

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

YEARBOOK

I. INTRODUCTION

A. Purpose

Yearbook is a project-based class in which students create a history of the school year. Course topics center directly around developing the ideas and techniques necessary for completing a successful book. Course content will be addressed through hands-on activities with an emphasis on desktop publishing, graphic design and writing skills. Students are expected to attend and photograph school events, interview members of the school community and research stories, and participate in fund raising activities.

B. Course Goals

This course supports the following student learning outcomes which expect students to:

1. Communicate articulately, effectively and persuasively when speaking and writing.
2. Use technology as a tool to access information, analyze and solve problems and communicate ideas.
3. Interpret, experience, create and perform artistic work.

In the present job market, it is imperative that students be technologically equipped to meet the demands of the twenty-first century, that they develop good communication skills and are able to work together as a group to produce a successful product. The Yearbook class addresses the following Tam 2000 goals:

1. To provide opportunities for students to acquire the technological skills needed for personal, educational and employment success.
2. To provide opportunities for and encourage students to demonstrate individual and collective responsibility, creativity, productivity, and initiative through class, school, and community projects and experiences.

Lastly, the course develops a sense of community and positive spirit within the school.

II. STUDENT LEARNING OUTCOMES

A. Students will:

1. Develop and carry through a theme for the yearbook.
2. Organize a “ladder” or planned organization for the book.
3. Learn Page-Maker, Freehand and Tpestyler and other desktop publishing tools.
4. Learn the elements of graphic design and how to translate these ideas on to the computer.
5. Learn to take and crop effective photographs of sports, candid and clubs.
6. Write effective copy, captions and headlines.
7. Edit and rewrite to improve their work.
8. Learn the skills for proofing lay-outs and copy from the publisher.
9. Work to finance a successful business, selling books and ads to raise money.
10. Learn to manage scheduling, event co-ordination and deadline planning.
11. Work together as a team to produce a finished product.

B. Student Assessment

After each deadline, students are asked to complete a form about their contribution to the section just submitted. They reflect on articles written, interviews done, photographs taken, lay-outs made, pictures cropped, captions and headlines created, time on the computer and, above all, on co-operation with the rest of the staff. End of quarter and semester evaluations are based on this format.

Proofs sent to the school from the yearbook plant provide another method of assessment, allowing students to see how their ideas and writing translate to the actual pages to appear in the yearbook. Copy corrections point out the need for accuracy and planning. The finished book itself can provide an important means of assessment. At the beginning of the school year, the previous year’s book is evaluated in great detail, with an eye for errors and things to be avoided or emphasized more in the year to come.

C. Course Assessment

The course will be assessed in two ways. First the advisors and editors will examine the yearbooks of the entire district at the end of the year, evaluating successes and failures as well as looking for ways to improve.

Secondly, each school’s yearbook can be sent to national assessment programs, such as the Columbia Scholastic Press Assessment, National Scholastic Press Association, and Journalism Education Association of California. These organizations rank and evaluate books, with specific feedback about design, copy and photography.

III. METHODS AND MATERIALS

A. Methods

The yearbook class is based on project-based learning, in which each individual student's participation directly impacts the final results and quality of the book. Students will be involved in the following learning activities:

- Interviewing and writing
- Collaboration
- Brainstorming
- Peer editing
- Coaching and critiquing
- Individual feedback
- Lectures on the principles of design
- Practice lay-outs
- Hands-on experience with desktop publishing

In many ways, technology is the chief instructional methodology since the entire yearbook is planned, designed and submitted for publication with desktop publication tools and every student in the class must become proficient with their use.

B. Materials

Although there are no textbooks, there are several materials available from Herff Jones and other publishing companies that are helpful. *SmartStart* is a reference for using Aldus PageMaker. Herff Jones provides detailed lesson plans for the first thirty days of class, a hard bound book of *The Best of...*, displaying the year's most outstanding yearbooks across the country, and offers Yearbook Camp during the summer months, an invaluable planning tool. In addition, other periodicals about graphic design such as *Communication Arts* by Strathmore can be very useful. There is no question that technology will be infused into the methodology since this course is at least 90% hands-on computer-based learning.

IV. GENERAL INFORMATION

Prerequisites are Beginning Journalism, Beginning Photography or teacher approval. An application will be required of all students interested in this course.

This course carries ten units of elective credit which can be counted towards the required 220 credits for graduation. It does not satisfy a UC "a-f" requirement.

Adopted: 6/24/86

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