

The Governmental Times

“All the news that’s Fitz to print”

May 8, 2017

AP Gov Final Product: Political News and Commentary Website

LTLT: I can publish an in-depth investigative op-ed that considers multiple, fact-based sources of evidence.

With just about a month left together, our final task will be to work together to collectively create a political news and commentary website, showcasing our mastery of U.S. government and politics. We will do so by designating proper roles for an active publication, researching, interviewing, writing, discussing, and ultimately publishing in-depth and investigative journalism. We will be using the web design platform, [Wix](#).

When the site goes live on June 12th, it will present to the world a wide variety of topics and perspectives concerning all things government, amplifying a subsection of citizen voices that too often fall on deaf ears: *your voices*.

While the majority of you will be staff writers, writing op-eds for the publication, there are currently six senior positions open at Mr. FitzGibbon, LLC, publication office: 2 co-editors-in-chief, 2 co-web designers, and 2 copy editors. These roles will be filled through an application process, and fulfilled at the discretion of Mr. FitzGibbon. All interested applicants are to submit their [cover letters](#) and [resumes](#) (yes, that’s right) electronically to cfitzgibbon@metropolitanel.com by midnight, May 8. *Please write the position you are applying for in the subject line.*



Below you will find detailed descriptions of each role:

Masthead:

Publisher: Mr. FitzGibbon, LLC

Co-Editors-in-Chief: Ursula Rodriguez and Scott Kamen

The editor-in-chief is also known as the executive editor, and manages all the day-to-day operations of a publication, such as a newspaper, magazine, trade publication, or academic journal. The editor-in-chief oversees all of the assistant, or department, editors of a publication and ensures each issue is released on time.

- [Responsibilities, Duties, and Qualifications](#)

Co-Web Designers: Aislinn Aviles and Alex Desena

Web designers are responsible for creating the look and feel of World Wide Web pages for a client's Web site. This involves developing a graphic design that effectively communicates the ideas being promoted by the Web site. A web designer may take part in the initial planning of a Web site, meeting with the client to discuss ideas for the layout and organization of the site, the types of colors or images to use (photos, illustrations, videos, etc.), and other matters concerning overall graphic design.

- [Responsibilities, Duties, and Qualifications](#)

Copy Editors: Nalisha Samlall and Pablo Quintero

A copy editor makes sure that a text is readable, accurate and ready for publication. The copy editors will at times work side-by-side the writer to help ensure the successful completion of the article.

- [Responsibilities, Duties, and Qualifications](#)

Staff Writers / Political Columnists:

Edison Agudo, Daniel Berman, Tanuja Budraj, Noah Cleary, Angela Cristobal, Seth Douglas, Dennil Erazo, Miranda Kerrigan, Ali Khan, Genesis Rivas, Jonvenette Suriel

A political columnist specializes in writing editorial articles that focus on government, the political process, electoral campaigns and candidates. A political columnist's well-reasoned arguments and insightful observations help shape debate on important public issues.

- [Responsibilities, Duties, and Qualifications](#)

*Note that the co-editors-in-chief, the co-web designers, and the two copy editors are not obligated to write an op-ed. Their role will be defined in terms of planning the overall vision as well as overseeing and facilitating the relevant day-to-day details, and revision. They are welcome to write an editorial piece if they so choose.

Timeline of Publication Deadlines

Weekly Overview	Monday	Tuesday	Wednesday	Thursday	Friday
Product Rollout	8 Product Descriptor Applications Due Midnight	9 Roles assigned and first work day Ideas pitched by midnight	10	11 Co-Editor-in-Chief board meeting with staff writers Op-Ed wkshp Spreadsheet with everyone's topics	12 Work Day
Researching, Interviewing, Designing	15 Critique Wkshp Editors and Web D's Copy Editor's Hndbk Staff Writers' Rubric	16 Political Discussion and Rubric Refinement	17	18 Senior Trip!	19 Senior Trip!
Researching, Interviewing, Designing	22 Political Discussion	23 Work day Copy Editor's Rubric	24	25 College Meetup Day	26 (Work day)
Revision	29 Memorial Day	30 Work Day First Drafts Due	31	1 (June) Workshopping and Revision	2 Workshopping and Revision
Revision and Submission	5 Workshopping and Revision Final Submission Deadline at Midnight	6 Readings and Discussions	7	8 Prom!	9 Grad Gowns
Publication	12 Website Goes LIVE Staff party				

Student-Generated Op-Ed Rubric

LTLT: I can publish an in-depth investigative op-ed that considers multiple, fact-based sources of evidence.

