



The American Community School  
High School Division  
**YEARBOOK COURSE**

Elective, Co-Curricular & After School / Grades 9-12  
2005-2006  
Room: 415 BD



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**Tentative: Calendar\*** 28 cycles (until June 16) – Elective Class: 4 blocks per cycle

	2005 (12 cycles)		2006 (16 cycles)	
<b>Cycle 1</b> (Sep 5-12)	Introductions- Expectations- 04/05 yearbook evaluation- Staff Profile HW: Yearbook Essay Co-C: Profiles- Modules: introduction	<b>Cycle 13</b> (Jan 17-24)	Pages to finish : Co-C: After School:	
<b>Cycle 2</b> (Sep 13-20)	Syllabus- Personal Profiles/posters- Yearbook Staff Duties- <u>Introduction:</u> what is a yearbook/purpose + The process of building a yearbook (projects) Co-C: Group work: Modules- Survey questions- Posters/personal profiles	<b>Cycle 14</b> (Jan 25-Feb 2)	Pages to finish : Co-C: After School:	
<b>Cycle 3</b> (Sep 21-28)	Adobe Photoshop- Photography workshops Coverage/Theme/Terminology Workshop Ladder planning- Coverage assignment Ad Sales Co-C: Modules workshop/ Surveys (yrbk-ads)	<b>Cycle 15</b> (Feb 3-13)	Pages to finish : Co-C: After School:	
<b>Cycle 4</b> (Sep 29-Oct 6)	Adobe InDesign workshops- Columbia Editing workshop Design/layout assignment Ad Sales- Senior Page Planning Co-C: Conducting Surveys	<b>Cycle 16</b> (Feb 14-21)	Pages to finish : Co-C: After School:	
<b>Cycle 5</b> (Oct 7- 14)	Adobe InDesign workshops Writing copy workshop/ Journalism basics Co-C: Mods Layout Practicing	<b>Cycle 17</b> (Feb 22-Mar 1)	Pages to finish : Co-C: After School:	
<b>Cycle 6</b> (Oct 17-24)	Adobe InDesign workshops Ladder / Theme Co-C: Interview Planning- Interview Techniques Workshop- Discussing Ladder After School: Introduction + Flip Album Idea	<b>Cycle 18</b> (Mar 2-10)	Pages to finish : Co-C: After School:	
<b>Cycle 7</b> (Oct 25-Nov 8)	Photography/Adobe Photoshop workshops Law & Ethics Pages to finish : Co-C: After School:	<b>Cycle 19</b> (Mar 13-20)	Pages to finish : Co-C: After School:	
<b>Cycle 8</b> (Nov 9-16)	Pages to finish : Co-C: After School:	<b>Cycle 20-</b> (Mar 21-28)	Pages to finish : Co-C: After School:	
<b>Cycle 9</b> (Nov 17-29)	Pages to finish : Co-C: After School:	<b>Cycle 21</b> (Mar 29-Apr 5)	Pages to finish : Co-C: After School:	<b>Cycle 25</b> (May 15-22)
<b>Cycle 10</b> (Nov 30-Dec 7)	Pages to finish : Co-C: After School:	<b>Cycle 22</b> (Apr 6-25)	Pages to finish : Co-C: After School:	<b>Cycle 26</b> (May 23-31)
<b>Cycle 11</b> (Dec 8-15)	Pages to finish : Co-C: After School:	<b>Cycle 23</b> (Apr 26-May 4)	Pages to finish : Co-C: After School:	<b>Cycle 27</b> (Jun 1-8)
<b>Cycle 12</b> (Dec 16-Jan 16)	Pages to finish : Co-C: After School:	<b>Cycle 24</b> (May 5-12)	Pages to finish : Co-C: After School:	<b>Cycle 28</b> (Jun 9-16)

\* This is just a tentative calendar. It is subject to change at the teacher's discretion. Always check the web site for changes.

All the members of the Editorial / Executive Board have to give workshops to the class about the sections they are in charge of.

## Description and Aims of the Course:

Yearbook is a challenging course in which students have the unique opportunity to write a book, prepare a publication for printing, run a business, and record history. This course is designed to provide students the opportunity to work with advanced technology, strengthen their analytical and problem-solving skills, improve their communication skills, and manage **tremendous** responsibility.

