

BAA Yearbook 11

District Name: Coquitlam

District Number: SD #43

Developed by: Aryn Gunn

Date Developed: April 2004

School Name: Gleneagle Secondary

Principals Name: Dave Matheson

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:



Course Name: Yearbook

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Instructors need to be familiar with the technologies and processes that are involved in the creation and development of a publication from planning, through preparation, to pre-press. This includes photography (film and digital), research and writing, page layout and design, elements and principles of design, and the use of appropriate software. The course requires a computer lab with computers of sufficient size and speed to use the publishing software necessary. A few digital and/or film cameras, and a scanner for image capture, and a printer would also be a requirement.

Course Synopsis:

Publishing 11 is intended for students with an interest in the design and publication of printed materials, and is open to students in grades 10, 11, and 12. The focus of the course is on a student-planned and student-designed school yearbook. Students will develop an appreciation for the vast and interdisciplinary nature of publishing, which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.

Rationale:

Print is one of the oldest, most widespread and most available means of communication. The desktop technologies of today make it possible for people to prepare their own materials for large print runs. However, although the technology is available, most people lack the technical and design know-how in order to do so. This course is intended to address the need for knowledge in this area, so that students who complete the course will have a basic understanding of how to effectively design and prepare materials for the press.

This course has been developed to provide the opportunity for students to plan, design and create a meaningful publication that documents the people and events of the school year as it unfolds. Additionally, this course will appeal to students with career interests in the design and publication of printed materials.

Students will develop an appreciation for the vast and interdisciplinary nature of print publishing which includes: budgeting, research, interviewing, surveying, copywriting, editing, typesetting, typography, photography, photographic manipulation, design, layout, computer skills, advertising, distribution, and finally, evaluation of the finished product.

The focus of the course is on a student-planned and student-designed school yearbook. The traditional high school yearbook has become a cultural icon; it holds a unique place in the hearts and minds of most people. It has a timeless appeal, and most books will be valued throughout a person's lifetime for its preservation of memories, and as a unique time capsule. The instructor's role is to provide the student's with the knowledge and skills, support, and guidance to create the book successfully.

Each student will be involved in all aspects of putting the publication together, as each student will plan and create numerous pages of the yearbook from start to finish. This approach provides direct application of in-class learning; it supports the development of a variety of skills; and it provides a means for students to be expressive and creative.

Students will learn to work both independently and inter-dependently, since the success of the entire publication depends on what and how each individual contributes to it, within very real publishing deadlines. Students will work with partners, within small group design teams, and participate in large group decision-making. Invariably this involves interpreting, thinking critically and analytically, learning to work out differences of opinion and resolving problems as they arise. Outside of the classroom, students will work with students, teachers, coaches, and the printing company representative in order to gather information and images to put their pages together. Therefore, the development of effective communication skills, while working under deadline pressure, is another important aspect of this course.

Organizational structure:

This is a course that ideally would run year round, or be offered in both first and second semester, since yearbook pages are produced from September through mid-April.

If run as a first semester course, students (and instructors) retain commitments to the publication throughout the entire second semester outside of regular classroom hours.

A lot of direct classroom instruction takes place at the start of the course, as students are taught important course fundamentals (with a focus on knowledge, skills, and vocabulary). This is also a time when group decisions are made about the theme, the overall design of the book, and the organization of the book. At this early time, students also determine what their areas of responsibility will be. At this time, a lot of overlap occurs between the teaching of the individual units.

Advanced learning occurs as students finally engage in the production of pages, and respond to the individual creative challenges that each new page brings. Problems that arise may be resolved individually, in small groups, at the classroom level, with teacher involvement, or with the advice of the commercial printing company.

This course may be organized around the learning outcomes for Applied Skills 11, and/or Media Arts 11.

Unit	Topic	Time
Unit 1	What is a yearbook? What is involved in creating a yearbook?	13 hours
Unit 2	Yearbook photography: camera use, photo composition	7 hours
Unit 3	Research and writing: interviews, surveys, writeups, captions	5 hours
Unit 4	Page layout and design	10 hours
Unit 5	Technological know-how, learning to work in the digital environment	14 hours
Unit 6	Production, application of knowledge and skills, problem solving	70 hours
Unit 7	Distribution process, final evaluation	5 hours
		120 hours

Topic Descriptions and Learning Outcomes:

Topic descriptions and specific student expectations are summarized first. The broader learning outcomes for the course align closely with the learning outcomes for both Media Arts 11 and Applied Skills 11. Due to the amount of overlap and repetition, the broad learning outcomes for Media Arts 11 and Applied Skills 11 are summarized at the very end of the topic descriptions, rather than by topic. The IRP wording has been modified to suit this course.

Unit 1 Overview: What is a yearbook? What is involved in creating a yearbook?**13 hours**

Students will

- become familiar with the concept of a yearbook, the purpose that it is intended to serve, and the expectations of the audience/buyer.
- explore the concept of theme development, analyzing how theme has been used within a collection of yearbooks. They will determine a theme for the year, and brainstorm how the theme will be carried into the design of the book.
- learn about the budget, and what types of decisions will have an impact on the production costs, such as paper weight, the number of pages within the book, amount of spot colour used, amount of process colour used, advertising revenue, etc, and make choices about the current book.
- learn different approaches to organizing the book into sections, and make decisions about the organization of the current book. Students will become familiar with the use of a page-planner, and will develop a comprehensive plan for the completion of each page and double-page spread within the book.
- learn about the importance of managing their time and resources given the deadline sensitive nature of the course.
- become aware of the dynamic relationship between the school production team and the commercial printer. For most students, this will be their first exposure to what transpires within a client/supplier relationship.
- become aware of the importance of interpersonal relationships and development of communication skills within the course, due to the collaborative decision-making approach to design and production of the yearbook. Problem-solving strategies and decision-making strategies will be discussed.
- become aware of the numerous ethical and legal considerations when collecting images and preparing stories for publication. Students will explore the relationship between freedom of expression, and the responsibilities of the editorial board to the community.

Unit 2 Overview: Yearbook photography: camera use, photo composition. 7 hours

Students will

- become familiar with the importance of good photography in the creation of a successful yearbook.
- learn the importance of collecting a variety of images, and documenting a wide variety of people and experiences throughout the year.
- examine the work of successful photographers, and will learn to make distinctions between "snapshots" and photographs.
- learn about the elements and principles of design as they relate to photography.
- learn different methods of capturing images (film and digital cameras), digitizing images (downloading images, using scanners). Students will learn how to digitally enhance computer images.
- learn about the relationship between image quality, image resolution, and the technological requirements of the publisher.
- be able to take many practice photographs, and will be evaluated on their knowledge and understandings accordingly.

Unit 3**Overview: Research and writing****5 hours**

Students will

- become familiar with the importance of documenting people and events with words. Although photographs are a significant part of the yearbook, so too is accurate research and interesting writing.
- learn and practice how to conduct interviews with other students, and with coaches and teachers for the purpose of collecting meaningful information for the yearbook.
- learn different ways to collect and record information on an individual or event or a team that may be featured on one of their pages.
- learn the significance of writing interesting, informative captions.
- learn about other creative writing opportunities (surveys, current events, documenting popular culture, etc.)
- learn professional standards for writing and proofreading.
- practice their research and writing skills, and will be evaluated on their ability to write effectively, and proofread carefully.

Overview: Page Layout and Design**10 hours**

Students will

- examine a variety of approaches to page layout and design, by analyzing a number of different types of publications, both historical and current.
- become aware of the unique descriptive vocabulary associated with page layout and design. (Parts of a layout, design specifications, printer instructions, etc.)
- become aware of design considerations that go into selecting, cropping and arranging a collection of photographs on a double page spread.
- consider the elements and principles of design as they relate to page layout and design, and cover design.
- become aware of the importance of type design and typography, as it relates to the successful design of a page. They will learn the necessary vocabulary associated with the use and placement of type on a double page spread.
- become aware of the opportunities to supplement their pages with artwork, and how that artwork may contribute to the successful design of their spreads.
- examine different approaches to the design and production of the cover and endsheets, and will make decisions as to what approach would work best for the current book.
- brainstorm ways in which they might artistically incorporate the theme of the yearbook into the design and layout of their pages.
- develop a practice layout, and will be evaluated accordingly.

**Unit Overview: Technological Know-How, Learning to Work
within the Digital Environment**

14 hours

Students will

- learn how to use the page layout software supported by the printing company.
- learn how to import photographs, artwork, type, and backgrounds into their layouts. Students will learn to work with keylines, page numbers, and clip art.
- learn how to resolve layout problems such as sizing of images, copyfitting type, and selecting Jostens' supported fonts.
- learn to work within the technical limitations of the page layout software.
- learn to utilize image manipulation software (*Photoshop 6*), so that photographic images may be colour corrected, or adjustments made to tonality before the image is placed into the layout.
- learn how to use scanners creatively, not just to scan photographs, but also to scan a variety of different kinds of art and materials so that they may be imaginatively manipulated within *Photoshop*, and incorporated into the design of a layout.
- create and maintain an organizational system for digital files, utilizing the school network.
- learn how to formally submit pages to the printing company, including the production of page proofs and completion of necessary paperwork.

Unit 6 **Overview: Production of pages and spreads**

70 hours

Students will

- have the opportunity to put into practice all of the knowledge and learning that they have acquired in the first five units of the course.
- utilize their acquired knowledge and skills, and complete numerous double page spreads for publication, beginning with their choice of topic, to the collection of information and images, to the design of the page or spread, through final submission. Students will work independently on numerous pages, and as part of a group for other pages.
- review and correct page proofs as they are returned from the plant.
- constantly be engaged in the process of evaluating and re-evaluating what they need to do in order to meet their commitments to generate certain pages for the yearbook, with numerous publication deadlines in mind. This may be both an independent process and a group process.
- be engaged in the process of providing feedback and assistance to one another as needed in order to meet publication deadlines.

