Yearbook

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Location:
De Anza High School
Room 3 115

COURSE DESCRIPTION AND LEARNING OUTCOMES

Yearbook Journalism has been designed to provide students with journalistic skills and the ability to apply those skills to actual yearbook production. Units of study include concept, thematic development, section development, reporting and writing, head-
lines, photos and captions, design, graphics, readers' services and money matters.

Actual work results in the current volume of the yearbook. This publication gains attention each year as an outstanding yearbook—an important historical record and tradition in which the school and community can take pride.

Mastery of the following goals and objectives fully exposes staff members to all areas of the publications world. With this training, students should be able to pursue journalism with a strong background either in their advanced studies or as a career.

Class work includes:
A. Students will define the role of the staff member
B. Students will identify, master and apply the skills necessary in financing the yearbook.
C. Students will identify, master and apply the skills necessary in conceptualizing the yearbook.
D. Students will identify, master and apply the skills necessary in meeting ethical and legal responsibilities related to production of the yearbook.
E. Students will identify, master and apply the skills necessary in reporting and writing for the yearbook.
F. Students will identify, master and apply the skills necessary in writing and designing headlines for the yearbook.
G. Students will identify, master and apply the skills necessary in writing and designing captions for the yearbook.
H. Students will identify, master and apply the skills necessary in planning the yearbook.
I. Students will identify, master and apply the skills necessary in designing pages for the yearbook.
J. Students will identify, master and apply the skills necessary to work with software packages in the desktop publishing system to produce the yearbook.
K. Students will identify, master and apply the skills necessary in preparing the yearbook for the printer.

Learning outcomes:
Goals and Objectives
A. Students will define their potential roles as members of the yearbook staff.
   a. Students will recognize the need to cooperate with others in developing a product representative of the whole.
   b. Students will understand the responsibility involved in preserving the year with accuracy as a service to readers.

     c. Students will identify those tasks that must be accomplished to complete the yearbook project including concept, reporting, design, photography and production procedures.

     d. Students will identify, master and apply the skills necessary in financing the yearbook.

B. Students will understand the financial commitment and obligation of the staff member in meeting sales quotas to remain within budget.

     a. Given a set of bid specifications, students will identify the cost factors involved with the production of the yearbook.

     b. Students will plan an advertising campaign and book sales campaign to finance the yearbook as defined in the specifications.

     c. Students will fully develop the advertising and book sales campaigns to ensure a secure financial plan including pre-sales campaigns, actual transactions and all follow-up business procedures including receipts, billing, posting of records and yearbook distribution.

C. Students will identify, master and apply skills necessary in conceptualizing the yearbook.

     a. Students will explore the conceptual philosophy of the yearbook, understanding its function as a historical record and as a memory book.

     b. Students will master an understanding of the contribution of thematic development to the coverage of the year.

     c. Students will master an understanding of the contribution of a systematic, sectional approach to the coverage of the year.

     d. Students will identify the role of student life, academics, organizations, sports and the individual sections of the book.

     e. Students will identify the basic elements utilized in recording the year including copy and photographs.

D. Students will identify, master and apply the skills necessary in reporting and writing for the yearbook.

     a. Students will identify the three basic types of copy including story formats, headlines and captions.

     b. Students will recognize the importance of the role of body copy as one of the unifying elements of the spread.

     c. Students will master information-gathering approaches and will recognize the importance of interviewing as a major source of accurate information.

     d. Students will understand guidelines for conducting interviews and subsequent incorporation of material into body copy.

     e. Students will master the identification and use of meaningful direct quotes, partial quotes, paraphrased material and effective background research from a variety of reputable sources.

     f. Students will identify the types of copy leads according to content and structure.

     g. Students will master the basic feature style of writing utilizing a quote-transition format.

     h. Students will master editing and proofreading skills for copy enhancement and preparation for production, including editing to fit space requirements and conformity to AP Style or the yearbook staff's own set of guidelines.

E. Students will identify, master and apply skills necessary in writing headlines for the yearbook.

     a. Students will identify the function and format of headlines including both writing and design skills.

     b. Students will identify the four basic ways in which headlines can be written and presented.

     c. Students will master writing and editing headlines that fit the four basic patterns and allotted space.

     d. Students will master editing and proofreading skills for headline enhancement and preparation for production.

F. Students will identify, master and apply skills necessary in writing captions for photographs in the yearbook.
   a. Students will recognize the importance of the caption in fully developing the story concept of the photograph.
   b. Students will master information-gathering techniques essential to getting specific details of the photograph's story.
   c. Students will identify the content and structural approaches to caption writing as well as other style and format considerations.
   d. Students will master the writing and design of the caption lead-in.
G. Students will identify, master and apply skills necessary in planning photographs for the yearbook.
   a. Students will recognize the importance of planning a systematic approach to photographic coverage.
   b. Students will identify those ways in which photographs can be incorporated into the yearbook to have the most storytelling impact.
   c. Students will master basic camera operation and shooting procedures in order to take photographs when necessary.
   d. Students will understand focus, contrast and composition guidelines in order to produce acceptable quality prints.
   e. Students will master photo editing skills, including cropping and proportioning procedures.
   f. Students will understand the impact of photo manipulation and the difference between a photo and a photo illustration.
   g. Students will understand the importance of a photo management system for efficient yearbook production.
H. Students will identify, master and apply skills necessary in designing pages for the yearbook.
   a. Students will recognize the importance of presenting content in a logical manner by using a grid or column structure to give material an organized look.
   b. Students will master the basic essentials of effective design, including adequate and consistent internal and external margins, dominance, spread linkage as well as the incorporation of all the primary elements.
   c. Students will recognize the function of graphic enhancement and will master the techniques that can be used to unify or separate content.
I. Students will identify, master and apply the skills necessary to work with software packages in the desktop publishing system.
   a. Students will master the word processing and typesetting program to facilitate the writing/editing experience as well as format content for exporting to the desktop publishing software program.
   b. Students will master the graphic design program and will be able to create specialized logos, headlines, advertisements and other related graphics in the program for printing or for exporting into the desktop publishing software program.
   c. Students will master the desktop publishing program as a tool for importing content from other software packages and combining into a final camera-ready document.
J. Students will identify, master and apply skills necessary in preparing the yearbook for the printer.
   a. Students will master the terminology associated with the production of the yearbook in printer's terms.
   b. Students will identify and master the use of work materials, submission forms and computer programs provided by the printer for use in the production of the yearbook.

REQUIREMENTS
Required Reading:
- As assigned

Software:
- treering.com
- Google Classroom
- Google Drive

Hardware
- SD card 4gb or larger for cameras to be checked out.
- Cameras that can be checked out

Each student is assigned a computer in the class with lab hours for work outside of class time (lunch period & after school by appointment). However, it is helpful to have these programs installed on your personal laptop or home desktop. A different version of Adobe Creative Suites (CS) is acceptable. All of your class work must be stored on your Personal Folder along with a backup. I can't help you unless I can see what you are doing.

Storage media:
You will store all your work in your folder on Google drive and the Yearbook Google drive. But, it is recommended that you also backup your data on another storage device like a thumb drive.

General familiarity with OS navigation:
It is assumed that you have a basic knowledge of OS navigation concepts such as 'double-clicking', menu navigation, data saving and retrieval, and Internet browsing. Since we use Macs, and you might be a PC person, I understand at the beginning of the quarter the awkwardness of using a different OS. However, you'll need to get over that awkwardness quickly. Should you be completely new to computers, please see me immediately as this course does not start from the absolute beginning with computers.

Finally, it is expected that you will research your problem thoroughly before contacting me for a solution. It isn't that I don't want to help. Rather, I don't want to enable a dependency on me for solutions, especially when they are easily found using a simple online search. Don't be surprised if I use "Let Me Google that for you" if you ask us a question whose solution is found through a simple Google search.

STUDENT/TEACHER EXPECTATIONS
Equality and community are paramount in this classroom. Therefore, an environment of respect must be maintained among students and between the students and the teacher. To foster this relationship we must have expectations for each other.

What you can expect from me:
- Reasonable workload and understanding of students' need to manage time.
- Interesting and engaging curriculum that includes hands-on activities.
- Recognition and rewards for hard work
- Respect for and kindness to all students

In exchange, what I expect from you:
- Your best and most sincere effort on all assignments
- A willingness to help others
- Respect and kindness to other students and the teacher

ATTENDANCE AND PARTICIPATION

During every class day, there will be assignments and/or notes given. Therefore, if you are absent, you will have work that needs to be made up. Just one day of being behind in class will already affect your workload (trust me, I've been there and it sucks trying to catch up). If you are absent, you should check Google Classroom and/or with at least three of your classmates to find out what you have missed. If that fails then you may ask me (but I will tell you "I don't know, look on Google Classroom"). Your classmates are your best resource so remember "Ask three before you ask me!"