Students will plan and apply proper journalistic skills to publish a yearbook for the middle and high schools. All students in this course spend a great deal of time on independent study. Students must be **passionate** about yearbook in order for them to be able to do a good job and to endure all the hardships that yearbook production entails. They need to be **committed, dependable, self-motivated, ethical, discreet, and careful**. They must be able to **cooperate** with each other in an unbiased and unprejudiced manner. They must be able to treat and view the administration, faculty, staff, and student body in an **unbiased and unprejudiced** manner. A great deal of information must be covered in a short period of time. **It is very important that all students in this course be willing to work hard and use time wisely.**

The students will study the elements and processes of magazine-type layout and design to produce the school yearbook. Students will work within time constraints and budget limitations, select the overall theme and concept for the yearbook, create layout designs, learn the basics of photography, write and edit headlines, copy and captions and participate in advertising campaigns, and ad sales.

Students will have the opportunity to work individually as well as in small and large groups. The yearbook staff participates in all the decisions made for the yearbook each year. **We work as a large group to determine layout, theme, and the cover of the yearbook.** Small groups will be assigned to work on specific page numbers and layouts; groups must meet their deadlines. Students will be required to **sign and abide by a written contract.**

Students will use computers (Adobe InDesign, Photoshop 8.0, and Illustrator software) for designing and producing the yearbook. Yearbook students practice the fundamentals of journalistic writing, photojournalism, graphic design and budget management. **Students will also derive an incredible sense of accomplishment and develop their abilities in working together as a team as they work together to produce the book.**

Yearbook is a collaborative photojournalism class whose primary goal is to produce an accurate, thorough, consistent, journalistically sound, technically correct record of the lives, emotions, and activities of ACS's middle and high school students — a huge undertaking with infinite possibilities. The task of the yearbook staff is to narrow the possibilities and focus on the stories. While it is possible to describe the sacrifices you might have to make — long hours, some frustrations, and perhaps a missed party or two — **it is impossible to describe the satisfaction that you will feel when your peers open their yearbooks next Spring and see the photos you took and read the stories you wrote;** or the satisfaction that you will experience in ten, twenty or thirty years when you open your old high school yearbook and smile at the faces you remember and reminisce over the contributions you made.

Although this course is a production course and more relaxed in setting, the amount and intensity of the work required for this class is no less if not **more than the work for one of your core academic subjects. Come to this class prepared to have fun, but be prepared to work hard as well!** The amount of effort you put into this class will determine what you get out of this class. I hope that this course will be one of the highlights of your high school career.

## Building skills

Our responsibilities began as soon as the first new international students landed in Beirut. One of us should have been at the airport to photograph and interview them as they dragged themselves off of the airplane, exhausted, but full of nervous energy, ready to see their new environment, and to meet their classmates and teachers. **Of course, that was not really possible**, but it does illustrate one of the difficulties in getting started — **events and activities have already begun but we do not yet know how we will cover them**. So our challenge in the beginning will be to simultaneously build our photojournalism skills while keeping up with the unique events already.

Our first lessons will be based on the following premises:

- Yearbook is a total collaborative effort that requires each staff member to first understand and then to respect and learn to take advantage of the strengths of other staff members.
- 80% of the yearbook is photography. So, we will first participate in some **group activities designed to help us get to know each other**. Then we will **build our photography skills**. These skills will include:
  - Recognizing well-made photographs
  - Using content and lighting composition principles
  - Using perspective composition principles
  - Using leading lines and the rule of thirds
  - Studying a scene and applying principles to tell a story
  - Using our digital cameras to take properly composed, properly lit photographs
  - Using Adobe Photoshop 8 to prepare photographs for print publication.

Once we all have photo skills we will develop a publication policy which will address general photo ethics, photo selection criteria, and photo manipulation criteria. **Do not forget to give credit to each person who took a photo that you have used**; their name has to appear on or next to the photo. **After that, we will learn to write cut lines and stories, conduct interviews, and write headlines. Finally, we will learn design and layout skills using Adobe InDesign**. As mentioned before, our dilemma is that the school year will not wait for us to become competent with these techniques. So, we will be doing quite a bit of on-the-job training during the skill building phase which should last three to four weeks.

