

BAA [Journalism 10] Framework

4/ JOURNAL 10

District Name: School District #34 (Abbotsford)

District Number: 034

Developed by: Phil Lewis, Debbie Beck, Milt Flegg, Andrew Hall

Date Developed: 1990

School Name: Yale Secondary School

Principal's Name: Bruce Nicholson

Board/Authority Approval Date: APR - 5 2004

Board/Authority Signature:

Course Name: Journalism 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): Must be in Gr. 10

Special Training, Facilities or Equipment Required: Macintosh computer lab, iMACs, Adobe PageMaker 6.5 software, Adobe Photoshop 6 or 7 software, Appleworks 6 software. 4 35mm SLR cameras, and 2 digital cameras. capable of 3 megapixels or higher. 1 G4-mac computer. 1 scanner, and 1 color inkjet printer for color proofing. 120 rolls of color film. 120 rolls of B&W film. Teacher(s) will be familiar with all basics of article and caption writing, autobiographical writing, typesetting, design, graphic design, page design and web publishing.

Course Synopsis: In Yearbook 10 students will learn how to produce effective, compelling yearbook pages using Adobe PageMaker and AppleWorks 6 software.. Students will learn the basics of yearbook contents and construction, article and caption writing, ad selling, photography, and page design in a practical setting. They will learn basic principles of typesetting, and basic page design principles of proximity, alignment, repetition and contrast. Emphasis will be on applying all principles and techniques to broad spectrum of compelling yearbook pages. Ancillary goals of developing English, word-processing and editing skills, the development of teamwork and the ability to work with others, the development of high standards of performance and achievement, and achievement of a degree of competency will assist students in further education, training or employment. All levels of critical thinking are addressed.

Rationale: Students love to have a visual record of their school year and their lives in general. Yearbooks provide that avenue. Working on yearbook gives students an opportunity to develop a mature approach to a multi-tasks project, namely, the production, from scratch of a 160-page yearbook, and an online yearbook website.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Learning the software:	10 hours
Unit 2	Typesetting for Yale Yearbook	5 hours

Unit 3	Basic Principles of Yearbook Page Design	15 hours
Unit 4	Photography	20 hours
Unit 5	Article & Caption writing	15 hours
Unit 6	Content & Theme Development	20 hours
Unit 7	Business & Finance	5 hours
Unit 8	Submission Procedures for Plant	5 hours
Unit 9	Online Yearbook	25 hours
		Total Hours: 120 hours

Unit/Topic/Module Descriptions:

Unit 1: Learn the software: Adobe PageMaker 6.5

Overview: Students will become familiar with the computer technology and techniques they will need to use for submission of pages to the yearbook printer. They will learn the basics of operating a Macintosh computer, including logging on and off, and saving file procedures. Then they will work through 2 tutorials designed to teach them the basics of using Adobe PageMaker 6.5 page layout software.

Curriculum Organizers and Learning Outcomes:

- **Flyer:** Students will learn to assemble a single-page, black-and-white flyer from start to finish, including importing of text and photographic files. They will learn to type text directly into a publication and to draw several simple graphic elements, including squares, circles, and lines.
- **Architect's letterhead:** Students will create a letterhead design by arranging text and graphics. They will incorporate spot colors and tints of spot colors.
- Students will learn the elements of a page grid (including page format, size, number and width of columns, margins and gutters) and be able to construct an effective page grid;
- Students will learn the basic textual elements including fonts, timesteps and sizes, leading, alignment, uppercase, lowercase and initial caps, indents and outdents, widows and orphans, headers and footers, reverse text, kerning, hyphens and dashes, bullets and large first characters. They should be able to manipulate these elements in order to create an effective publication.
- Students will learn rules and graphic elements, including ruling lines above and below text elements, ruling lines in charts, ruling boxes, illustration treatments and text in shaded rules. They should be able to manipulate these elements in order to create an effective publication.

Unit 2: Typesetting

Overview: Students will learn some brief historical aspects of type, and then learn how to apply typesetting principles to their text.

