

Lee Middle School
Graphic Design: Yearbook Production
2007-2008 Course Syllabus

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Course Description:

This course is designed to provide students hands-on training using audio and video creation equipment (camcorders, digital cameras, scanners, and digital audio). Techniques learned in this class will be utilized to design and produce the LMS Yearbook. Students in this class will be required to attend after-school meetings, sporting and extracurricular events in order to photograph and report on these events.

Course Goals/Objectives:

1. **The Yearbook:** Students will define the role of a yearbook in the school environment.
 - a. Students will identify the functions of a yearbook.
 - b. Students will recognize the most effective ways to report the story of a school year.
 - c. Students will recognize the importance of audience and readers' expectations.
2. **Teamwork:** Students will understand, practice, and learn skills for effective leadership at all levels of an organization.
 - a. Students will recognize the value of self knowledge, awareness and clear communication in effective leadership.
 - b. Students will recognize the value of consistency, goal setting and feedback in effective leadership.
 - c. Students will recognize the value of a positive, open-minded attitude in effective leadership.
3. **Responsibility:** Students will understand, practice and learn skills for applying ethical and legal considerations to planning, storytelling and production.
 - a. Students will identify the rights and responsibilities (fairness, accuracy and good taste) provided by the First Amendment and scholastic-specific court decisions.
 - b. Students will recognize libel as a type of unprotected speech and how to avoid it.
 - c. Students will recognize the restrictions that copyright and trademark protection may place on the publication of material belonging to others.
4. **Brainstorming:** Students will understand, practice and learn skills for generating ideas.
 - a. Students will recognize the value of collective brainstorming to develop a complete set of ideas for all aspects of the yearbook.
 - b. Students will identify and apply the steps in the brainstorming process.
 - c. Students will identify specific brainstorming techniques and strategies.
5. **Content:** Students will understand, practice and learn skills for developing content with verbal and visual elements.
 - a. Students will identify a variety of effective verbal formats for developing content.
 - b. Students will identify effective visual elements for developing content.
 - c. Students will identify effective strategies for making decisions about content.
6. **Coverage:** Students will understand, practice and learn skills for planning and placing content in the yearbook.
 - a. Students will identify the factors that determine effective coverage.
 - b. Students will recognize traditional and unique section approaches to organizing activities, events and issues (student life, academics, organizations, sports and people).
 - c. Students will recognize the organizational and management contribution of a systematic ladder diagram.
7. **Concept:** Students will understand, practice and learn skills for developing the unifying idea for the yearbook.
 - a. Students will recognize the function of a theme as a verbally and visually unifying and personalizing concept.
 - b. Students will recognize the verbal elements that contribute to theme development.
 - c. Students will recognize the visual techniques available to unify the theme.
8. **Reporting:** Students will understand, practice and learn skills for reporting.
 - a. Students will identify and master information-gathering skills, recognizing the importance of first person observation, conducting research and interviewing sources as vital techniques.

- b. Students will identify options for researching background material and conducting original research for use as facts and figures in stories.
 - c. Students will recognize the guidelines for preparing questions and for interviewing sources as well as using interview information in stories.
9. **Writing:** Students will understand, practice and learn skills for writing stories.
 - a. Students will recognize the importance of notes in focusing and organizing a story.
 - b. Students will identify the variety of writing approaches for putting information in a human context including the quote-transition story and quick-read collections.
 - c. Students will identify the traits of good writing essential in yearbook copy.
10. **Headlines:** Students will understand, practice and learn skills for writing headlines.
 - a. Students will identify the function and format of primary, secondary and subordinate headlines that contribute to reporting a story.
 - b. Students will recognize techniques for brainstorming and writing headlines.
 - c. Students will recognize techniques for making headlines visually appealing.
11. **Captions:** Students will understand, practice and learning skills for writing captions for photographs.
 - a. Students will recognize the importance of a caption in developing the story started by the photograph.
 - b. Students will identify the content and structural approaches to caption writing.
 - c. Students will identify strategies for writing and designing a caption and its lead-in.
12. **Editing:** Students will understand, practice and learn skills for improving writing.
 - a. Students will recognize the value of editor and writer working together during the entire process of writing a story.
 - b. Students will recognize the importance of accuracy in establishing credibility in the yearbook.
 - c. Students will recognize the importance of editing for style and establishing consistency.
13. **Photography 1:** Students will understand, practice and learn skills for planning, shooting and editing photographs.
 - a. Students will recognize the different types of camera equipment and film options.
 - b. Students will identify planning and organizational strategies to guarantee complete coverage, strong content and organized production.
 - c. Students will identify skills important to photo editing.
14. **Photography 2:** Students will understand, practice and learn skills essential in photojournalism.
 - a. Students will recognize strategies for incorporating photographs into the yearbook for the strongest storytelling effect.
 - b. Students will identify strategies used in photocomposition.
 - c. Students will identify factors that contribute to the technical quality of photographs.
15. **Typography:** Students will understand, practice and learn skills for choosing and working with reader-friendly typography.
 - a. Students will recognize terminology associated with the use of type.
 - b. Students will recognize type as a design element related directly to content.
 - c. Students will identify factors important for type readability and visual appeal.
16. **Design 1:** Students will understand, practice and learn basic skills for designing yearbook pages and spreads.
 - a. Students will identify the strategies used to enhance readability, dominance, eyeflow, contract and hierarchy.
 - b. Students will identify strategies for combining verbal and visual elements for more complete storytelling.
 - c. Students will recognize the importance of the use of margin, gutter, column and grid guides for consistency and organization.
17. **Design 2:** Students will understand, practice and learn principles of content-focused design.
 - a. Students will recognize the importance of dominance as an organizing element.
 - b. Students will recognize the importance of planned white space in adding unity, movement and emphasis to a design.
 - c. Students will recognize the value of a template as a plan for ensuring consistency.
18. **Graphics:** Students will understand, practice and learn skills for using graphics to enhance readability of content.
 - a. Students will recognize the graphic techniques that can effectively enhance readability.
 - b. Students will identify strategies for using graphic design to organize content and direct readers through a yearbook page or spread.
 - c. Students will identify tools and sources that impact graphic trends in yearbook design.

Class Expectations:

1. Students will report to class (Library Reference room or Chorus Room) before the tardy bell rings.
2. Students will come to class with all class materials and assignments complete.
3. Students will actively participate in all areas of class discussion and group work activities.
4. Students will ask permission before using or checking out any computer, video, or photography equipment.
5. Students will not drink, eat food, candy, or chew gum during class time.
6. Students will show respect to teacher and class mates at all times.
7. Students will conduct themselves properly while conducting yearbook business outside of the classroom.
8. Students will use the computers following the *CMSD Internet Usage Policy*.

Note on Expectation #3:

Students are expected to be on task at all times. Students found to be wasting class time by engaging in horseplay and non-lesson related talk will be given a demerit and repeated violation of this will result in the student being dismissed from the class.

Note on Expectation #7:

There will be times when the students will be required to go into other classrooms and attend after-school activities and sporting events. Students who misbehave or act inappropriately will be dismissed from the class.

Use of Equipment:

Students will be trained how to properly handle and operate all equipment that will be used to produce the yearbook which includes the following:

- Digital Cameras, Laptop Computers, MAC Computers, Photo Scanner, and Video Equipment

Students who damage or lose any equipment will be responsible for paying the cost of having the equipment repaired or replaced.

Group Assignments:

All students will be assigned to at least two groups in which they are responsible for photographing all events and activities of that group, creating photograph captions, designing the page layout for yearbook inclusion.

Groups:

1. Challengers
2. Navigators
3. Falcon Favorites
4. Team Success
5. Forerunners
6. Quad Squad
7. Hall of Fame
8. Sports
9. Electives (Art, Band, Chorus, Health, & Learning Strategies)
10. Faculty & Staff
11. Honors
 - a. NJHS
 - b. Any Competition Winners
 - c. Student Awards, Recognition, & Honors
 - d. Reading Fair
 - e. Science Fair
 - f. Geography Bee
 - g. Reflections Contest (Poetry & Art)
12. Activities
 - a. Talent Show
 - b. Choral Concerts
 - c. Positive Incentive Programs

- d. Other Activity Programs
- e. Beauty Revue
- f. Academic Programs (Academic Breakfast/AR Recognition)
- g. Pep Rallies
- h. Crossroads
- i. Field Day
- j. Black History Program
- k. School-Wide Instructional Unit
- l. Shadow Day

Grading:

Students Nine Weeks grade will be comprised of the following:

Class Participation (25%) (Daily Grade)

This grade is given on a weekly basis; each student start the week off with 100 points/20 points per day. Students who do not participate in class will have 20 points deducted from their grade for the week.

Individual Assignments (25%) (Test Grade)

Students will be given individual writing or project assignments which will be worth a total of 100 points and counts as a Test Grade.

Group Participation/Assignments (25%)

Student will be graded based on teacher observation and peer evaluation of how well student contributed to completion of group assignments, projects, and discussions.

Portfolio (25%) (Nine-Week Test Grade) (200 points Total)

Students will maintain a portfolio of all class notes, designs, photograph captions, and yearbook information which will be graded at the end of each nine weeks; the student can receive a maximum of 200 points.