



Dallas High School Home of the Dragons



Yearbook

2013-2014

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Office Hours: Tues-Friday 3:00-3:30, additional times by arrangement.

Course Description: Students will be responsible for publishing the DHS Dragon yearbook. Responsible and flexible students with an interest in writing, graphics, computers, marketing, advertising, accounting, or photography are encouraged to apply. Students will be trained on the job and will join a team of workers producing the yearbook. Any student wishing to be a photographer should be familiar with digital cameras, preferably supplying his/her own. Students in Yearbook will be expected to put in long hours outside of class as necessary to meet deadlines. Student staff must also demonstrate employability skills and high quality work, and will maintain a portfolio with a production log.

(Note: students may letter in Yearbook).

Texts: Various Yearbook Exemplars

Course Outline

	Unit Topic	Summative Assessment
Unit 1	First Deadline	Student Pictures / Fall Activities
Unit 2	Second Deadline	Fall Activities (Cont.)
Unit 3	Third Deadline	Winter Activities
Unit 4	Fourth Deadline	Winter Activities (Cont.)
Unit 5	Final Deadline	Spring Activities (Conclude)

Standards to Be Assessed:

- Coverage
- Body copy
- Captions and headlines
- Photos
- Layout and design

Career Related Learning Standards:

- Field trips
- Guest speakers
- Project-based Learning
- School-based business

Personal Management Standard: Exhibit appropriate work ethic and behaviors in school, community and workplace.

- Students will identify tasks that need to be done and initiate action to complete the tasks.
- Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
- Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
- Students will maintain regular attendance and be on time daily.
- Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

Specific Expectations of DHS Yearbook Staff Members (Examples of exceeding performance in parentheses)

1. Daily Check-In

Is on time and attentive during the first five minutes of class. (Is an active contributor/participant during check-in.)

2. Team Work

Works together, collaborating and cooperating. (Steps outside of clique or usual crowd, providing help where help is needed.)

3. Use of Time

Makes effective use of class time to complete assigned work. (Takes the initiative to find productive ways to use free class time that benefits the publication.)

4. Deadlines

Assigned tasks are fully completed on time. (Best work is ready for press night well before the due date.)

5. Quality

Work is of the highest quality and reflects a solid understanding of craft. (Actively advances proficiency in craft through extra practice and study.)

Additional Expectations for Editors

-Example

Demonstrates responsible, professional behavior, and actualizes leadership role. (Recognizes responsibilities to the success of next year's staff, and takes an active role in mentoring future editors.)

-Communication

Stays in constant touch with staff, fellow editors, and adviser. Does not make assumptions that everyone knows what needs to be done. Provides constructive feedback that highlights the strength and weakness of peer's work. Follows up on conversation to ensure that communicated expectations were understood and are being met. (Acts as a liaison between the publications department and administration/teaching staff.)

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

The class will be divided into groups and students will be selected for specific tasks based in their personal interests and abilities. Students are encouraged to expand their knowledge and skills in graphic design, journalism, and photography. Flex time is available for all students to ensure success. Extra lab time can also be scheduled upon request by students how have used class time constructively.

Parents: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with (Fill in the name of your course here) . If you have questions, please call 503-623-8336 or email using the email address provided in this document.

Parent Name:

Parent Signature:

Student Name:

Student Signature: