

Yearbook Elective Class (sections 1 and 2)
Mrs. N. AbiSamra
September 9, 2005

Assignment # 1:
Yearbook Essay

Write an essay (of **at least** 600 words) in which you will:

1. state why you are interested in taking Yearbook Elective Class and what makes you qualified for that (you also need to mention the “job” you would like to have);
2. based on both Columbia University’s “Yearbook Fundamentals” and Herff Jones’s “Your Curriculum,” expose the components of a good Yearbook regarding the following: coverage, theme, copy (writing), design, photography & captions, and modules (or modular design);
3. list the strengths and weaknesses of 04-05 Yearbook;
4. suggest a theme for this Centennial Yearbook in addition to some interesting and relevant items to add to the book;
5. write about the way you intend to work throughout this year: seriousness, creativity, effort, participation, respect, classroom behavior, ethics, responsibility, team work, organization (in order to meet deadlines), commitment, working under pressure, after school/weekend work, doing what you say you are going to do, etc.

Your essay will be evaluated according to the 6+1 Trait Writing Assessment Rubric.

Due Date: Friday, September 16 (day 4) at the beginning of the block (if you don’t have me on that day, you have to put it in my box # 1 before 9:30 AM).

If, for any reason, you do not meet the deadline, 10% of the grade will be deducted for each day late, starting at 10:00 AM on September 16.

Essay Format

- **Word-processed, one inch margins all round**
- **Font: Times New Roman**
- **Font size 12; Lines Double-Spaced.**
- **Word count: at the end of the essay.**

6 + 1 Trait Writing Assessment Rubric (Adapted) Over 100

1- Ideas & Content/Details: (over 25) The paper has a clear purpose or makes a point. Ideas are fresh and original. Relevant, accurate, quality details/evidence that enrich the theme and back up the thesis. Based on both Columbia University’s “Yearbook Fundamentals” and Herff Jones’s “Your Curriculum.”

14	17	19	22	25
F	D	C	B	A

2- Organization: (over 15) Structure of the paper enhances the central idea/claim/thesis. Includes satisfying intro (hook, good narrowing down, and appropriate thesis/claim) and conclusion (restatement, opening up, food for thought). Thoughtful transitions and excellent "flow"/pacing of information throughout. Sequencing logical and effective: logical progression of ideas.

7	9	10	12	15
F	D	C	B	A

3- Voice: (over 10) The unique perspective of the writer comes through in the piece via honesty, conviction, integrity, and believability. The writing shows what the writer really thinks and feels. Writer speaks directly to the reader in an individual, compelling, engaging way, and respects the purpose and audience of writing. The writer takes risks, and the paper is interesting, honest and engaging.

4	6	7	8	10
F	D	C	B	A

4- Language/Word Choice: (over 10) The language is rich, colorful, and precise; it moves and enlightens the reader. Words convey the message in a precise, interesting and natural way. Words are specific and accurate.

4	6	7	8	10
F	D	C	B	A

5- Sentence fluency: (over 15) The writing has an effective rhythm, flow. Sentences are well built (good sentence structure). Language enhances and clarifies meaning. Parallel structures; no useless repetitions / deadwoods; no misplaced modifiers; no sentence fragments; no awkward expressions.

7	9	10	12	15
F	D	C	B	A

6- Conventions/Mechanics: (over 15) Writer demonstrates an excellent grasp of standard conventions. Spelling generally correct; capitalization, punctuation and usage skills apparent. Only minor mechanical errors. Agreement of tenses. Very few grammatical mistakes (S/V agreement, pronoun and antecedent agreement, pronoun shifts, etc.)

7	9	10	12	15
F	D	C	B	A

7- Presentation: (over 10) Follows general conventions or guidelines/format given; proper use of title & title page information, of graphics, of bibliographical information, where necessary. Word count mentioned at the end of the essay. Paper visually clear and pleasing.

4	6	7	8	10
F	D	C	B	A