

# Yearbook Staff Manual

we're

YEARBOOK

and we

know it

"I'm not telling you it is going to be easy- I'm telling you it's going to be worth it." -Art

Williams

# Staff Contact List

Name	Phone	Birthday	Twitter	Email
Ms. Porcelli-Wilson	(813) 843 – 5326	May 20	@cporcelliwilson	<a href="mailto:Christina.porcelli@sdhc.k12.fl.us">Christina.porcelli@sdhc.k12.fl.us</a>
Olivia Abdoney				
Hannah Austin				
McKinnon Bell				
Bradley Blanton				
Jordan Buzzett				
Bryanna Callahan				
Alex Cashin				
Courtney Chalmers				
Caitlyn Dellegatto				
Kellie Duong				
Hannah Emonds				
Sofia Engel				
Abigail Ganzemuller				
Samantha Greene				
Lulu Heenan				
Jalyssa Hickson				
Emma Lewis				
Carley Long				
Sarah McCarthy				
Scotty Mooney				
Carson Murray				
Timmy Nguyen				
Ella Ocasio				
Madelynn Rees				
Madison Robinson				
Lauren Rose				
Maren Scharf				
Cordelia Seymour				
Chloe Sysk				
Morgan Tankersley				
Theresa Tulsiak				

Anna Weber				
Hana Yankowitz				

# Secret Pal

Name: \_\_\_\_\_

Favorite drink: \_\_\_\_\_

Favorite chip/cracker: \_\_\_\_\_

Favorite color: \_\_\_\_\_

Favorite breakfast item: \_\_\_\_\_

Favorite ice cream flavor: \_\_\_\_\_

Favorite candy (put several): \_\_\_\_\_

Favorite cereal: \_\_\_\_\_

Favorite cookie: \_\_\_\_\_

Favorite snack not previously mentioned: \_\_\_\_\_

Favorite fast food: \_\_\_\_\_

Favorite animal, sports team, collectible: \_\_\_\_\_

Favorite magazine (that you don't subscribe to): \_\_\_\_\_

Favorite gum: \_\_\_\_\_

Favorite fruit/vegetable: \_\_\_\_\_

Favorite flower: \_\_\_\_\_

Favorite microwave food/dinner: \_\_\_\_\_

Other relatively cheap stuff I love: \_\_\_\_\_

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
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# Rules,


we're


YEARBOOK

and we

know it

# 8 Steps to Success in Yearbook

1. **Have a BLAST!**  It's a guarantee that we'll all get stressed out, but the more tired you are, the funnier things get; the more hungry you are, the better school lunch tastes. Go with the flow and have fun with things!

2. **Don't Procrastinate!** The sooner you get your work done, the sooner you can relax and enjoy your time here. 

3. **Communication is the Key!** The more you talk to the editors, the adviser, and to each other, the easier life in yearbook will be, especially during deadline week.


4. **Ask for HELP!** If you don't understand something, don't be afraid to ask for help. It is better than not getting the job done. 

5. **Be Patient!** If the editors or Ms. Porcelli-Wilson are busy or helping We will give you the same amount of care and attention as soon as possible.



6. **Listen to Announcements!** Even when you are not literally in yearbook, keep your mind on it. Always be listening for interesting coverage options (photos/copy).



7. **Don't Question Authority!**  When the editors and Ms. Porcelli-Wilson say jump, don't ask how high, just do it. There is probably a reason for it, even if it is just for their sick, twisted amusement.



8. **Bring Food!** Whenever possible, bring food into yearbook and share. It makes life in here a heck of a lot more bearable – and puts everyone in a better mood. We are always hungry.

# Classroom Rules

Because of the structure of this class and the job we need to get done, you will have more freedom than you may have in other classes. The understanding is that you have a job to do and I trust you to get it done. Don't take advantage. Here are some rules to live by:

- ☞ **Never** neglect getting your work done. Don't wait until the last minute – it shows!
- ☞ **Always** be in the room when the bell rings. Otherwise you are tardy.
- ☞ **Always** be willing to put in extra time. That extra time may be before school, after school, on work nights, in the evenings, or on weekends. We expect you to complete quality work on time and be willing to help others.
- ☞ **Never** miss a deadline. This includes mini-deadlines, Remember that a lot of people depend on you to get your work done on time. If you don't, it holds up everyone. WITH A FEW EXCEPTIONS, there is no reason to miss a deadline. Your grade and our delivery date depend on it.
- ☞ **Always** ask for help when you need it. Don't fake it. We'll have to redo it. That makes us mad!
- ☞ **Never** let "okay" be good enough. Your name is on it.
- ☞ **Always** find out the facts and report them accurately. Never guess or substitute information. This goes double for spelling of names – you have a master list of all the students in the school! There's no excuse!
- ☞ **Always** remember that the book is for the entire school. Be constantly concerned with including everyone.
- ☞ **Always** respect other staffers: their ideas, beliefs, and opinions. You don't have to agree with them; you do need to respect them.
- ☞ **Never** skip out early or leave during class without signing out. I need to know where you are at all times. Don't forget to take your press pass and don't take advantage of your freedom.
- ☞ **Remember**: what happens in the yearbook room stays in the yearbook room!

# Class Syllabus

## Course Description:

Yearbook is a yearlong elective course that requires enthusiasm, creativity, responsibility, and a dedication to the production of a quality yearbook. In this hands-on course, students will develop skills in digital photography, copy writing, proofreading, editing, and graphic design. Students will work collaboratively to create and publish the 2014 Cobra Yearbook.

## Course Requirements and Expectations:

The successful publication of our yearbook is dependent on our staff members' ability to meet deadlines and work cooperatively. Prompt attendance and active participation in class are essential to ensure success. Students must be able to complete assignments and layouts on time. Missing a deadline is not an option! One person's failure to complete a task has repercussions on the entire team and the successful publication of our book. Missing a deadline will have a significant impact on a student's grade.

## Important Due Dates:

Deadline #1: Friday, November 15<sup>th</sup>

Deadline #3: Thursday, February 6<sup>th</sup>

Deadline #2: Friday, December 20<sup>th</sup>

Deadline #4: Friday, March 7<sup>th</sup>

## Grading Policy & Classroom Etiquette:

Students with prompt attendance, a cooperative disposition, and active participation will be rewarded for their effort. Grades are based on a student's quality of work, degree of responsibility and productivity, willingness to work collaboratively, ability to meet deadlines, and his or her overall contributions to the creation and production of this year's yearbook. Students must obtain permission from the Adviser to leave the classroom for any reason. Yearbook students must wear a yearbook pass while attending to yearbook tasks outside of the classroom. Leaving without permission will constitute truancy and will result in a referral. Overall factors for a student's success in yearbook include:

- ✓ Makes ALL yearbook deadlines
- ✓ Spends extra time if needed to meet deadlines
- ✓ Shows leadership (accomplishes all assigned tasks, sets a good behavioral example, & helps others)
- ✓ Is a team player
- ✓ Consistently portrays a positive attitude
- ✓ Demonstrates commitment, reliability and follow through
- ✓ Produces quality products (body copy has been edited and proofed, captions follow the formula, headlines relate to the copy, photos are candid and cropped appropriately)
- ✓ Interviews for interesting captions, NEVER makes up quotes
- ✓ Pays attention to detail and style rules
- ✓ Completes all reading assignments on time
- ✓ Completes all photo assignments by due dates
- ✓ Attends class regularly (only emergencies keep you away)
- ✓ Edits pages during final page preparation (all names are spelled correctly)
- ✓ Does not produce products that require numerous rewrites and/or edits
- ✓ Makes self available to help others
- ✓ Does not have to be asked to help out
- ✓ Volunteers for additional duties
- ✓ Meets all stated course expectations

## Make-up Work Policy:

District policy states that students shall have one day for every excused day of absence to make up any missed assignments. However, student layouts that have been pre-assigned before the absence are still due on the due date. There are no exceptions.

## Homework Policy:

There will be a number of tasks that students must complete at home such as writing and editing captions and body copy, but they will not be assigned homework on a daily basis. The majority of coursework will be completed in class.

## Yearbook Equipment:

Students in yearbook use expensive equipment including desktop computers, a yearbook laptop, printers, digital cameras, zoom lenses, card readers, a scanner, and an external hard drive. It is imperative that students are responsible with the yearbook equipment. If equipment fails due to student negligence, students are financially liable for the repair and/or replacement of equipment.

## Required Materials:

This year, all yearbook staffers will be required to pay a \$30 supply fee. With this fee, the students will receive: a flash drive, memory card, three-ring binder with dividers, composition book, and two staff t-shirts. This fee must be paid no later than August 30<sup>th</sup>.

The following items must be brought to class on a daily basis:

- ✓ Yearbook Staff ID Badge (created during the first week of school)
- ✓ Agenda
- ✓ USB Flash Drive (can be shared with your other classes)
- ✓ Memory Card (provided through YB student fee)
- ✓ Paper, pencil, pen, & highlighter
- ✓ 2014 Cobra Staff Manual & composition book (provided through YB student fee)
- ✓ Reading material and/or homework from other classes (in the rare event that we experience technical difficulties and the class period is re-designated as a study hall)

## Contact Information:

Email: [christina.porcelli@sdhc.k12.fl.us](mailto:christina.porcelli@sdhc.k12.fl.us)

Phone/Text/Voice Mail: (813) 843-5326

## My Goals/& Expectations:

As the adviser, I understand that staff members have other obligations and responsibilities. Therefore, I will work with each staff member to make sure he/she fully understands the commitment that yearbook requires.

I believe that education is a collaborative process between teachers, students, and parents. In order to ensure success, it is imperative that students take an active role in their own educational experience. By complying with the course requirements and expectations, it is my sincere hope that your student will experience success through the discovery of their creative potential. Please feel free to contact me regarding your student's progress.

Sincerely,

Christy Porcelli-Wilson



# Yearbook Staff Contract

## Student/Parent Contract - Please read, review, and sign together:

Yearbook is a course in Life. In yearbook, the muscles INTEGRITY and RESPONSIBILITY are exercised. This is not a course where lake work can be accepted. A student failing to meet a deadline can affect the delivery date and cost of the yearbook. Yearbook is not an “easy A class.” Yearbook is a course that promotes self-responsibility, cooperation with real-life consequences, independent thinking, time management, commitment to a long-range goal, confronting the unknown, and delivering work that is PERFECT. To create the best working relationship between all those involved, it is important that we all agree on a given set of consistent expectations from the beginning.

Please consider the following expectations and INITIAL each of those with which you AGREE:

Parent \_\_\_\_ I understand that my child will need to devote time outside of class to the completion of assigned tasks outlined in the job description.

Parent \_\_\_\_ I understand that my child will be working with specialized equipment and supplies and will be held responsible for any damage and/or waste due to negligence.

Parent \_\_\_\_ I understand that my child will be responsible for assisting with financial aspects of the publication including book and advertising sales.

Parent \_\_\_\_ I understand that there are deadlines during the months of October – April. I will be informed of these dates and I agree that my child will complete all assigned work for each deadline.

Parent \_\_\_\_ I understand that my child will be expected to attend after-school events in connection to the layout assignments he/she will cover. I understand that my child’s transportation is my responsibility.

Student \_\_\_\_ I understand that while on assignment, I must behave responsibly at all times, reflecting the best of myself, the yearbook staff, and school.

Student \_\_\_\_ I have been made fully aware that I may be asked to devote outside time in order to complete assigned tasks outlined in my job description by deadline times. I commit myself to making these times available.

Student \_\_\_\_ I understand that it is my responsibility to cover any events when assigned to do so. In the event that I am unable to cover an event, I will trade favors with another qualified staff member to cover my event with approval of the adviser and co-editors.

Student \_\_\_\_ I understand the importance of the publication’s equipment and supplies and pledge to treat them with respect. Should I neglect and/or abuse the materials, I will repair or replace them.

Student \_\_\_\_ I understand and agree to sell yearbook advertisements if required.

Student \_\_\_\_ I understand the importance of meeting all deadlines and agree to stay after school or work evenings or weekends if necessary to complete my deadlines.

Student \_\_\_\_\_ I agree to be on time for class each day.

Student \_\_\_\_\_ I agree to work together with the other yearbook staff members to produce a quality yearbook that incorporates as many students and faculty in the book as possible.

Student's signature \_\_\_\_\_ Parent's signature \_\_\_\_\_

# Student Camera Contract

I \_\_\_\_\_ need to use a digital camera to take pictures for Yearbook class. I understand that this camera is the property of Coleman Middle School and should only be used to take pictures of school events. It is my responsibility to carefully check the camera for any defects before checking it out. I also understand that it is my responsibility to look after and care for the camera while it is in my possession. I agree that I will, to the best of my ability, keep the camera in good working order and return it in the same shape and working order as when I checked it out. I understand that I will be held accountable for any defects that are found when the camera is returned. I will return the camera, at the first possible time, to Mrs. Porcelli-Wilson or another staff member of Coleman Middle School.

By signing this, I agree that I have read and fully understand the above statement.

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Student Signature

Date

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Parent Signature

Date

# Rubrics,

we're

YEARBOOK

and we

know it

# Yearbook Spread Checklist

**All elements are represented in the spread: YES NO** (circle the appropriate answer and circle what is missing) A dominant photo, an eyeline, copy block with an interesting headline and a subheadline that provides explanation, student life coverage, sport coverage, clubs and electives coverage, academic coverage, five to nine candid photos and a caption of at least three sentences for each photo.

## Photos:

1. The layout includes an effective dominant photo.
2. The layout includes from five to nine photos. All the photos are candid (none are posed).
3. Photos vary in shapes and sizes (no squares). There are NO 2 photos of the same shape and/or size on the spread (except in the mods).
4. Each photo:
  - a. Grabs attention
  - b. Tells a story
  - c. Shows action
  - d. Triggers memory
  - e. Gets an emotional response
  - f. Has an obvious center of interest
5. The photos are placed in a way that makes the reader look towards the gutter. Every photo faces the gutter.
6. Objects that distract from the center of interest are avoided.
7. Group photos and individual portraits do not go across the gutter.
8. No arms, legs and faces are cropped out of any picture.
9. Wasted, empty space is eliminated.
10. Horizontal photos are cropped into horizontal spaces, and vertical photos are cropped into vertical spaces.
11. The overall spread has a variety of subjects engaged in a variety of activities.
12. When appropriate, both boys and girls appear on the spread.
13. When appropriate, all grade levels are represented.
14. All people in the photo are tagged – with names spelled correctly

## Design:

1. The appropriate fonts, font sizes and colors were used.
2. Only **CMYK colors** are used on the spread.
3. The eyeline is obvious and it is NOT located to the center of the spread.
4. The laws of separations are followed.
5. Every element on the spread fits exactly into the internal lines of the columns and guides.
6. Additional white space is placed to the outside of the spread.
7. The external margin is maintained.
8. At least one graphic element and one type treatment are included on the spread. (Graphic elements and type treatments do not distract; they add unity to the spread)
9. This is a WOW Inducing Design.
10. The layout reflects attention to detail.
11. If this spread is supposed to include a module or a special module, the appropriate space has been allocated to it.

## Copy:

1. The copy writer obviously attended the event he/she has covered.
2. The copy is “a narrative that engages the reader’s senses and emotions.”
3. Copy starts with an appropriate, attention-grabbing lead. The **HOW** and **WHY are emphasized** in the lead.
4. This year’s theme is followed.
5. **The following format is followed:** (at least 4 quotes from a variety of people)
  - a. Lead
  - b. **Quote**
  - c. Transition

- d. **Quote**
- e. Transition
- f. **Quote**
- g. Closing Transition
- h. Conclusion

6. The copy incorporates meaningful quotations.
7. The copy reflects interviews from more than one source.
8. The transitions provide new facts to the reader; they logically link one quote to another.
9. The copy has a clear, specific, engaging angle.
10. Copy includes specific, accurate details.
11. Consistent use of past tense. Consistent use of third person.
12. Correct spelling and grammar. Names are spelled correctly. Simple sentence structure is used. **No comma** is used before and in a series. Titles are italicized, not underlined.
13. Correct punctuation and attribution of quotations.
14. The copy uses language appropriate for audience. Vague words are avoided. The phrase “this year” and the school’s name are not used.
15. The copy follows style sheet.
16. Copy block is broken into columns.
17. Paragraphs are kept under 40 words.
18. The writer does not editorialize (give his/her personal opinion).
19. Conclusion relates back to lead in some way.

**Headline and Subheadline:**

1. Headline is clever, arresting and exciting.
2. Subheadline provides additional information to identify the topic of the spread and to explain the headline.
3. Headline does not contain material that will be found elsewhere.
4. Headline matches the dominant photo/story. It ties into the action of the dominant photo.
5. Headline reflects the mood of the spread.
6. Headline uses action verbs in the present tense
7. Alliterations / figures of speech / clever play on words used to make headlines funny, witty and to intrigue the reader.
8. Single quotation marks, if any, are used inside the headline.
9. Includes a byline for the copy block