You will need to make up any time that you miss from class before your work is considered for credit. If you are absent and have a note from a parent, a doctor or a call slip from a counselor or admin, you will not need to make up class time.

Participation and completion of class work is also mandatory. Each student is expected to work to the best of his/her ability to earn full points in this class.

GRADING

All assignments are due at the beginning of the class. Late work will be accepted for only 60% of the credit and not accepted after two weeks past the due date. Students must receive the grade of a "C-" or better for the class in order to attend special field trips.
- Homework/Class work, Participation, Tests/Quizzes: 5%
- Participation, Prompt Attendance 5%
- Project: 90%

Grading Scale

A	94-100	B	84-86	C	74-76	F	59 and below
A-	90-93	B-	80-83	C-	70-73		
B+	87-89	C+	77-79	D	60-69		

ASSESSMENT
Work for this course consists of:
- Photos of events
- Spreads/pages of yearbook

ACADEMIC DISHONESTY AND PROPER USE OF INTELLECTUAL PROPERTY (CODE SNIPPETS AND SAMPLING)

Really familiarize yourself with the School's policies on academic dishonesty. Saying "I didn't know!" is never a viable excuse and being branded a cheater will travel with you forever. Regarding intellectual property let me be clear:

You are prohibited from using the work of others unless you can provide proof that you have a proper license or permission for said work. We reserve the right at any time to ask you to provide proof of such a license or permission. Violation of this policy will be considered an academically dishonest act on the level of plagiarism and you will suffer serious consequences, not the least of which include a failing grade and being reported to the Administration. You are encouraged to seek out and use creative commons licensed works provided the artist specifically states that you may use their work for educational use (which this would be). As well, you

must cite the source for any paraphrased or quoted text and list sites where any imagery was taken from. In the case of code taken from another patch or example, you must include a comment as to the author of the code snippet used and a URL where said code snipped can be traced back to.

PLAGIARISM/COPYRIGHT
Academic Honesty
All academic work is the legitimate, authentic work of the student. Students submit tests, essays, projects, and homework that are free from fraud or deception. When completing any kind of assessment or assignment, students rely on their own knowledge and preparation unless collaboration is directed. Students credit all sources used.

Academic Dishonesty
- Cheating
    - Giving or using outside help on an assessment without permission
    - Copying any work or allowing another student to copy one's work; all work submitted must be that of the individual student.
    - Falsifying or inventing any academic work.
    - Having another student, parent, or other adult write or make major changes to student work.
    - Unauthorized collaboration: collaborative work will be at the direction of the teacher and be documented according to assignment guidelines.
    - Plagiarizing: presenting another's ideas, words, or work as one's own.
    - Unauthorized altering, taking, or publishing of any student, teacher, or school materials.

- Possible Consequences for Any Offense of Academic Dishonesty:
    - Zero on the assignment with no option to resubmit
    - Confiscation of assignment by teacher (included in student record)
    - Parents contacted
    - Referral to administration and/or counselors
    - Teacher consequence

CELL PHONES AND OTHER DISRUPTIVE DEVICES
We don't appreciate cell phones, iPods, or any other annoying electronic devices that may go off during class. Please silence these devices before class begins, and put them in the charging station. They are never allowed in class. If there is an emergency you may use my classroom phone or the office will call my classroom.

Music/Headphones
No earphones, headphones, or music during lectures. Music may be permitted, at my choosing, during lab time, played through my overhead speakers.

GOOGLE
We will use Gmail, Google Drive, and Google Classroom extensively to obtain any necessary material for this class. Announcements will sometimes also go out on Remind. It is your responsibility to check them regularly for announcements, assignments, emails, and other things which I'll direct your attention to. It is your responsibility to ensure that you've completed and turned in all of your coursework.

STUDENTS WITH DISABILITIES

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact me.

*** This syllabus is subject to change.*

I have read all of the above and understand what is expected of me.

Your name (First and Last):	
Your signature:	
Your Email Address:	
Your Parent's or Guardian's Name:	
Your Parent's or Guardian's Signature:	
Your Parent's or Guardian's Phone Number:	
Your Parent's or Guardian's Email Address:	