

Weekly News Report



It is important in this course to constantly be in touch with what is happening in the “real world” so that we may relate what we learn in the class to what is really happening “out there”. But things in the media are often presented from one particular viewpoint. Be sure to present your review of the material from a variety of viewpoints.

Throughout the year it will be the responsibility of the members of the class to run a series of weekly reports on the state of the world in terms of current issues. Each week a pair of students in the class will present a 10-15 minute current events report which will cover several different aspects of Canadian and world issues. It is expected that students will attempt to generate some discussion on the topics raised.

Each group or person will be required to present one report during the year. Some ways you may choose to get your information are:

- watching the TV news;
- analyzing internet sites;
- looking at newspapers for bias in reporting events;
- understanding the uses and abuses of public opinion polls;
- appreciating the differences between news magazines and journals;
- measuring public opinion through interviews;
- understanding how pictures are used in reporting the news.

Weekly News Report Rubric



Names: _____

	Level 1	Level 2	Level 3	Level 4
K	<ul style="list-style-type: none"> - Students communicate weak understanding of issues and stories presented -Stories summarized are consistently not ‘World Issues’ 	<ul style="list-style-type: none"> - Students communicate some understanding of issues and stories presented -Stories summarized are inconsistently ‘World Issues’ 	<ul style="list-style-type: none"> - Students communicate good understanding of issues and stories presented -Stories summarized are all ‘World Issues’ 	<ul style="list-style-type: none"> - Students communicate clear understanding of issues and stories presented -Stories summarized are all clearly ‘World Issues’
T	<ul style="list-style-type: none"> - News summary weakly reflects the week’s news stories - Stories and issues are not placed in a global and Canadian context -Student responds weakly to questions, has no questions ready to generate discussion. 	<ul style="list-style-type: none"> - News summary somewhat reflects the week’s news stories - Stories and issues are loosely placed in a global and Canadian context -Student responds inconsistently to questions, and asks questions that don’t generate discussion. 	<ul style="list-style-type: none"> - News summary accurately reflects the week’s news stories - Stories and issues are placed in a global and Canadian context -Student responds well to questions, and/or develops questions necessary to generate discussion. 	<ul style="list-style-type: none"> - News summary accurately reflects a broad survey of the week’s news stories - Stories and issues are placed clearly in a global and Canadian context -Student generates discussion and directs it towards connections with other class topics covered.
C	<ul style="list-style-type: none"> - Student displays limited clarity in organizing and expressing ideas. - Presentation is suited to intended audience with limited success. - Student makes limited use of conventions and terminology of presentation format. 	<ul style="list-style-type: none"> - Student expresses and organizes ideas with some clarity. - Presentation is suited to intended audience with some success. - Student makes appropriate use of conventions and terminology of presentation format. 	<ul style="list-style-type: none"> - Student expresses relationships between ideas with considerable clarity. - Presentation is suited to intended audience with considerable success. - Student makes effective use of conventions and terminology of presentation format. 	<ul style="list-style-type: none"> - Student expresses implications of the issues with a high degree of clarity. - Presentation is suited to audience with high degree of success. - Student uses conventions and terminology of presentation format with high degree of success.
A	<ul style="list-style-type: none"> - Speaker reads, mumbles; transitions are not smooth; presentation is not confident; there are awkward pauses. - Student displays limited success in researching, transferring knowledge and in making connections between new and existing information. 	<ul style="list-style-type: none"> - Speaker is fairly monotone. Speaker is going through motions. - Student displays some success in researching, transferring knowledge and in making connections between new and existing information. 	<ul style="list-style-type: none"> - Speaker makes eye contact and speaks with some expression. - Student displays considerable success in researching, transferring knowledge and in making connections between new and existing information. 	<ul style="list-style-type: none"> - Speaker is animated, makes eye contact and engages whole audience. Voice is expressive and loud enough. -Student researches, makes connections between new and existing information and builds on existing knowledge with a high degree of accuracy and clarity.