

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

<u>COURSE TITLE:</u>	Publications
<u>GRADE LEVEL:</u>	9-12
<u>COURSE LENGTH:</u>	Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<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:

Publications is a project-based, yearlong class that produces the school's annual yearbook. Publications combines the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual, photographic, and graphic arts. The class is run like a business with project deadlines, sales goals, collaboration, and management. Students learn all components of computer-based publishing, including interviewing, reporting, copy writing, editing, photography, graphic design, theme development, multimedia layout, advertising, distribution, development of leadership skills, and the importance of teamwork.

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.

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: Introduction to Publication Journalism Students will:</p> <ol style="list-style-type: none"> 1. Learn the specialized terminology, principles, and organization of journalistic publications. 2. Develop the yearbook's overarching theme with both visual and verbal elements. Understand how a theme is developed visually and verbally and how it appears throughout a yearbook. 3. Plan the publication's organization and schedule and decide on coverage and placement. Understand how yearbook staffs make coverage decisions. Know the components typically included in the basic yearbook sections. Organize information to achieve particular purposes and to appeal to the background and interests of the audience. Create the ladder (a graphic organizer that follows a step-by-step process for organizing the content of each spread). Follow a conventional style with page formats, fonts, and spacing that contribute to the yearbook's readability and impact. Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. 4. Demonstrate Common Core anchor standards, which are essential to the work done in the course: collaboration, communication, creativity/innovation and critical thinking/problem solving. <p>Unit II: Advertising Sales, Business Management, and Organization Students will:</p> <ol style="list-style-type: none"> 1. Understand publication process and costs while working collaboratively to meet all deadlines and edit proofs. 2. Utilize technology and social media to integrate and organize production and business aspects of the publication. 3. Participate in, plan, and implement advertising and book sales. 4. Create and work within a specified budget, maintaining accurate accounts receivable and payable. 5. Organize an efficient distribution process to clients. 6. Implement a customer satisfaction plan by utilizing customer service skills throughout the publication process. 7. Create and implement marketing strategies and materials such as applications, order forms, t-shirts and promotional materials, etc.

Unit III: Research

Students will:

1. Collect evidence and integrate multiple sources of information.
2. Learn interviewing and survey skills to be used throughout the course with the student body, school site personnel, and community.
3. Research and develop topics based on evidence and facts. Use clear research questions and suitable research sources (e.g., library, electronic media, personal interview) to elicit and present evidence.
4. Evaluate credibility and accuracy of sources.

Unit IV: Journalistic Writing

Students will:

1. Learn Associated Press (AP) Style and utilize created style sheet for our publication. Specify capitalization, punctuation, abbreviation, and wording guidelines for all writing in the book.
2. Analyze a variety of creative nonfiction and feature story articles from professional and award-winning scholastic sources. Identify the elements of journalistic writing in a feature story.
3. Integrate multiple sources of information from diverse formats and media into a variety of nonfiction writing, such as captions, headlines, copy, personal profiles, and others. Brainstorm an angle, possible sources, interview questions and a lead for a piece of copy. Select most effective details and organize content logically. Integrate quotations and citations into a written text while maintaining the flow of ideas.
4. Implement structural and stylistic elements of journalistic writing for captions and copy: angle, lead, tone, quotations, verb tense, precision, concision, storytelling, and transitions. Understand the purpose of a good lead and recognize different types of attention-grabbing leads. Relate a clear, coherent incident, event, or situation by using well-chosen details. Understand the importance of transitions, punctuation, and attributing quotations in copy writing. Establish coherence within and among paragraphs through effective transitions, and parallel structures.
5. Write and rewrite routinely over extended time frames for a range of tasks, purposes, and audiences.
6. Write informative text to convey information clearly and accurately through effective selection, organization, and analysis of content.
7. Write narratives to report real events using effective technique, well-chosen details, and well-structured sequences.
8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

9. Revise, proofread, and edit collaboratively.

Unit V: Photojournalism

Students will:

1. Master basic and technical aspects of digital camera use. Introduce the vocabulary of photography. Learn how to handle cameras properly and to use various settings to improve photo quality. Understand the basics of a digital camera: pixels and resolution, viewfinders vs. LCD, composition, memory and removable media, and optical or digital zoom.
2. Identify and employ elements of photo composition.
3. Learn ethics of photojournalism.
4. Accurately represent the diverse school and local community through visual media.
5. Manage and organize photography assignments during and after school, to include taking candid shots of the community, students, school events, classes, sports, and clubs.
6. Critically select and edit photographs to enhance the writing and design components of the publication.

Unit VI: Graphic Design

Students will:

1. Introduce the vocabulary for design and identify examples of graphic elements and type treatments.
2. Master graphic design best practices, such as utilizing grids, typography, mod design, dominance, eye lines, intentional white space, separation and isolation of elements, and PARC/CRAP (Proximity, Alignment, Repetition and Contrast).
3. Plan and create a variety of layouts using graphic elements that convey the overall publication theme, while enhancing each section's focus. Learn and use a variety of graphic elements and type treatments. Learn and design a variety of modular elements. Follow the steps for designing a graphically pleasing spread. Collaboratively critique and revise various spread designs.
4. Become familiar in publication software such as Photoshop, eDesign, and InDesign programs to create the finished project. Train in the basics of the program and demonstrate use of sophisticated learning tools by following technical directions. Create templates with column guides, type copy and captions, create headline packages, place

images, and peer edit via the design program.

Unit VII: Student Press Law

Students will:

1. Learn the First Amendment and the basics of protected and unprotected speech.
2. Learn the rights and responsibilities of student journalists based on court cases and law.
3. Learn ethics in the student press.