Curriculum Organizers and Learning Outcomes

- Students will learn how typesetting has changed over the course of the last 50 years. Brief Introduction
- Students will demonstrate basic typesetting principles: paragraph indents, punctuation, uppercase letters, widows and orphans, emphasis, hyphens and dashes, quotation marks and apostrophes, ellipsis.
- Differentiate between various font families and styles such as serif, sans serif, script and headline.
- Students will learn how to type special characters, including Zapf dingbats, and their use.
- Students will learn how to measure type and leading in 'points' measure.

Unit 3: Basic Principles of Yearbook Page Design

Overview: Students will learn how to design a yearbook page from scratch. They will learn how to create mug pages, section divider pages, endsheets, and book covers

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of yearbook page design by being able to:

- Open the yearbook template and understand how to resave with standardized new name
- Change page number
- Create a horizontal eyeline.
- Create a dominant picture.
- Remanipulate the pictures squares to create unique page shape of between 18-24 pictures
- Align pictures so they clearly adhere to guidelines (both horizontal and vertical)
- Number pictures correctly.
- Add footer page numbers and book section references
- Properly place the story on the page
- Apply yearbook-approved writing styles
- Apply yearbook-approved color styles
- Align text blocks clearly on vertical guidelines
- Place spill-over captions on opposite page.
- Place white space to the outside corners
- Clearly follow all rules of typography
- Eliminate any design or English mistakes

Unit 4: Photography

Overview: Students will learn basic camera controls, lens adjustment and the intricacies of viewpoint and lighting. Students will become familiar with the basics of photocomposition in candid photography and action photography. Each student is responsible for contributing a minimum of two rolls of film - taken outside of class time.

Curriculum Organizers and Learning Outcomes:

- Students learn basics of film loading, unloading, rewinding, and battery replacement.
- Students learn the controls for power on/off, shutter release, and use of viewfinder
- Students learn adjustments possible using the Aperture control, and focusing symbols
- Students learn about photocomposition - Simplicity, Filling the Frame, Texture, Controlled Background, Framing Leading Lines, Rule of Thirds, Depth, Comparison and Contrast, Patterns, and Unique Angle.
- Students learn the components of a good candid photograph. Are able to construct candid shots from school events and lunchtimes, mornings and after school times.
- Students learn the components of a good action photograph and how to avoid blur.
- Students will learn what makes a good photographer:
 - i. Shows events in a personal way
 - ii. Reveals relationships
 - iii. Captures emotions
 - iv. Records a different view
 - v. Shoots real life as it happens
 - vi. Is prepared and knows what's going on

Unit 5: Article and Caption Writing

Overview: Students will learn the "Rules For Writing" articles and captions; using them to write quality articles and imaginative captions that portray the student population in a positive manner.

Curriculum Organizers and Learning Outcomes

- Students will learn to always include the following elements in the body copy of articles:
 - i. start with an interesting lead
 - ii. write about this year at your school and how it is different
 - iii. use the past tense, active voice
 - iv. quote people
 - v. use simple, active straightforward language
 - vi. tell what happened, not what you think about it
- Students will learn to avoid:
 - i. using the phrase "this year"
 - ii. using the name of the school or the mascot (becomes repetitive and obvious)
 - iii. using indefinite terms (many, some, a lot, few, much, very, everyone)
 - iv. listing courses, officers or projects within the copy
 - v. editorializing (don't tell what you personally thought of the event or group)
 - vi. using cliches
 - vii. writing long paragraphs
- Students will learn to write captions that:
 - i. are specific, and supply concrete details
 - ii. do not identify what is already obvious in the picture
 - iii. fully identify everyone in the picture (first and last names)
 - iv. continue the story begun by the picture and make the caption into a mini - news story
 - v. do not make up information or pretend to know what people are thinking

Unit 6 Content and Theme development

Overview: Students will review past yearbooks and decide on the theme and content for this year's book

Curriculum Organizers and Learning Outcomes: xcv

Students will demonstrate their understanding of graphic design through the following assignments:

- Analysis of previous yearbooks, and yearbooks from other schools
- Develop the theme and imagery for this year's book
- Develop the content and order of articles for this year's book, including the construction of a page planner

Unit 7 Business and Finance

Overview: Students will learn the costs for developing and producing a yearbook, make decisions about colour and black-and-white pages, learn the role of selling ads in overall finances. Then they will make ad sales in support of the yearbook.

Curriculum Organizers and Learning Outcomes:

Students will demonstrate their understanding of the business and finances of the yearbook by:

- Choosing an appropriate theme and imagery for the cover and contents of the book with consideration to cost
- Deciding on the number of pages that can be afforded, including how many colour pages, and how many black-and-white pages.
- Learning the role of ads in paying for the yearbook, and learn how to sell ads to local businesses, including how ads are prepared and created for the yearbook.
- Selling at least one ad of any size for the yearbook.

Unit 8 Submission procedures and preparation for submitting to the production plant

Overview: Students will learn how to package their completed pages for printing at the yearbook printing plant in Manitoba

Curriculum Organizers and Learning Outcomes:

Students will:

- Prepare the spread envelope with appropriate identifying information
- Prepare pictures and artwork with appropriate identifying information
- Learn how to properly label submissions
- Learn how to gather student work from student computers to a central host computer
- Learn how to gather all yearbook files, including fonts, and other graphic files, and burn onto a CD for submission to the printing plant.

Unit 9 Online Yearbook

Overview: Students will apply all that they have learned about printed yearbook creation, and apply that to the online yearbook site

Curriculum Organizers and Learning Outcomes:

- Students will create a mini-yearbook of about 16 pages which will be uploaded to the school's yearbook website
- Students will complete a short tutorial using website development software (Macromedia Dreamweaver)
- Students will learn how to use a digital camera and take at least 100 pictures and download them to their computers
- Students will learn how to color correct their pictures in Adobe Photoshop, size them and prepare them for the web
- Students will learn how to upload their mini-yearbook to the web

Instructional Components:

- Direct instruction
- Peer instruction and assistance
- Interactive instruction
- Independent instruction
- Modeling
- brainstorming
- handouts,
- PDF files,
- Overhead demos,
- Analysis of own and classmates' work
- Powerpoint Presentations

Assessment:

Unit 1: formative assignments: flyer; summative: architect's letterhead, architect's business card and envelope,

Unit 2: form: Typesetting 1, 2, 3; sum: typeset #4

Unit 3: form: spreadmaking assignments #1-#5; sum: make an actual spread for yearbook to be used in an assigned spread

Unit 4: form: take pictures at lunch and during school hours; sum: take pictures of actual assigned spread keeping usable pictures for final spreads assigned. Checked and approved by Mr. Hall

Unit 5: form: article and caption assignments #1-10; sum: write article and captions for inclusion in yearbook, and newspaper

Unit 6: Form: review past yearbooks and decide on possible themes; sum: as class decide on final theme and imagery

Unit 7 form: find an advertiser for the yearbook; sum: find one advertiser for yearbook and complete appropriate forms.

Unit 8 form: sum: prepare submission packages for plant using identifying information. If incorrect redo.

Unit 9 form: Complete Dreamweaver and Adobe Photoshop color correcting training; take practice digital pictures and color correct; research school-related topics; sum: complete 16 page online yearbook section that contains 16 different school-related topics and upload to www.yalelife.com

Assessment Component:

Practical Evaluation

Computer assignments	20%
Photography assignments	20%
Articles/Writing assignments	20%
Content/Theme	15%
Business/Finance	5%
Submission procedures	5%
Attendance/Attitude/Participation	15%

Learning Resources:

Books:

Friesen Yearbook Kit
The Non-Designer's Design Book, Robin Williams
Robin Williams, Design Workshop
The Non-Designer's Web Design Book, Robin Williams
The Step-by-Step Guide to Photography, Michael Langford

Magazines:

Before & After, How to design Cool things
Dynamic Graphics, Design Ideas for the real world

Additional Information: