

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – INTERDISCIPLINARY**

<u>COURSE TITLE:</u>	Advanced Publications
<u>GRADE LEVEL:</u>	10-12
<u>COURSE LENGTH:</u>	Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	Publications
<u>CREDIT:</u>	10
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for College-Preparatory Elective; subject area (“g”)
<u>GRADUATION REQUIREMENT:</u>	No
<u>STANDARDS AND BENCHMARKS:</u>	California Common Core State Standards for English Language Arts Visual and Performing Arts Content Standards
<u>ADOPTED:</u>	June 7, 2017

INSTRUCTIONAL MATERIALS:

Supplemental Resources

Title: *Teaching Yearbook Journalism* Student Workbook (Herff Jones)

Reference:

1. *The Associated Press Stylebook and Briefing on Media Law*. Associated Press, 2014.
2. *Best of the High School Press*. Annual publication National Scholastic Press Association.
3. *Ideas that Fly: Working to Build a Visual Memory*. Annual publication of Herff Jones.
4. Teacher-generated materials and resources from the Journalism Education Association, National Scholastic Press Association, Student Press Law Center and the yearbook publishing company.
5. Current and relevant publications on graphic design, grid systems, typography.
6. Current online resources for design and photography including design applications and Pinterest.
7. Current publications online and in print for best practices in publication and writing instruction.

Suggested Web sites:

1. <https://www.herffjones.com/>
2. http://journalismethics.info/media_law/
3. <http://studentpress.journ.umn.edu/nsipa/>
4. <http://jea.org/>
5. <http://cspa.columbia.edu/>
6. <http://www.splc.org/>
7. <https://www.pinterest.com/>
8. <http://www.journaliststoolbox.org/>
9. <https://www.mla.org/>
10. <https://owl.english.purdue.edu/owl/resource/747/01/>
11. <http://www.ap.org/>

COURSE DESCRIPTION:

Advanced Publications is designed for returning Publications students who have been selected as a member of the yearbook leadership team and will act as editors. Students will plan and implement the training of Publications students, as well as set expectations regarding class organization, time management systems, and deadlines. Students will also learn and demonstrate higher level skills in graphic design, writing, editing, and digital photography.

COURSE OBJECTIVES:

Upon completion of the course, students will:

1. Understand all elements of a successful yearbook spread such as graphic design, photography, and writing for a variety of purposes.
2. Demonstrate the ability to write, revise and rewrite for a professional publication, including honing interviewing skills.
3. Practice high level photographic techniques and editing to produce quality images for use in publication.
4. Demonstrate marketing skills including generating advertisement and book sales, distribution and customer services.
5. Successfully collaborate in a team environment, including organizing teams, meeting deadlines and effective time management.
6. Assist with the training of new student staff.
7. Be responsible for the planning and management of deadlines, layouts, coverage, theme development, and distribution.
8. Edit writing and design elements throughout the book to maintain high publication standards.

ASSESSMENT:

Students will be assessed based on:

1. Student workbook/worksheets graded as units are completed.
2. Student presentations of ideas, theme packets, layouts, etc. assessed throughout the year by teacher and peers.
3. Tests and quizzes are given at the start of the year to determine student understanding of basic vocabulary and concepts needed to be successful in the class.
4. A deadline assignment rubric is used to evaluate each spread for creativity, completeness, quality, timeliness, etc.
5. Participation and productivity is assessed by completion of spreads, utilization of time, meeting deadlines, and successful collaboration with other team members.
6. Students complete reflections throughout the year on various prompts to evaluate and direct their learning.

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

<u>COURSE CONTENT:</u>	
<u>Scope and Sequence:</u>	<p>Unit I: Orientation and training of new Publications students: Advanced Publication students will:</p> <ol style="list-style-type: none"> 1. Lead the training of incoming Publications students utilizing resources such as <i>Teaching Yearbook Journalism</i> student workbook. 2. Plan and lead various team building activities, which are designed to help students learn each other's strengths and build a collaborative environment. 3. Use and teach the specialized terminology and principles of journalism. 4. Lead the development of the yearbook's overarching theme with both visual and verbal elements; emphasize where the theme appears in a yearbook; and teach types of themes and develop criteria to evaluate and create a theme. 5. Create lesson plans where they organize and implement the team building activities and train incoming students. <p>Unit II: Theme Development and Implementation Advanced Publications students will:</p> <ol style="list-style-type: none"> 1. Develop a theme packet for the publication after exploring theme concepts and evaluating prior years' themes as well as award-winning themes from other schools. 2. Create theme packages with sample spreads and present them to the class for evaluation. 3. Lead the class in brainstorming sessions and collaborate to choose the final theme. 4. Attend cover and theme workshops and yearbook camp to finalize their theme. <p>Unit III: Coverage Organization and Implementation Advanced Publications students will:</p> <ol style="list-style-type: none"> 1. Work together and attend additional trainings such as a cover workshop and/or yearbook camp to develop and create the overarching theme for the yearbook that represents the entire school community. 2. Make decisions on organization, deadlines, and coverage. Decide on thematic sections to improve coverage. Discuss the importance of full-inclusion, create the ladder (a graphic organizer that follows a step-by-step process for organizing the content of each spread). 3. Utilize advanced design skills, decide and implement conventional style with page formats, fonts, and spacing that

contribute to the yearbook’s readability and impact.

4. Recognize, include, and lead beginning students in appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations.
5. Assist with maintaining class norms that include job descriptions of various positions, goals for the project, expectations and standards for participation and performance.
6. Assist with assigning students their staff jobs and deadlines. Assist with leading the class in self-evaluations and discussions reflecting on what went well and what could be improved for each deadline, section, and spread.

Unit IV: Interview Training and Techniques

Advanced Publications students will:

1. Assist with training of staff in important interviewing and surveying skills.
2. Mentor staff on etiquette for approaching the student body, school site personnel, and community; demonstrate the guidelines for conducting an interview, employing appropriate interviewing technique, and then evaluating the effectiveness of the interview.
3. Assist in teaching writing of interview questions, differentiating between relevant open-ended and close-ended questions, and interview preparation.

Unit V: Journalistic Training, Writing, and Editing

Advanced Publications students will:

1. Edit and write journalistic copy, captions, and headlines for the publication utilizing proper angle, punctuation, lead, tone, quotations, verb tense, precision, concision, storytelling, and transitions.
2. Produce and guide staff towards production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. Assist in teaching norms for journalistic writing and continue to work on increasing their own mastery.
4. Assist in creating and modeling a consistency style guide for the publication, specifying capitalization, punctuation, abbreviation, and wording guidelines for the writing in the yearbook.
5. Assist in teaching writing of captions, headlines and subhead packages, copy, and personal profiles.
6. Assist with setting progressive deadlines for each component of the publication to ensure final production deadlines

are met.

7. Regularly self-evaluate and reflect on progress in the course and set future deadline goals.

Unit VI: Photojournalism Standards and Training

Advanced Publications students will:

1. Assist teaching basic and technical aspects of digital camera use, emphasizing the vocabulary of photography; model and demonstrate how to handle cameras properly and how to use various settings to improve photo quality; show the basics of a digital camera; assist teaching elements of photo composition.
2. Assist teaching ethics of photojournalism.
3. Assist teaching beginning students how to critically select and edit photographs and use them to enhance the writing and design components as they create the publication.
4. Help manage and organize photo coverage at school and community functions throughout the year to accurately represent all aspects of school life, including students, school events, classes, sports, and clubs, through visual media.

Unit VII: Technical Skills Mastery and Training

Advanced Publications students will:

1. Demonstrate mastery and help train beginning students in page layout software such as the web-based eDesign and/or InDesign programs as the medium to create their publication.
2. Receive advanced training on publication and photography programs when available.
3. Design and create layouts while overseeing the consistency and design of beginning students.
4. Use the design program daily to complete pages and edit for the length of the project.
5. Trouble-shoot technical problems.
6. Be responsible for maintaining equipment and researching the acquisition of new technical equipment.

Unit VIII: Graphic Design Mastery and Training

Advanced Publications students will:

1. Assist with the teaching of vocabulary for publication design; identify examples of graphic elements and type treatments in newspapers and magazines and analyze elements for their usefulness in yearbook design; and master

graphic design best practices, such as utilizing grids versus columns, typography, mod design, dominance, eye lines, intentional white space, separation and isolation of elements.

2. Assist with the study and analysis of a variety of professional publications, such as Associated Press (AP), and amateur publications, such as those found in the *Ideas that Fly* books. The key assignment will be to plan, assign, and create a variety of templates for layouts using elements that convey the overall publication theme, while enhancing each section’s focus.
3. Edit, critique, and revise various spread designs.
4. Attend cover and design workshops and yearbook camp to hone their design skills.

Unit IX: Advertising Sales, Business Management, Organization, and Self-Evaluation

Advanced Publication students will:

1. Participate in the publication and finance processes while working collaboratively to meet all deadlines and edit proofs; utilize technology and social media to integrate and organize production and business aspects of the publication.
2. Participate in the planning and implementation of advertising and book sales, while maintaining positive customer relations within the community.
3. Help create and work within a specified budget, maintaining accurate accounts receivable and payable; organize an efficient distribution process; help create and implement marketing strategies and materials such as applications, order forms, t-shirts, promotional materials, etc.
4. Review customer satisfaction, evaluate final product and development process, and plan improvements for the following year.
5. Help plan and implement Publications 1 recruitment strategies, such as applications, selection criteria, teacher recommendation forms, marketing, meeting planning, and the interviewing of potential candidates.
6. Help organize and execute the distribution of the publication to the student body, staff, and community. After reflecting on the process, they will also evaluate and devise systems for future improvement.

Unit X: Student Press Law

Advanced Publications students will:

1. Help lead the training and discussion of the class on the First Amendment and the basics of protected and unprotected speech.
2. Assist in teaching the rights and responsibilities of student journalists, such as use of actual student journalism court cases posted on *Journalism Education Association* website (<http://jeasprc.org/>) to enhance their lessons.
3. Help lead the class in a discussion about journalistic rights versus the classes' goal of creating a product being sold to the community.