## Choosing roles and making decisions

By the time we have all had a chance to take photos and try the various writing and design tasks, it will be time to become more specialized and follow our strengths and interests and organize ourselves into a staff. There are several ways to do this. During the first few weeks, we will decide together which way works best for us. We almost certainly will have an **editor-in-chief**, and a **managing editor, chosen by me**. I will work with these editors to decide the best use of the talents of the rest of the staff (business manager, coverage/copy editor, design/layout editor, photography editor, lead articles editor, archivist/records keeper, section editors, writers, photographers, interviewers, layout designers, etc). While each of us will have a title, **we will often assume more than one role** depending on the task at hand. Once the staff is organized, much of the leadership responsibility will pass from me to the editor-in-chief and the serious work of producing the yearbook will begin. Just a few of the tasks we must perform are to:

- Decide how many pages we will produce
- Organize the sections
- Make decisions on the use of color
- Set deadlines
- Coordinate with the printer
- Make assignments
- Design layouts
- Take and process photographs and collect other information
- Review and manage the budget

## Course Main Goals and Objectives:

By the end of this course: (tentative)

1. The student will demonstrate proficiency in a variety of journalistic writing.
  - List the five functions of a yearbook: Memory, Reference, Community Builder, Self-Esteem Booster, Educational
  - Describe the function of the yearbook which is to include everyone in the school
  - Discuss the importance of deadlines: students will learn to organize their time and resources wisely, and **meet deadlines**
  - Identify the yearbook's responsibility in publication; fairness, accuracy, good taste
  - Interview potential sources for possible use in story
  - Use concrete details in writing that will make the reader feel he is there
  - Gather information for a story to include answers to **five W's and How**
  - Research background information using past yearbooks, newspapers library, Internet sources
  - Write in third person, past tense, active voice
  - Take complete, accurate notes when quoting sources
  - Write stories using quote/transition format
  - Consult staff manual for correct quote attribution
  - Apply headline guidelines to create headlines with verbal and visual impact
  - Define captions as mini-stories that answer all questions about a photo
  - Employ constructive criticism from editors and advisers to improve writing
  - Proof facts and names for accuracy and spelling
  - Proofread yearbook pages
  - Develop a theme
  
2. The student will describe or demonstrate good design technique.
  - Create mock layouts using columnar design and the one pica rule
  - Design layouts using grid method
  - Apply layout rules to design
  - Draw roughs of student editor-designed templates as basis for assigned section work
  - Load layouts/templates using Adobe InDesign
  - Use word processing and graphic design techniques to complete assigned work
  - Design attention-grabbing, appealing page layouts
  - Design cover, end sheets and title page that reflect the theme
  - Create master designs for each section
  
3. The student will participate in planning the content and tone of a publication or broadcast.
  - Define theme as it applies to the story of this year giving the yearbook a unique personality and approach
  - Brainstorm creative phrases or words to generate a slogan unique to this year
  - Identify the theme presentation package which includes the **cover, endsheets, title page, opening, divider pages, and closing**
  - Label the six sections of the yearbook: **student life, people, organizations, academics, sports, ads ??**
  - Define staff roles, guidelines, policies
  - Create ladder to identify content, record deadlines, note editors and reporters responsible for content
  
4. The student will evaluate journalistic products.
5. The student will demonstrate proficiency in interviewing.
6. The student will demonstrate proficiency in editing.
7. The student will correctly use copyreaders' and proofreaders' symbols.
  
8. The student will demonstrate familiarity with photography and the uses of photography in journalism.

- Identify the variety of photos: mug shots, group photo, candid photo
- Crop photos with cropping tool
- Record photo opportunities and get pictures taken
- Organize photos for usable system for use on deadlines
- Identify best photos for use on double-page spreads
- Take eye-catching, quality photos

9. The student will learn to effectively market and sell a product.

- Develop and implement marketing plan for ad sales
- Sell yearbook ads to seniors, parents, and businesses

10. The student will indicate a familiarity with the terms “laws” and “ethics.”

- Explain basic elements of libel: publication, identification, injury, fault.
- Discuss the meaning and use of copyrights and trademarks.

## Course Checklist:

**Upon successful completion of this course the student will be:** (Check ✓ where appropriate)

**A responsible, committed, self-directed learner who...**

- • Used effective strategies to create a positive vision for his future and himself.
- • Made school work a priority.
- • Turned in assignments **on time**.
- • Thoughtfully and carefully completed assignments.
- • Accepted individual responsibility in completion of assignments.
- • Accepted group responsibility in completion of assignments.

**A technologically skilled student who...**

- • Located and accessed the necessary information from appropriate online information sources to complete assignments.
- • Used technological skills to gather, analyze, and organize the information to complete assignments.
- • Utilized technological skills to efficiently produce, publish, and present an assignment.

**A complex thinker who...**

- • Used logical problem-solving processes and critical thinking skills to complete assignments.
- • Identified, analyzed, integrated, and used a variety of resources and information to complete assignments.
- • Used self-evaluation while implementing ideas or plans to complete assignments.

**A quality producer who...**

- • Created intellectual, artistic, practical, and authentic projects.
- • Applied the information in the syllabus to successfully complete the assignments.