	4 - Mastery	3 - Accomplished	2 - Approaching	1 - Developing
Argument	<ul style="list-style-type: none"> -A clear thesis with definable, arguable claim -Thesis is original and unique -Thesis has clearly been synthesized through researching evidence 	<ul style="list-style-type: none"> -A thesis has an argument that is relevant to the topic chosen -Thesis has clearly been synthesized through researching evidence 	<ul style="list-style-type: none"> -A thesis may be present but it is vague or lacks relevance to the topic chosen -Thesis lacks originality and uniqueness -Thesis lacks synthesis through researched evidence 	<ul style="list-style-type: none"> -The argument has no connection to the Op-Ed
Evidence	<ul style="list-style-type: none"> -Evidence is abundant and goes above and beyond in proving your position -Sources are credible and relevant -Evidence exposes multiple sides of the argument and proposes new ideas to the reader 	<ul style="list-style-type: none"> - Evidence is clear and supports your point. -Sources are credible and relevant -Evidence sometimes offers multiple sides of the argument. 	<ul style="list-style-type: none"> -Evidence is mostly supporting your point -Sources are mostly credible and reliable. -Evidence rarely offers another side to the argument that would make the reader understand it better. 	<ul style="list-style-type: none"> -Evidence is minimal and is mostly off-topic -Sources are uncredible and unreliable
Organization	<ul style="list-style-type: none"> Well structured and clear claim and topic sentence. Signposting used to guide the argument and set up claims. 	<ul style="list-style-type: none"> There is a clear transition between ideas. Topic sentences make the Op-Ed easy to follow. Signposting is used. 	<ul style="list-style-type: none"> There is an attempt at structure. The main idea of the Op-Ed is not easily understood. 	<ul style="list-style-type: none"> There is no clear organization. The main idea of the Op- Ed is not understandable and vague.
Language and Conventions	<ul style="list-style-type: none"> - No spelling or grammar errors (0 mistakes) - Language is always professional and persuasive 	<ul style="list-style-type: none"> - Some mistakes but the mistakes don't impact the comprehensibility (1-4 mistakes) - Language is mostly professional and persuasive 	<ul style="list-style-type: none"> - Several mistakes that make it harder to understand (5-7 mistakes) - Language is not professional or persuasive 	<ul style="list-style-type: none"> - Many mistakes and it is bad (8+ mistakes) - Language is a train wreck and is terrible

References:

<https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

Student-Generated Feedback Rubric

LTLT: I can publish an in-depth investigative op-ed that considers multiple, fact-based sources of evidence.

Feedback Type	4 - Mastery	3 - Accomplished	2 - Approaching	1 - Developing
<p>Conventions and Language <i>(Spelling, grammar, punctuation, tone, persuasiveness)</i></p>	<p>Copy editor...</p> <ul style="list-style-type: none"> Identifies all errors in spelling, grammar, and punctuation Ensures that tone is not only engaging and appropriate, but also professional and eloquent Verifies that language used is purposeful and clear 	<p>Copy editor...</p> <ul style="list-style-type: none"> Identifies most errors in spelling, grammar, and punctuation Ensures that tone is engaging and appropriate for an in depth article Verifies that language is clear 	<p>Copy editor...</p> <ul style="list-style-type: none"> Identifies some errors in spelling, grammar, and punctuation, but not all Assures that tone is somewhat engaging and appropriate Points out some of the places where language is slightly unclear and needs some adjusting 	<p>Copy editor...</p> <ul style="list-style-type: none"> Identifies little to no errors in spelling, grammar, and punctuation, despite there being many Does not correct a tone that is either not engaging or appropriate Discovers language that is confusing and does not correct it
<p>Argument and Evidence <i>(Originality, clarity, credibility, research, multiple perspectives)</i></p>	<p>Copy editor...</p> <ul style="list-style-type: none"> Ensures that author's argument is unique and refreshing Confirms that more than 2 opinions are provided Checks that all evidence and research are credible and through 	<p>Copy editor...</p> <ul style="list-style-type: none"> Ensures that author's argument is original Confirms that 1 or 2 opinions are provided Checks that evidence and research are credible 	<p>Copy editor...</p> <ul style="list-style-type: none"> Does not clearly communicate to the author whether their argument is original Checks that argument provides a vague opinion Only points out some of the sources that are unreliable 	<p>Copy editor...</p> <ul style="list-style-type: none"> Does not attempt to communicate to the author whether their argument is original Does not point out that argument does not provide any opinion Does not point out any of the sources that are unreliable
<p>Organization <i>(Coherence, transitions, intentional structure)</i></p>	<p>Copy editor...</p> <ul style="list-style-type: none"> Ensures that ideas are structured coherently and organization is purposeful Checks that transitions help to smoothly guide the reader through the piece 	<p>Copy editor...</p> <ul style="list-style-type: none"> Ensures that ideas are structured coherently Checks that transitions are purposeful and provide clarity 	<p>Copy editor...</p> <ul style="list-style-type: none"> Corrects some ideas that are not structured properly Only points out some missing transitions 	<p>Copy editor...</p> <ul style="list-style-type: none"> Finds that ideas aren't structured correctly at all and does not correct this Does not point out where transitions are missing
<p>Feedback Delivery <i>(Constructive criticism, positives and negatives, next steps)</i></p>	<p>Copy editor..</p> <ul style="list-style-type: none"> Provides a deep analysis what the writer should revise Is professional when delivering feedback in a constructive manner 	<p>Copy editor...</p> <ul style="list-style-type: none"> Provides an analysis on what the writer should revise Is mostly professional when delivering feedback 	<p>Copy editor...</p> <ul style="list-style-type: none"> Gives limited analysis on what the writer should revise Is somewhat professional when delivering feedback 	<p>Copy editor...</p> <ul style="list-style-type: none"> Doesn't give an explanation on how the writer should revise work Is unprofessional when delivering feedback

References:

<https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>