**Captions:**

1. Every photo has a caption. If there are 7 people or fewer in the caption, they are all identified. If there is a big crowd, no one is identified. Complete names are used. (Photos in mod packages may have a single caption, but the photos must be clearly labeled.)
2. Captions are placed next to, above or below the photos described. Captions are adjacent to the photos they identify. Every caption “touches” the picture it describes.
3. No more than two captions are stacked on top of one another.
4. Every caption is placed to the outside of the spread. No caption is trapped between two or more photos.
5. Captions have a consistent width and style. All captions have the same size.
6. **Every caption includes the following:**
  - a. background info (before or after the photograph)
  - b. a direct quote from somebody in the photograph or from someone who attended the event being covered. (The quote should add new info to the caption; if everybody could say the same quote then it needs to be changed).
7. The first sentence is in the present tense and the rest in the past tense. Present tense, active voice are used for the sentence that captures the action of the photo; background and supplemental information are written in past tense. Colorful, active verbs are used.
8. Caption ends with photo byline

# Deadline Submissions

Names \_\_\_\_\_ Date Submitted \_\_\_\_\_ Pages \_\_\_\_\_

Before turning in your pages, remember to check these key points. Ask yourself if you have truly finished them. If you cannot check off one or more boxes, wait to turn your deadline in. You will have to make these changes eventually so you might as well do them now.

- The copy relates to the theme.
- Copy is specific to THIS year and is specific to Coleman.
- Strong** headline.
- All of my fonts and sizes are correct.
- ALL of my captions answer Who, What, When, Where, Why, How.
- Do my captions really answer the How?
- Action lead-ins are strong and interesting.
- My captions are numbered when they need to be and the numbers are in the right spot.
- Students have the correct name identification.
- Spell check!
- ALL the names are spelled correctly because I checked them in the locator.
- The best pictures are on the spread.
- My pictures are cropped well.
- My alternative coverage interesting to look at.
- The layout, overall, looks good.

<p><u>Design Editors Checklist</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct type styles (for all words on spread)</li> <li><input type="checkbox"/> Copy long enough to fit allotted space</li> <li><input type="checkbox"/> All names correct</li> <li><input type="checkbox"/> Spelling checked</li> <li><input type="checkbox"/> Design of spread intact</li> <li><input type="checkbox"/> Theme tied-in</li> </ul>
<p><u>Editor-in-Chief Checklist</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy</li> <li><input type="checkbox"/> Layout</li> <li><input type="checkbox"/> Bleed pictures pulled to outside margin</li> <li><input type="checkbox"/> Folios correct</li> <li><input type="checkbox"/> Overall done correctly</li> </ul>
<p><u>Photo Editor Checklist</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Photo Quality &amp; composition</li> <li><input type="checkbox"/> All photos tagged with names spelled correctly</li> <li><input type="checkbox"/> All photos have byline in caption</li> </ul>

## Directions for submitting your deadline

1. Complete your deadline, i.e. all pictures, captions, copy/alternative coverage present.
2. Print the spread in low-res PDF
3. Fill out this form and staple this form on top of the printouts.
4. Turn in to your photo editor.
5. Make photo editor's corrections.
6. Turn in to design editors
7. Make design editors' corrections.
8. Turn in to editor-in-chief.
9. Make editor-in-chief's corrections.

Date Due	Photo Editor Initials & Date	Design Editor Initials & Date	Editor-in-Chief Initials & Date	Adviser Initials & Date

10. Turn into adviser. (You must reach this point by deadline date for an A.)

# Keeping Track of Your Due Dates

## **Brainstorming Week**

Attach your completed package planner to this check list and turn in to an editor for approval no later than Friday of your brainstorming week!

Editor's Signature - \_\_\_\_\_

**Coverage Week** – For each day of coverage week, write a summary of what your team did to get coverage for your spread (Remember to check the black list prior to getting coverage):

Monday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Tuesday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Wednesday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Thursday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Friday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

**Spread Design** – Schedule and have meeting with the Design Editors prior to Wednesday of your coverage week.

Date Meeting Scheduled: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Date Meeting Held: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

**Creation Week** – For each day of creation week, write a summary of what your team did to create your spread:

Monday: \_\_\_\_\_

\_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Tuesday: \_\_\_\_\_

\_\_\_\_\_



Editor's Signature - \_\_\_\_\_

Wednesday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Thursday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Friday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Print out and attach a copy of your spread to this worksheet and turn it in to an editor on Friday of your creation week!

Editor's Signature - \_\_\_\_\_

**Editing Week** – For each day of editing week, write a summary of what your team did to edit your spread:

Monday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Tuesday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Wednesday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Thursday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Friday: \_\_\_\_\_

Editor's Signature - \_\_\_\_\_

Print out and attach a copy of your spread to this worksheet and turn it in to an editor on Friday of your editing week!

Editor's Signature - \_\_\_\_\_