

# Yearbook Communications - TGG4M

## Course Information & Evaluation

This course will help students develop and consolidate the skills required for and knowledge to solve problems, make decisions, creates personal meaning while creating a professional print publication. An important emphasis will be placed on developing information literacy, applying technological skills and knowledge, and synthesizing methodologies and insights to develop critical and creative thinking skills. Students will learn to use problem solving, resource and time management and teamwork while developing a professional print publication for a large general audience. Students will use their acquired skills in Photography, Journalism and Design to create a Yearbook.

*PREREQUISITE: Communications Technology, Grade 11, University/College Preparation (TGJ3M, TGI3M, or TGP3M)*

<p><b>Classroom Expectations</b></p> <p>1. Students are expected to be willing and active participants in all course activities. This includes completing all assignments both on time and with sufficient effort, and honoring all of their commitments. Every student is expected to keep a neat, well-organized notebook or portfolio</p> <p>2. Students will contribute to a positive learning environment by:</p> <ul style="list-style-type: none"> <li>• practicing safe work habits at all times</li> <li>• being respectful to others and respecting their property</li> <li>• treating all equipment with care and ensuring proper knowledge of its operation</li> <li>• reporting unsafe or hazardous situations to the instructor</li> <li>• reporting software or equipment problems to the instructor</li> <li>• cleaning up their workspace and putting everything away before they leave the class</li> </ul> <p><b>* No food or drink is permitted in any of the equipment areas.</b></p>	<p><b>Strands/Units Topics</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Elements of Graphic Design for Print Publications</p> <ul style="list-style-type: none"> <li>• Elements of Design</li> <li>• Principles of Design</li> <li>• Print publication laws and responsibilities</li> </ul> <p>2. Page Layout (Adobe InDesign)</p> <ul style="list-style-type: none"> <li>• Page Planning and organization</li> <li>• Design process</li> <li>• InDesign basic features</li> <li>• InDesign advanced features</li> </ul> <p>3. Digital Photography</p> <ul style="list-style-type: none"> <li>• Safety • Using dSLR camera</li> <li>• Elements of a successful photograph</li> <li>• Yearbook photography</li> </ul> <p>4. Advanced Adobe Photoshop image manipulation for print and video</p> <ul style="list-style-type: none"> <li>• Image cropping • Filters</li> <li>• Image manipulation/ isolation</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>5. Organizing and Managing Projects</p> <ul style="list-style-type: none"> <li>• Project planning</li> <li>• Project management</li> <li>• Resource/time management</li> <li>• Team building</li> </ul> <p>6. Film Activity</p> <p>7. Journalism and the Inverted Pyramid</p> <ul style="list-style-type: none"> <li>• Caption and article writing</li> <li>• Proofing • Inverted pyramid</li> </ul> <p>8. Career Options</p> <ul style="list-style-type: none"> <li>•Visions of the future</li> <li>•Career opportunities</li> </ul> <p>9. Print Media and the Environment</p> <ul style="list-style-type: none"> <li>• Steps to creating a publication</li> <li>• The printing process • Print packaging</li> <li>• Environmental concerns and solutions</li> </ul> <p>10. Safety in the studio and in the field</p> <ul style="list-style-type: none"> <li>• Safety when creating a yearbook</li> </ul> <p>11. Summative (x2)</p> </td> </tr> </table>	<p>1. Elements of Graphic Design for Print Publications</p> <ul style="list-style-type: none"> <li>• Elements of Design</li> <li>• Principles of Design</li> <li>• Print publication laws and responsibilities</li> </ul> <p>2. Page Layout (Adobe InDesign)</p> <ul style="list-style-type: none"> <li>• Page Planning and organization</li> <li>• Design process</li> <li>• InDesign basic features</li> <li>• InDesign advanced features</li> </ul> <p>3. Digital Photography</p> <ul style="list-style-type: none"> <li>• Safety • Using dSLR camera</li> <li>• Elements of a successful photograph</li> <li>• Yearbook photography</li> </ul> <p>4. Advanced Adobe Photoshop image manipulation for print and video</p> <ul style="list-style-type: none"> <li>• Image cropping • Filters</li> <li>• Image manipulation/ isolation</li> </ul>	<p>5. Organizing and Managing Projects</p> <ul style="list-style-type: none"> <li>• Project planning</li> <li>• Project management</li> <li>• Resource/time management</li> <li>• Team building</li> </ul> <p>6. Film Activity</p> <p>7. Journalism and the Inverted Pyramid</p> <ul style="list-style-type: none"> <li>• Caption and article writing</li> <li>• Proofing • Inverted pyramid</li> </ul> <p>8. Career Options</p> <ul style="list-style-type: none"> <li>•Visions of the future</li> <li>•Career opportunities</li> </ul> <p>9. Print Media and the Environment</p> <ul style="list-style-type: none"> <li>• Steps to creating a publication</li> <li>• The printing process • Print packaging</li> <li>• Environmental concerns and solutions</li> </ul> <p>10. Safety in the studio and in the field</p> <ul style="list-style-type: none"> <li>• Safety when creating a yearbook</li> </ul> <p>11. Summative (x2)</p>
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<p><b>Special Expectations</b></p> <p>Every attempt will be made to individualize the course for the needs of each student. This means that although everyone is required to cover the material and concepts of the Strands/Units, listed, they may each do it using different applications and assignments. They may also strive to attain different levels of expertise in the various components of the course. For this to work, students are expected to be on task at all times and committed to achieving excellence. Students who show that they are unable to work in this less-structured format will lose the privilege of a self-motivated curriculum and be given a more proscriptive path to follow.</p>	<p><b>Assessment &amp; Evaluation Policy</b></p> <p>Refer to the attached SWL Assessment and Evaluation Policy April 2011</p> <p><b>Course Text and Reference Resources</b></p> <p>In order to enable students to concentrate more effectively on the tools that they need for their future career path, a wide variety of resources are available to individualize instruction for those who want a more in-depth experience.</p> <p>These include Adobe Indesign, Photoshop, Illustrator, Final Cut Studio, i Stop Motion and Live Type manuals, and online training videos and podcasts. Also a Yearbook Guide Journalism Curriculum is provided by Jostens and Freisens</p> <p><b>70% Formative Evaluation</b></p> <p>Student evaluation is based on the Overall Expectation found in the Ontario Curriculum using various forms, such as, but, not limited to, quizzes, tests, assignments, projects, presentations, safety practices, and activities.</p>		
<p><b>Attendance Policy</b></p> <p>Students are responsible for catching up on class notes and completing any assignments or tasks involving equipment for which they were absent. <b><i>It is up to the students to ask the instructor what they missed when they return.</i></b> Parents will be contacted for any student who skips class. After three such skips, the student will be referred to the Vice-Principal.</p>	<p><b>30% Summative Evaluation</b></p> <p>Each student will complete <u>two</u> summative projects representing 30% of their mark.</p> <p>Certain forms of these summative evaluations (exams, final tests, performance based tasks, etc.) are time sensitive. This means they must be completed at and within a specific time. Students <u>must</u> be present for these summative evaluations. Any absence will result in a mark of zero, unless validated by an official certificate. (ex. Medical Certificate). Students and parents will be informed well in advance of summative evaluation dates.</p>		
<p><b>Instructor(s) Mr. A. Budgell</b></p>			