## **Course Content:**

Before you can run, you have to learn to walk. It’s the same way with yearbook. Before we can begin producing the book, we have to learn some **basic yearbook principles and skills**.

- The first few weeks of yearbook may feel slow because we haven’t actually started working on the book, but don’t worry, the pace will pick up!

**Cycles 1-5: Yearbook Basics Boot Camp** (Purpose of a yearbook, photography basics, design basics, journalism basics, ethics, law, copy writing, captions, headlines, Adobe InDesign, PhotoShop, organization of staff, yearbook terminology, Ad selling, Ladder, Cover, Endsheets, Interviews, etc.)

**Cycle 6-the end of April:** Yearbook Production (except for the end-of-year events)  
Continue spreads; correct returned plant spreads, Continue selling ads to January, Mini-lessons on Journalism and Design

**May – June:** End-of-year Events, CD yearbook, Senior Slide Show, Self-Evaluation

## Yearbook Basics (details)

- Purpose of a yearbook and its role in the school community.
- Basic yearbook terminology
- Basic photography skills: framing your shots, various techniques for shooting different events, and the rule of thirds.
- Journalism basics:
  - \* Writing news stories: parts of a story, interviewing, organizing, research, writing, editing, etc.
  - \* Story essentials: accuracy, objectivity, word choice, use of quotations and transitions.
  - \* Headline and caption writing
  - \* Interviewing
- Page design:
  - \* Computer skills—using Adobe InDesign, Photoshop, Illustrator
  - \* Use of typography as a graphic element
  - \* Creating master layouts
- Organization of Staff: chief editor, assistant editor, section editors, editors, staff members (ad selling, **maintaining the yearbook bulletin board in the senior area**, data collection, photography, writing, and proofing yearbook pages, etc.)
- Theme development
- Creating a workable ladder
- Organization and time management—meeting deadlines
- Ready pages for production
- **Yearbook production:** brainstorming, assigning pages, writing stories, editing, layout, and photography.

## Required Readings:

- ♦ Scholastic Yearbook Fundamentals, 3rd Edition (Fiftieth Anniversary Edition), CSPA, 1999
- ♦ Herff Jones's "Your Curriculum"

**Materials needed:** Students will need to have with them in class

- ♦ Their required readings
- ♦ Their notes, assignment sheets, and completed assignments
- ♦ A Calendar—they will need the calendar to keep track of deadlines, events they are responsible for covering, and other Yearbook commitments!
- ♦ Something to write with! A No. 2 pencil or a pen with blue or black ink
- ♦ Closable folders to keep photos, interviews, articles written, etc.;
- ♦ A USB (to be specifically used for this class).
- ♦ **Idea Book** (coverage ideas, design ideas, theme, modules ideas, quotes, interviews, 5 Ws + H of photos, etc.): every student is required to keep an idea book with them at all time in order to write in it all the ideas they get for the yearbook.

## Course Requirements:

Being a member of yearbook staff at ACS is a privilege that requires a great deal of responsibility, and you are expected to meet the following requirements:

1. Take pride in the staff...you are an elite group. Please protect your reputation and privileges;
2. We are a family! Treat others with respect and dignity. Above all, maintain the integrity and secrecy of the publication;

3. Follow all school rules and policies at all times. I expect you to demonstrate responsible conduct in all classes and **at all school events**;
4. Show respect for the physical surroundings: **safely and correctly handle all equipment** and materials associated with the publication process (cameras, pictures, computers, ads, scanners, yearbook passes, etc.) **You will be held responsible for any damage due to improper or careless use of equipment. If anything is lost, stolen or damaged due to negligence, you will be responsible for replacing or repairing the items**;
5. Do not take yearbook spreads, pictures, etc home to work on them or leave them in your book bag. Everything must be available to staff at all times;
6. Clean, organized work areas promote a good working environment; you need to take care of the yearbook room. Trash needs to go in the trashcan, and all materials should be put away at the end of the class period;
7. Attendance and punctuality to class and to all deadlines is paramount; you **MUST** meet assigned deadlines for in class publications;
8. Demonstrate positive and cooperative attitudes toward each other and others in the school and community. This includes **demonstrating a willingness to do more than just what is required of you**. You must be willing to be a team player and help others when your work is done. A positive attitude can make everything easier for everyone in the classroom (P.A.C.E.);
9. Participate actively during each class and always produce your best work;
10. When peer editing, cooperate and give sincere and serious feedback to your classmates without hurting their feelings. Remember: **ONLY** constructive criticism!
11. Respect the feelings of class members and their property; Show respect for your teacher, your classmates, and yourself by monitoring your language and actions. This is especially true when you are representing this class and this school while on assignment outside of the classroom;
12. While individual/independent work is necessary, working as a team member is essential; you have to be accountable and responsible to your partners and the staff with deadlines and commitments. You must be able to work under pressure and meet deadlines;
13. You **MUST** adhere to Scholastic Yearbook rules and regulations;
14. You need to work in all areas needed: design, layout, word processing, photography proofreading, and editing, interviewing; conduct all interviews in person, unless otherwise approved;
15. **Attendance to outside events (games, lectures, dances, plays, etc.) to cover assigned stories is mandatory**;
16. Complete your ad sales on time and meet their quotas. You must handle all paperwork and ad materials correctly and carefully;
17. You are expected to do whatever it takes to get your jobs done correctly, completely and on time. **WE WILL NEVER MISS A DEADLINE**. Staffers must often work before and/or after school (late nights if necessary), lunch time, free class periods and weekends to cover events and make deadlines;
18. Yearbook operates as a business; therefore, just as you would at a job, you must call in (or email) before 8:00 a.m. when you are going to be absent. Failure to do so will result in deductions from your **professionalism grade**. In addition, if you are absent on the day of a deadline, you **MUST** find a way to have everything turned in that day by 3rd period. Tardies and truancy are also unacceptable. There is a great deal to accomplish, and your fellow staff members are relying on you. Besides, when you are absent, it is your responsibility to find out what happened in class. If you know that you will be missing school for an extended period of time, please **let me know** so that we can work around your absence;
19. If you are absent it is your responsibility to be sure that needed material or assignments you have due that day reaches the publication room that day. Any missing items slow down the work of the publication and will affect your grade. Avoid scheduling non-emergency appointments during class time or during deadline work sessions.
20. If you have accepted an assignment and then find you cannot make it, you must make arrangements for someone else to cover the assignment. You must also call the adviser and let him/her know of the arrangement. If you cannot make a work session because of a practice or meeting, I expect you to come in before school, after school, during lunch or during off periods.
21. The yearbook staff may be required to get information, take photographs, conduct interviews, and attend various events throughout the school day. When yearbook staff members are on assignment in the school

- they should always have an official **yearbook pass** with them, sign out of class, only perform the necessary yearbook work, and report back to class as soon as possible before the period ends. Students may not leave the school building at any time without special permission from the adviser. Anyone who does not follow the **rules** for yearbook work outside of class **will lose the privilege for the entire school year**;
22. In the event that it is necessary for you to perform out-of-class assignments, you are expected to have your **yearbook ID** with you and to conduct yourself in a responsible and professional manner.
  23. You are expected to be responsible, accurate, thorough, and fair in everything that you produce for the yearbook;
  24. If it becomes apparent that you are unable to function as a productive member of the staff or miss deadlines or other assignments, you will fail the course.
  25. Assignments must be quality work and will not be accepted unless approved by the editors and adviser. The work will be revised until it meets these qualities and technique standards.
  26. Deadlines are established and must be met. If a student misses a deadline, the student puts the entire production behind schedule in the plant which directly affects when the yearbook is delivered. So if a student does not meet the deadline, a failing grade will be given for that quarter. If a mini-deadline is missed, the grade will be lowered by one letter grade. Make the deadlines with no excuses.
  27. If another student has to finish a student's spread because of incompetence or attitude, that student will receive a failing grade for the quarter in which it occurred.
  28. You are expected to stay after school and work until the job is completed even if the computer loses your work through no fault of your own. You must still stay after and redo your spread.
  29. You are expected to sell ads and to participate in sales promotions and final distribution as part of their grade.
  30. You are expected to file yourself the photos you take and provide, inside the folder, all the required information regarding the event that you covered.

Yearbook production is a business. We create and market a product and have a budget, and we must meet our obligations. In order to accomplish this, my expectations of you and your behavior are higher than for other students.

**Strive for perfection (avoid the "It's good enough" syndrome)**  
**Do NOT take advantage of yearbook privileges!**  
**DO what you SAY you ARE going to do.**

#### **Note to Parents and Students:**

In order to create a quality yearbook and meet strict deadlines, the yearbook staff members must be very dedicated. If a student becomes more social than productive, is continually late and/or misses class, the student will be dropped from the class and given a pass/fail grade and the total credits earned to that date.

### **What are the implications of not meeting expectations?**

Simply, you will not receive the grade that you are capable of achieving. You will be allowed one free tardy per semester. The second tardy will earn an after school detention. Any subsequent tardies will earn automatic Saturday morning detention. Read the Student Handbook page 9 for the policy on absences. Note that **10% of classes missed may mean you will not earn a course credit.**

### **Work Load / Assignments**

While most Yearbook work must be done in class on the computers, students will be given some homework. Homework assignments ask them to study new material that they need to master and to gather information/photos that will be used in the book. All assignments are due on the date given. Homework will not be accepted late. Many assignments will require out of class time for photography, working on pages, meeting deadlines, etc. Students will be expected to fulfill assignments given within the time frames allotted.



## Assessment and Grading Policy

### How is your work to be graded?

A to F grades will be awarded according to the descriptors on page 11 of the Student Handbook. Twenty percent of your grade is based on your ability to meet deadlines. Once the ladder is in place, you will receive a copy of the deadline schedule and your page assignment for each deadline.

### Student work should:

- Be submitted on time— **MEET ALL DEADLINES!**
- Demonstrate high writing quality (stories, captions, headlines)
- Be accurate (including event dates, name spelling, grammar and spelling, etc.)
- Show understanding of **layout** design (adherence to style guide, superior photo quality, etc.)

### Grading Criteria:

<p><b>Professionalism: Meeting DEADLINES (with appropriate spreads), behaving as a professional at all time.</b> Did you meet your deadlines? Were you constantly pushed to meet your deadlines? Did an editor need to take over your work because you did not stay on task? Did you handle equipment appropriately? Did you clean up after you? Did you follow the rules of signing in/out? Did you represent yearbook properly?</p>	40%
<p>• <b>Weekly and Major Assignments:</b> all assignments including: essay writing, quizzes about yearbook rules, story writing, taking good quality photos and documenting them, preparing layouts, conducting interviews, finishing spreads (first and final drafts), submitting final spreads appropriately (submitting printouts, graphics files [in correct tiff format, and correct resolution and CMYK color], and InDesign files named according to pages and events covered).</p>	35%
<p>• <b>Participation: focusing on task, following directions, showing respect, initiative, and commitment, displaying a positive attitude, maintaining a good behavior, and doing one's best.</b> Did you stay on task during class time? Did you show initiative or you always needed to be pushed to do your work? Did you help others on the team as requested? Did you maintain a good behavior?</p>	20%
<p>• <b>Idea Book:</b> coverage ideas, design ideas, theme, modules ideas, quotes, interviews, 5 Ws + H of photos, etc.</p>	5%
<p>• <b>Leadership:</b> helping out with everything related to yearbook at all time, taking initiative, being proactive, coming up with ideas, being resourceful, having a positive influence on others, showing commitment to yearbook outside class as well, taking photos at every possible opportunity, doing best to get advertisements, + prerequisite: <b>maintaining an excellent behavior at all time.</b></p>	+ 10%
<b>Total =</b>	<b>100%</b>

### Professionalism Grade Details: (40%)

1. **Meeting Deadlines: Over 20** (Each missed deadline gets **3 pts. removed for each school day**)
  - a. You need to hand in all assignments on time. You are supposed to have done your best on them.
  - b. Even if you are absent, you need to make sure that needed material or assignments you have due that day reach Mrs. AbiSamra **that day**.
  - c. If you have been given an assignment and then you find out you cannot fulfill it, you need to make arrangements for someone else to cover the assignment.
2. **Behaving as a Professional at All Time: Over 20**
  - a. **Handling School Equipment Properly:** camera, USB, laptop, external drive, yearbook pass... (**MINUS 5** for each case of carelessness)
  - b. **Doing Room Chores Regularly:** making sure you have logged out at the end of the block, all the materials taken from the closet have been returned to their appropriate place, your chair is back in its proper place, your desk is left clean with no bottles or papers that need to be thrown away... (**MINUS ½** for each case of carelessness)
  - c. **When leaving classroom during class time:** not leaving without a pass, returning the pass before the end of the block, not taking any school equipment outside the classroom, even for 2 minutes, without checking it out, and returning it no later than the following school day, unless otherwise permitted. (**MINUS 1** for each case of carelessness)
  - d. **When assigned to take pictures,** returning the camera the following working day and downloading the pictures in the folder allotted to them. (**MINUS 1** for each case of carelessness)
  - e. **Coming to class on time.** (**MINUS ¼** for every late—5 minutes and above; **MINUS ¼** for every 3 late—less than 5 minutes)
  - f. **Showing responsibility:** keeping promises, showing up when agreed to meet... (**MINUS 1** for each case of irresponsibility)
  - g. **If representing yearbook** anywhere or at any event, maintaining an exemplary behavior: respecting appointments, self, and others. (**MINUS 5** for each case of misrepresentation).

### Daily Participation Grade Details: (20%) You will be graded "daily" on the following:

- |   |  |
|---|--|
| 1. Focusing on task                                     | 5. Displaying positive attitude and commitment |
| 2. Following directions, listening and not interrupting | 6. Contributing to others and to the class     |
| 3. Refraining from argument and sarcasm                 | 7. Maintaining a very good behavior            |
| 4. Respecting self, others, and property                | 8. Doing one's best at least most of the time. |

**4/4= Very good work || √ = Acceptable || 0/4= Needs Improvement!**

## Yearbook Elective Class Holistic Grading: Letter Grade Descriptors

- A**
1. Meet all deadlines without any reminders;
  2. Make sure that all events in charge of are covered;
  3. Produce very creative spreads;
  4. Do all assignments excellently;
  5. Show a lot of commitment and dedication: set yearbook as your priority (or at least one of your priorities);
  6. Master all the rules of design, copy writing, photography and photo editing that we have studied (based on "Yearbook Fundamentals," "Your Curriculum," and "Yearbook Must Dos");
  7. Maintain an excellent behavior/participation and a positive/professional attitude at all time;
  8. Always stay on task during class time, show initiative, and be proactive;
  9. Fulfill more than the required number of after school hours. If you miss class hours, cover, the following school day, all that was done during your absence;
  10. Maintain your Idea Book and constantly include in it new ideas for yearbook.
- B**
1. Meet all deadlines with very few reminders;
  2. Make sure that all events in charge of are covered;
  3. Produce creative spreads;
  4. Do all assignments very well;
  5. Show a lot of commitment and dedication;
  6. Apply all the rules of design, copy writing, photography and photo editing that we have studied (based on "Yearbook Fundamentals," "Your Curriculum," and "Yearbook Must Dos");
  7. Maintain a very good behavior/participation and a positive/professional attitude at all time;
  8. Always stay on task during class time, show initiative, and be proactive;
  9. Fulfill the required number of after school hours. If you miss class hours, cover, the following school day, most of was done during your absence;
  10. Maintain your Idea Book and constantly include in it new ideas for yearbook.
- C**
1. Meet all deadlines with a few reminders;
  2. Make sure that most events in charge of are covered;
  3. Produce good spreads;
  4. Do all assignments as required;
  5. Show commitment and dedication;
  6. Apply most of the rules of design, copy writing, photography and photo editing that we have studied (based on "Yearbook Fundamentals," "Your Curriculum," and "Yearbook Must Dos");
  7. Maintain a good behavior/participation and a positive/professional attitude at all time;
  8. Stay on task during class time and show initiative.
  9. If you miss class hours, cover what was done during your absence;
  10. Maintain your Idea Book and include in it new ideas for yearbook.
- D**
1. Meet most deadlines;
  2. Make sure that some events in charge of are covered;
  3. Produce acceptable spreads;
  4. Do most assignments;
  5. Show some kind of commitment;
  6. Apply some of the rules of design, copy writing, photography and photo editing that we have studied (based on "Yearbook Fundamentals," "Your Curriculum," and "Yearbook Must Dos");
  7. Maintain an acceptable behavior/participation and a positive/professional attitude most of the time;
  8. Stay on task during class time;
  9. Try to maintain your Idea Book and sometimes include in it new ideas for yearbook.
- F**
1. Meet no or very few deadlines;
  2. Fail to make sure that all events in charge of are covered;
  3. Produce mediocre spreads that do not follow the rules;
  4. Do very few assignments or do them without putting in any effort;
  5. Show no commitment or dedication;
  6. Apply very few rules of design, copy writing, photography and photo editing that we have studied (based on "Yearbook Fundamentals," "Your Curriculum," and "Yearbook Must Dos");
  7. Maintain a good behavior/participation and a positive/professional attitude some of the time or at no time;
  8. Stay on task very little during class time;
  9. Make no effort to maintain your Idea Book.

**Dear Parents,**

**The above information is for you and your daughter/son to know what to expect from my class. I would ask that you please review the rules and expectations so that you may know what is required of your daughter/son.**

**Students in Yearbook have taken upon themselves a great responsibility to their school and community and I applaud them for challenging themselves. I look forward to working with your child and having a successful year.**

**Please feel free to contact me via phone or e-mail (provided on page 1) if you have any questions or concerns.**

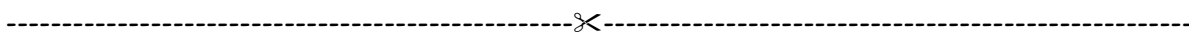
**Thank you,**

**Mrs. Nada AbiSamra  
Yearbook Adviser- 2005/2006**

### **Student Contract**

(Read before signing)

1. I understand that yearbook is a regular class and that my quarter grade and semester grades will be based on Professionalism, Weekly Assignments, Commitment, Participation, Daily Contributions, Initiative, Attitude, Overall Effort, Behavior, Motivation, Ad Sales, Idea Book, and Attendance.
2. I understand that, as a member of the staff, I will be responsible for working after school, early dismissals, weekends, and during school vacations if necessary to meet my deadline obligations.
3. I understand that I must help with the selling of advertisements.
4. I realize that working on yearbook requires a professional attitude. I will strive for fairness, accuracy, and good judgment in covering the school year.
5. I understand that if I do not meet my deadline or someone else has to finish my spread or if at any time I fail to meet yearbook standards, I will receive a failing quarter grade.
6. I understand that I will be held responsible for any damage due to improper or careless use of equipment. If anything is lost, stolen or damaged due to negligence, I will be responsible for replacing or repairing the items.



Please read, sign, and return to Mrs. AbiSamra

**I have read and understood all the material outlined above in the Yearbook Course syllabus, including the student contract, and I agree to abide by it.**

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**I have read the Yearbook Course syllabus and student contract and agree to support the program.**

Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

## Yearbook Class at ACS: Prerequisites

This is a class for self-directed students who are able to get along with others, structure their time, and be responsible for the completion of assigned projects. Skill and/or aptitude in writing, design, or photography is required. Students must be self-motivated, bringing with them the ability to learn news writing, feature writing, editing, layout, and interviewing. The class requires work outside of the framework of class time and students must attend planning sessions for the yearbook and participate in any planned training session.

**Prerequisites:** Computer skills, seriousness, a school record of no or very few disciplinary problems, and a letter of recommendation from the student's English teacher. In addition, prior to acceptance in yearbook class, the student needs to return the aforementioned contract after signing it and having one of his/her parents sign it.

### References: (Adapted from)

Ms. Froemming's Yearbook Syllabus- San Jose, CA  
<http://www.msfroemming.net/ybkr3.html>

Mrs. Sherry Roeser Yearbook Syllabus- Klein Oak HS- Texas  
[http://classroom.kleinisd.net/webs/sroeser/yearbook\\_syllabus.htm](http://classroom.kleinisd.net/webs/sroeser/yearbook_syllabus.htm)

Yearbook Journalism Course Syllabus - American International School- Dhaka- Bangladesh  
[http://www.ais-dhaka.net/high/courses/syllabus/yrbk\\_syl.html](http://www.ais-dhaka.net/high/courses/syllabus/yrbk_syl.html)

Leigh Unterspan's Yearbook Syllabus- Greenville- SC  
<http://www.greenville.k12.sc.us/websites/wade/luntersp/ybsyll.html>

Valeria Goad's Yearbook Syllabus- Sinton High School- Texas  
<http://www.sintonisd.net/teaching/vgoad/Yearbook%20Syllabus%202004.htm>

Mrs. Marina Becouvarakis's Yearbook Syllabus- York HS- Virginia- USA  
<http://yorkcountyschools.org/yhs/teachers/mbecouvarakis/Yearbook.htm>

Mr. Lohman's Yearbook Syllabus- Southside HS- North Carolina  
<http://www.beaufort.k12.nc.us/shs/thp/llohman/Yearbook%20Syllabus.htm>

Orange County Department of Education- Pacific Coast High School- Yearbook Course Syllabus  
<http://www.pchs.k12.ca.us/pdf/files/fallsyllabi/Yearbook%20Syllabus%20Fall%202004.pdf>

Mr. Snyder's Yearbook Syllabus- Dysart HS- Arizona  
[http://dysart.schoolnet.com/outreach/dysart\\_high\\_school/teacherpages/rthroughz/snyder\\_brian/yearbooksyllabus/](http://dysart.schoolnet.com/outreach/dysart_high_school/teacherpages/rthroughz/snyder_brian/yearbooksyllabus/)

Mrs. Miller's Yearbook Syllabus- Greater Muskegon Catholic Schools- MI- USA  
<http://www.millersites.com/Yearbook/>  
<http://www.muskegon-cath.pvt.k12.mi.us/>

Mrs. Cyphers- Apollo yearbook & photojournalism- Colonial Forge high school- Stafford, VA  
<http://www.schoolnotes.com/22554/dcyphers.html>