

PUBLICATIONS WRITING

Mr. Ryan McCallum • Room A-210 • 682-8162
rmccallum@buffalo.k12.mn.us • www.bhs.cc

Philosophy:

Publications Writing is a hands-on opportunity for you to learn responsible habits while producing the yearbook; a historical written and pictorial reference which chronicles the events of the school year. The end result includes not only a quality product, but also allows you the opportunity to learn and grow through this hands-on process. You will learn more than yearbook fundamentals; you'll learn to manage time, become self-starters, delegate responsibility, demonstrate knowledge, share resources, manage money and receipts, and motivate co-workers, much like in the business and journalistic world.

Goals:

The goal of Publications Writing is to create a yearbook which adheres to strict journalistic guidelines. In order to achieve this goal, the course requires several weeks of intensive training with the remainder of the year to be used as a lab for yearbook production. Some objectives will take longer to master, while students with journalistic or yearbook background may only need a review. The course content includes but is not limited to: layout construction, article and body copy development, use of graphic designs, time management, business procedures, publisher requirements, and photo appreciation.

Performance Objectives:

Anatomy of a Yearbook

The student will:

- Learn the five functions of a yearbook and know how this current book will serve those functions
- Develop an awareness of the history of yearbooks and yearbook production
- Understand the purpose of each part of the yearbook and how the parts are assembled.
- Become familiar with printing terms and concepts as they relate to yearbook production.

Theme Development

The student will:

- Recognize how a theme provides continuity and creates a unique personality for the yearbook
- Learn how a yearbook theme is developed
- Engage in brainstorming and apply this strategy to creative endeavors.

Coverage and Content

The student will:

- Understand the terms coverage and content
- Learn ways of making content more interesting and techniques for structuring that content
- Improve the quality of writing by reporting on people and events in different and unusual ways.

Layout

The student will:

- Create an organized design in the layout
- Learn about the elements involved in creating a layout and know the importance of designing double-page spreads.
- Arrange design elements in a creative orderly fashion.
- Recognize layout and column styles that can be used to create consistency throughout a section.

Copy Writing

The student will:

- Understand the importance of solid copy writing
- Learn the difference between news and feature writing styles
- Recognize captions and headlines as important parts of yearbook copy
- Prepare interview questions and material
- Conduct interviews and create surveys and polls to gather material
- Learn how to organize information gathered in an interview in preparation for writing a story.

Writing the Story

The student will:

- Define various types of leads and write a lead appropriate to the story
- Recognize the three basic types of quotes in a story
- Memorize the characteristics of well-written copy
- Use the rules of headline writing
- Understand the placement and headline design.

The Caption

The student will

- Understand how complete captions make the yearbook an accurate record of the year
- Work with photographers to collect the information needed to write complete captions
- Write and design captions that are informative.

Proofreading and Editing:

The student will:

- Understand the purpose and value of proofreading yearbook copy
- Learn the proofreading guidelines and tools and know how to use them.

Typography

The student will:

- Develop and awareness of the role typography plays in the presentation of yearbook content
- Learn primary kinds of type and how they are classified
- Learn how type is measured
- Demonstrate understanding of how to use typography effectively.

Photography

The student will:

- Recognize the value of quality pictures in the yearbook
- Recognize the rule of photographic composition
- Recognize common photographic problems
- Prepare a photograph for submission using Adobe PhotoShop CS3
- Understand how cropping can improve pictures composition.

Computer Preparation

The student will:

- Understand the purpose of copy fitting the variables affecting copy depth and adjust their stories to fit in created layout spreads
- Learn how to use the Adobe InDesign CS3 program to prepare copy for submission
- Learn the steps used in fitting yearbook texts, preparing layouts, adding photos, and digital submission.

Grading:

1/3 of your grade is based on points earned on quizzes and tests, homework, and in-class assignments.

2/3 of your grade is based on your deadline assignments, which consists of:

- Research and preparation
- First draft
- Revisions
- Attitude

In order for me to grade you on the specifics listed above, you will complete a “Deadline Evaluation Rubric.” This packet of questions will allow you to convince me of the grade you think you deserve. You will collect all of your “proof” in a two-pocket folder, which you will hand in with your “Deadline Evaluation Rubric.” I repeat, ALL of your work will go into your deadline folder:

- All drafts (revisions, final draft)
- Proof of photos taken
- Polls/Interview questions
- A tally of situations in which you helped others.

A+	98 – 100%	B+	87 – 89%	C+	77 – 79%	D+	67 – 69%
A	94 – 97%	B	83 – 86%	C	73 – 76%	D	63 – 66%
A-	90 – 93%	B-	80 – 82%	C-	70 – 72%	D-	60 – 62%

Materials Needed:

A notebook • One three-ring binder (for all handouts) • Two two-pocket folders (one is for a Deadline Folder)

Respect:

The way you treat others dictates how you are treated. At all times during this class, you are expected to treat your teacher and classmates respectfully. It is your responsibility to ensure that learning is taking place by helping everyone feel safe and comfortable. Be courteous to others who use this classroom and to those who clean and maintain it by keeping it as clean as possible.

Challenge ideas, but never criticize your classmates.

Responsibility:

Please keep in mind the following specific rules:

- Please be in your seat when the bell rings to start class, and do not line up by the door at the end of class.
- Please do not bring headphones, radios, CD players, telephones, or electronic games, to class
- **Please do not bring food or drink to class. (Only water in clear containers is allowed.)**
- Please actively participate in class. You will be asked to leave the room if your head is on the table or if you are found sleeping. Take care of yourself and assure that you are sleeping well each night.
- Do not leave the room without signing out and taking a pass.

Online: bhs.cc

There are numerous online tools that you will be expected to use as a part of the class. The course website, located at bhs.cc, also contains detailed summaries of each day of class – including copies of handouts, notes, and other materials. If you are absent, you will be expected to visit the website to learn what you missed. You will be required to make at least 20 posts per term on the class Forums (or Message Board). To qualify for credit, your posts must begin or contribute to discussion. Posting your work for critique or offering critique on the work of classmates is the most valuable thing you can do on the Forum. You will also contribute work to the BHS Wiki Project and hoofprint.net. Students will use Google Docs and Google Talk through bhs.cc. This part of the class is not optional or secondary. All students will be expected and required to use these tools. More instructions will be available when the class begins using these tools.

Publications Writing Attendance and Class Rules Contract

As you will soon find out, this class will lead you out of the classroom to hunt down information and resources. Even though you will be leaving for specific yearbook assignments, I must know where you are going. The idea of strapping tracking devices crossed my mind, but I figured that the only reasonable way to keep tabs on everyone's destination is to use passes and a sign out clipboard. I know that by insisting on this rule I make your quick trip to the library or office a little less quick, but trust me, there's nothing that annoys me more than trying to find one of my students during the class period.

When you are absent, I will give you a "When you were gone..." half sheet of paper describing what you missed and I will attach all handouts to it. School policy states that you will be given a *maximum* of two days for each day missed to complete make-up work. This policy works for me.

Late work earns credit at my discretion. Please keep in mind, however, that once I have handed corrected papers back to the class, I cannot accept late work for points. Late drafts and stories are absolutely unacceptable.

As you may already know, BHS is striving to gain better records of absences and tardies. Therefore, if you are not in class when the period begins, I will mark you absent. If you are a few minutes late to class, just sign the clipboard by the door and clip your pass to the board. This will help me remember to mark you tardy instead of absent in SASI. With two unexcused tardies, I will start to wonder where this class is on your priority list and you will have to make your time with me before school, after school, or during AAA. With this consequence, I don't anticipate any more tardies, but if you insist on rolling in without a pink pass again, I will not hesitate to call home.

From past experience, I have learned that the very beginning and very end of class can be some of the most product time or the most wasteful time spent in the classroom. I have a few requests: At the start of the class period, please allow me to take attendance and make announcements without disruption. Disruption means asking me questions that I could have answered before the class started and/or behavior that distracts me from getting initial procedures out of the way. Additionally, please stay seated and/or working until the bell rings at the end of the block. If I find you standing at the door *waiting* for the bell, it will indicate to me that you don't have enough work to do.

There may be many times during some class periods where you feel like you have "nothing to do." Resist the urge to accept this feeling, for when you are a part of a group process you always have "something to do." When in doubt, see your editor. Chances are somebody will have something for you to do.

This class requires that we, as individuals, practice respect for each other and our differences. I *expect* respect when I am in front of the room, which means I need you to be quiet while I am speaking. I refuse to talk above 30 students' voices. All I ask is that you listen.

Also, you must respect the fact that this class requires hard work. At some point you will probably be asked to do something over. Don't complain, and please don't whine. I assure you that our "product" will be worth all of your efforts.

Yes, I have read the rules and reminders for the publications writing course.

Sign here: _____ Date: _____