It all starts here and NOW!

Although daily assignments will be posted on website and updates in lab rooms, listed below are specifications for a personal assignment due on at 8:30 a.m. Day Two and the Theme Concept Portfolio due at 4:30 p.m. on Day Four. During each session and each conference, we will work together on content and revisions for the major project. All yearbook journalists will benefit from quality hours during time in the computer labs. All work should be neat, well-organized and complete with details so that all other members of the yearbook staff and adviser will be able to understand and appreciate your hard work to develop the theme concept throughout the yearbook. This project is for you, your yearbook staff, your adviser, your school community.

So let's get started NOW!

Dear Instructor Letter due 8:30 a.m.  Day Two
To help us get to know YOU better before we begin working with you on your portfolio, please share honest responses to the questions. All information will remain confident. Write a well-developed paragraph for each of the following:
1. Who are you? Start with name, grade, name of school. Tell us about your family, interests, passions and topics of your choice.
2. What is your yearbook position? Include job description, job responsibilities as you understand them and your strengths.
3. What are at least three of your personal goals to improve the yearbook and why?
4. What are some ideas you have now or hope to gather while at HSJI?

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Editor/Staff Theme Concept Portfolio due 4:30 p.m. on Day Four (Organize in binder with sections.)
Use theme handout as checklist for specifications of all content in portfolio.
Refer to design and idea packets that showcase basic to advanced designs utilizing vertical and horizontal grid structures. All designs should maintain column/grid design with consistent spacing and alignment, consistent column width for captions and other repeated modules with specified font style, point size and leading. Stop and start all elements on the grid. Show spot color. Brainstorm and explore ideas together to begin verbal/visuals examples on workbook pages. (Include this at back of binder.)
Each spread should include or at least identify specifics for content/coverage in each module.
Take photographs and/or sketch/mount creative ideas found in other yearbooks and magazines. Place this content at back of binder. Each yearbook journalist will gather information and write a personality profile, take an environmental photo, write an expanded caption and headline that captures tone, mood and energy. The package will be posted, as well as placed on a spread design.

Editors and Co-editors
Cover design gives first impression of the yearbook, captivates imagination of reader, and establishes tone, mood and energy. (Verbally, introduces theme directly or subtly. Visually, shapes and graphics introduced to be developed inside yearbook.)
Title Page content and design follows theme and adds layers with vital details.
Opening content and design (with start of opening copy to capture mood and tone) unfolds storytelling layer/Closing brings story full circle. Both reinforce tone, mood and energy of theme.
Divider content and design signals beginning of new section, continues storytelling with meaningful content, reflects theme both verbally and visually.
Index identifies school community and sometimes includes group photographs, profiles or other coverage modules. It unifies to tone, mood and energy throughout the yearbook. (Include complete colophon module for this project.)
One section design continues theme-related design with complete personality profile module OR one spread with variety of personality profile modules and/or variety of alternative story package module designs.

Section Editors or All Other Positions
Three to four section designs per person with personality profile module on one spread. (copy, headline, photo, expanded caption)

Typed content by editor, co-editors or all yearbook journalists from each school
Provide a detailed discussion and description of the theme execution plan:
1. Identify theme and discuss how/why it reflects your school as one-of-a-kind while capturing the story of the year with mood, tone and energy.
2. Identify and describe content and graphic "cool tools" that will be used as verbal/visual trademarks to create the yearbook's distinctive look. (This information will complement the awesome designs generated at the computer!)
3. Discuss how yearbook journalists will develop inside theme ideas through overall content, folios, spin-offs, alternative story packages and content specific to each section. (If each section will have a unique spin-off, list each section and the theme-related spinoff for each section.)
4. Show and discuss/describe two or more examples of expanded coverage or different approach to coverage.