students will be able to locate and organize specific data to support and document a viewpoint.
- Students will use appropriate language and vocabulary for the audience and situation.
- Students will demonstrate confident delivery techniques in a variety of modes.
- Students will analyze, synthesize, and evaluate verbal and nonverbal messages.
- Students will be able to use problem-solving strategies.
- Students will be able to use technology to enhance process and presentation.

Course Information

Magazine Lab is a one-term (9-week) class that earns .5 credit upon completion. There are no prerequisites for this class.

Course Outline/Calendar

Major Course Assignments and Projects include:

- required academic vocabulary instruction
- **ACT Skills: English**
- reading, rating, and choosing poetry, prose, and artwork for the school magazine
- typing, editing, formatting, and proofreading student submissions in order to produce a high quality magazine
- marketing the finished product

Text/Other Required Materials/Resources

- Provided by instructor as necessary

Additional Texts/Materials/Resources

Instructional Procedures & Support

- A variety of teaching methods and strategies will be used, e.g., direct instruction, cooperative groups, graphic organizers, note taking, and framing.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- Students will receive verbal and written instructions for major assignments.
- Students may come in for additional assistance before or after school. A time should be

Classroom Management Procedures

Assessment Plan

Productivity and teamwork: 90% of the grade.
Final Exam: 10% of the grade.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning