

Yearbook 3 Honors

UC/CSU "f" approved/Not NCAA approved

Grade Level: 11-12

Estimated Work Outside of Class: 2-5 hrs per week
(depending on deadlines)

Course Description:

Yearbook 3 Honors is a class constructed to work in unison with Yearbook 1 & 2 Honors in order to design and compose the Presidio Yearbook. Students in this class have successfully completed pre-requisites in design, photography and journalism production and writing in the previous Yearbook courses. As editors, these students will play a crucial role in developing and creating the year's theme and major design elements. They will also work with new yearbook students in a mentor role. They will critique previous books and present their thoughts on design, typography, theme, layout, and photography, giving new students a clear understanding of what makes a strong yearbook.

In addition to the responsibility of creating content for the yearbook, Honors yearbook staff will edit pages completed by fellow staffers offering suggestions for improvements and checking for detailed cohesion within the book as a whole. Continuing students enjoy both more responsibility for and more input toward not only the yearbook as a publication, but also in the functioning and duties of the staff as well.

Prerequisite:

Completion of Yearbook 2 Honors with a grade of a B or higher

Recommended Prerequisite Skills:

Students enrolled in Yearbook 3 Honors should have strong time management skills and the ability to be productive in a less structured environment. Students should have a strong interest in two of the following four major components of publishing a yearbook: design, photography, writing, and leadership. Additionally, Yearbook 3 Honors students should have a desire to lead the yearbook staff, take on larger assignments and work closely to mentor new or struggling staffers.

Course Grade Categories:

- Captions & Writing 40%
- Coverage Assignments 20%
- Team Performance 40%

Major Assessments/Units/Topics:

Yearbook Production Management

Honors students, working as student editors, will be trained in brainstorming methods and developing a unified design plan, planning for deadlines, and production management. This will prepare them to guide the design portion for a group of students in team-storytelling efforts for the school yearbook. In leading, brainstorming students will demonstrate the ability to empower others, to attract and then process multiple solutions, and to develop a specific goal. Using backward design, the team will produce a linear plan to meet their production goal with specific deadlines as well as a final production deadline. Student leaders and team members will be trained on management applications such as Trello as well as

communication apps such as Slack. Design editors will be trained on questioning strategies to check progress on team members, listening skills, and giving positive, specific feedback. Finally, student leaders will be trained on post-production evaluation processes. Design editors will also be responsible for developing a comprehensive team proofing plan.

Students will be trained through demonstration and practice multiple brainstorming techniques such as word banks, word storms, word association, mind mapping and webbing. All styles begin as free association based on a topic or story idea (stories will be packaged with writing/reporting, visuals, and design elements). In a team, the student editor will develop an initial brainstorm which leads to a mind map for a specific topic. Defining the story in methods such as before, during, and after an event will be demonstrated. The team will have defined multiple possible story angles and select one to pursue. The editor will have learned how to lead a brainstorming session (to be continued as the story develops) and decide a single angle to pursue.

As design editors, students will be expected to plan all elements of the design strategy as well as provide a detailed explanation of how this meets the demands of the publication to their staff, co-editors, and instructor as needed.

Yearbook Design Planning

Yearbook Honors students will work collaboratively to develop a unified, consistent design plan for the yearbook publication. Design plans will include detailed use of type, graphics, color, as well as specialty techniques. This will also include the base design for columns, rows, and grid size as well as margins and use of bleeds. The team will then create templates using the online publishing software program provided by the book publisher, and oversee their use in production.

Module and Spread Packaging

As the leader of a non-honors peer group, the student design editor will lead design planning and final production of a yearbook spread package that includes a unique design layout, several written articles, photography, typography and graphic elements (i.e. infographic, theme elements, etc.) The design editor in the Honors course will be responsible for establishing visual as well as verbal links among spread modules.

Headline Writing and Design

The student editor(s) and instructor will review headline writing and design and guidelines with the staff during initial story package development. Basics will include guidelines for tense, use of modifiers, and writing techniques for primary headlines such as alliteration, use of idioms, puns, and allusion. Particular emphasis will be placed on the difference between a primary headline and secondary regardless of formality. Design editors will be responsible for creating options that work within the unified design plan and demonstrate mastery of the principles of design such as contrast, scale, unity and use of color.

Photography

Student editors will demonstrate mastery of a variety of techniques for packaging photo stories in print and social media. Working with their team, the student will co-plan and then create photo stories on news events, features, and sports as well as at least one in-depth feature during the year.

Using Adobe Lightroom, the student designer will work with staff photographers to edit (color correct, crop, etc.) a set of images (i.e. collection of photos from a sports match). The collection should demonstrate an understanding of photo essays showing visual variety through subjects, distance, angles and time. The collection will be packaged in a photo module for print and for web, including relevant detailed captions.

****Note: There will be a series of “mini-deadlines” to help students remain on track. Additionally, the content of each deadline is determined by the staff.**