Unit 7 **Overview: Distribution process, final evaluation**

5 hours

Students will

- be involved in sorting and organizing the books upon arrival at the school.
- have the opportunity to evaluate (and finally celebrate!) the book.

Curriculum Organizers:

Applied Problem Solving (Applied Skills)

It is expected that students will:

- use appropriate problem-solving models in the design and production of the school yearbook, at all stages within the process
- analyse and use appropriate problem-solving strategies and critical thinking when resolving problems that arise in the production of the school yearbook
- identify and apply appropriate knowledge, skills, and attitudes when making choices and defending decisions related to the production of the school yearbook
- use appropriate criteria and standards to assess and evaluate the product, the system used to produce the yearbook

Communication (Applied Skills)

It is expected that students will:

- use effective communication skills when gathering and sharing information independently and in groups
- select appropriate information gathering and communication tools when solving problems related to the production of the school yearbook
- use appropriate multimedia and information technology to prepare and present pages

Technology (Applied Skills)

It is expected that students will:

- use appropriate technologies in a variety of applied contexts
- maintain an orderly and safe environment when engaged in a variety of activities
- identify and evaluate the impact of technology on the way information is gathered, problems are solved, and work is done

Self in Society (Applied Skills)

It is expected that students will:

- demonstrate an ability to assess the impact that acquiring publishing skills can have on personal and career choices
- demonstrate a positive attitude toward lifelong health and well being, especially when under the stress of deadlines
- demonstrate a willingness to participate independently and interdependently in a productive environment

Image-Development and Design Strategies: Perceiving/Responding (Media Arts 11)

It is expected that students will:

- compare the effect of images developed using two or more technologies (ie. digital vs film images)
- relate the design of yearbook pages to content and function
- identify the impact of traditional and modern technologies on image development and design
- analyse ethical, moral, and legal considerations associated with using media arts technology for image development

Image-Development and Design Strategies: Creating/Communicating (Media Arts 11)

It is expected that students will:

- create yearbook pages using a variety of design strategies and image sources to reach a specific audience or achieve a specific purpose
- solve a design problem using one or more technologies
- use a variety of technologies and design strategies to create a series of images focusing on one subject or theme

Context: Perceiving/Responding (Media Arts 11)

It is expected that students will:

- identify roles that the traditional high school yearbook has in reflecting, sustaining, and challenging beliefs and traditions
- analyse how context and purpose influence the content and form of various publications, especially the traditional high school yearbook
- explain personal interpretation of and preferences for different yearbook formats
- demonstrate an understanding of various career options in the field of publishing

Context: Creating/Communicating (Media Arts 11)

It is expected that students will:

- create images using publishing technology that:
 - defend adolescent and school values and traditions
- create pages and spreads for a yearbook for a specific audience
- evaluate buyer response to the produced yearbook

Visual Elements and Principles of Art and Design: Perceiving/Responding (Media Arts 11)

It is expected that students will:

- critique the use of the visual elements and principles of art and design in a collection of publications, including a collection of high school yearbooks
- identify symbolic and cultural associations of particular visual elements and principles of art and design
- compare the application of particular visual elements and principles of art and design in selected a collection of high school yearbooks and other publications

Visual Elements and Principles of Art and Design: Creating/Communicating (Media Arts 11)

It is expected that students will:

- use publishing technologies to create images that demonstrate particular visual elements and principles of art and design (photography, page design)
- use publishing technologies to manipulate selected visual elements and principles of art and design in order to:
 - alter the meaning or effect of images (photography)
 - reflect stylistic or cultural influences

Materials, Technologies, and Processes: Perceiving/Responding (Media Arts 11)

It is expected that students will:

- analyse how materials, publishing technologies, and processes are used to affect the meaning of images
- demonstrate an understanding of the evolution of media arts technology used to make images (i.e. film to digital, handdrawn images and typewriter to digital manipulation)

- consistently use appropriate vocabulary when discussing publishing technologies and associated materials, technologies, and processes

Materials, Technologies, and Processes: Creating/Communicating (Media Arts 11)

It is expected that students will:

- use a variety of materials, media arts technologies, and processes to create images, and design pages for the yearbook
- apply appropriate materials, media arts technologies, and processes to achieve their artistic and design intents
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Instructional Components

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity .
- brainstorming
- small group work
- analysis of other publications, especially other high school yearbooks
- analysis of own and classmates' photography and page layouts

Assessment Components

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

1. demonstration of personal involvement in the assignment/project, including photography, research and writing, and overall page design
2. demonstration of effective use of art and design principles
3. demonstration of problem-solving abilities
4. overall aesthetic appeal, audience appeal

Learning Resources:

Jostens summer workshops for students and instructors

Jostens supplies a complete set of student and teacher resources at the beginning of each school year, including curriculum organizers and handouts.

A collection of a variety of yearbooks from other schools throughout Canada and the US

Software manuals as needed