Lecanto High School

Legacy Yearbook

Staff Manual

2014-2015



Yearbooks will be treasured 100 years from now

PUBLISHING A YEARBOOK is a

complicated, creative, time-consuming

process. It is the only complete record

of this particular school year that will

ever be published. So it is your job to

be accurate, fair and well-rounded in

covering all events of the school year. If

you don’t do it, no one else will.

**Picture book**

About 70 percent of a yearbook spread

is photography. The first thing many

students do upon receiving their

yearbooks is to see how many times

they are in it. Every student in school

should be included in the book multiple

times. In addition, a variety of activities

should be presented in balanced

coverage.

MAKE IT A GOAL:

Include every student in the book twice

in addition to their class photo or group

shots.

**History book**

Recording events and moments in time,

this yearbook chronicles the lives of

students in your school in relationship

to their environment on a local, state,

national and international level.

MAKE IT A GOAL:

Make sure your yearbook reflects what

went on during the year. If pep rallies

are cancelled or a new club added to

help newcomers makes a difference,

include it.

**Record book**

The yearbook will be considered an

authentic, accurate record of all the

events of the school year. Facts, figures,

scores and dates must be verified to

preserve the record.

MAKE IT A GOAL:

Include a scoreboard for every team.

Collect the information as the season

progresses so you don’t run into a coach

who doesn’t want you to have the

information. Remember, a scoreboard

is not a criticism, rather, it is a fact.

**Reference book**

Whenever someone receives notoriety,

often his/ her high school yearbook is

the first place researchers look. Even

the local law enforcement officials find

yearbooks useful for mug shots.

MAKE IT A GOAL:

Make sure your index is complete.

Include all students, all staff, all

academic subjects covered, all clubs

and organizations, advertisements and

topics for spreads.

**Public relations tool**

The yearbook will portray an image of

your school and its students through

coverage and quality. Though a

yearbook is not required to paint a

rosy picture of success, it, nonetheless,

provokes an image with its audience.

MAKE IT A GOAL:

Your book should reflect successes

and challenges. It is not your place to

editorialize because you don’t like the

fact that the students have to wear

uniforms. Cover it. And go for balance.

There will be people who think it’s good

(and not just faculty and staff).

**Business**

Usually one the largest budgets on

campus, the yearbook must support

itself, market and sell its product, and

write and send invoices. Most of these

activities are considered a separate

business simulation course, but the

yearbook is the real thing. The staff

must have a budget and meet its

obligations each year without debt.

Students actually produce a marketable

product at all levels.

MAKE IT A GOAL:

Live within your budget. Try to sell

more books than you did last year. It’s

your best fundraiser. Consider doctors,

dentists and others within your district

who have waiting rooms for additional

sales.

**Time machine**

In years to come, a quick glance

through a yearbook transports the

reader to that time and evokes all the

memories and emotions of that time in

their lives.

MAKE IT A GOAL:

Get great photos that are truly action,

reaction and emotion. Don’t settle for

boring posed ones. And if something

exciting happens (and it will), the story

should have an exciting lead and good

information throughout without you

telling everyone that “everyone had a

good time.”

**Educational experience**

Skills that every employer is looking for

are taught and practiced in yearbook

production classrooms. Students must

use human relation skills to achieve

common goals and meet deadlines. In

addition, they learn marketable skills

in computer, writing, photography,

and desktop publishing.

Students must also be responsible

journalists operating under the same

legal guidelines as professionals..

MAKE IT A GOAL:

Students should leave the class with

the knowledge and ability to use desktop publishing tools and to take a great photo and write great captions to with it. They should learn to work as a team.

**Content that is inappropriate**

**for any school publication**

• Vulgar or obscene content

• Libelous material

• Material that constitutes an invasion of

privacy

• Material that may cause a substantial

disruption of the school day

**Yearbook**

**Audiences**

• Every student in the school

• All faculty and staff members

• Members of the community

• Members of the school board

• Family members of students

• Advertisers

• Purchasers of the book

• Other schools in the conference

• Other yearbook staffs

• Clients of those who have bought yearbooks for their waiting rooms and offices

• Future students/ teachers at the

school

• Library browsers

• People considering moving into the district

• Scholastic Press Associations

• Yearbook companies

• Yearbook judges

**Job descriptions**

Editor (or Editorial Staff)

• supervises the development and production of the yearbook.

• oversees the total operation for financial,

editorial, design, production and personnel

concerns.

• enforces style rules and editorial policy.

• oversees development of yearbook’s unifying concept on cover, endsheets, title page, opening section, dividers and closing section.

• plans visual execution of concept/theme

through fonts, layouts, colors, textures and

graphics

• creates unifying visual elements throughout each section and for the entire book

• works with section editors to plan, design

and develop individual sections within the

yearbook.

• represents the yearbook staff in outside

contacts with school, community and

professional individual groups.

• respectfully addresses complaints/criticisms directly to students and not behind their backs; follows conflict-resolution plan when dealing with staff members’ problems.

• sets a good example to other staff members by demonstrating a strong work ethic and appropriate behavior.

• prepares all contest materials for submission.

• is accountable to the adviser.

Copy editor

• reads and marks all copy included in the

yearbook.

• works with writers during story development through frequent conferences.

• edits for AP style.

• respectfully addresses complaints/criticisms directly to students and not behind their backs; follows conflict-resolution plan when dealing with staff members’ problems.

• sets a good example to other staff members by demonstrating a strong work ethic and appropriate behavior.

• is accountable to the adviser.

Section editor

• works with section team members, editors and photographers to develop specific sections in the yearbook.

• develops section plans that include a topic, unique story angle, dominant photo idea, related photo ideas, primary headline, sidebars.

• develops design for section and oversees

production to maintain consistency.

• looks for ways to avoid visual monotony

within section by using at least four layout

alternatives (varied dominant shapes, copy

treatments, etc.).

• works to create style palettes/section templates and to discern feasibility of special effects.

• works with editorial staff to plan color for most effective usage.

• works with staff to modify layouts to meet

spread needs.

• checks layouts for consistency, quality.

• trains staff in how to design layouts following template formats.

• respectfully addresses complaints/criticisms directly to students and not behind their backs; follows conflict-resolution plan when dealing with staff members’ problems.

• sets a good example to other staff members by demonstrating a strong work ethic and appropriate behavior.

• is accountable to the editor (or editorial staff) and the adviser.

Business manager

• works with adviser and editor (or editorial staff) on planning the financial aspects of the publication.

• oversees advertising sales, preparing all

materials, assigning prospects, checking on

results and establishing quotas.

• prepares bills and mails to advertisers.

• distributes tearsheets to advertisers.

• oversees mailing for parent ads.

• develops and oversees yearbook sales/

marketing campaign.

• keeps records of all financial transitions.

Photo editor

• works with photo/art editors for photo

assignments.

• checks that photographers have their cameras with them at all times.

• keeps track of all equipment and check-out procedures.

• oversees the maintenance of quality, cropping and scanning.

• creates folders on the server for storage of all photos.

• teaches PhotoShop color-balancing.

• ensures highest ethical standards are

maintained when using PhotoShop.

• works with section editors and section teams to see that all photos are given proper photo credits.

• works with photographers to ensure that they take proper notes regarding subjects’ names and activities while on an assignment

• notifies adviser in writing when supplies are needed or equipment needs to be repaired.

• respectfully addresses complaints/criticisms directly to students and not behind their backs; follows conflict-resolution plan when dealing with staff members’ problems

• sets a good example to other staff members by demonstrating a strong work ethic and appropriate behavior.

• is accountable to the adviser.

Photographer

• brings cameras to school every day.

• completes all photo assignments on time.

• takes notes, including subjects’ names and activities while on assignment.

• writes complete, accurate, interesting, eyecatching captions for all photos taken.

• downloads images within 48 hours of a shoot.

• batch renames all photos and files in

appropriate folders.

• uses PhotoShop to color balance all photos.

• uses photocomposition techniques to make photos interesting.

• arrives early at an event and leaves when it’s over.

• maintains care of all equipment checked out.

• returns all equipment in a timely manner.

• keeps battery charged.

Staff member

• works with section editors to plan all spreads assigned.

• designs pages in assigned column or grid

format.

• writes and designs primary and secondary

headlines and sidebars.

• writes complete stories in feature style focusing on the people involved in the activities.

• works with photo editor to assign photos for each spread.

• corrects pages as assigned by section editor, editor or adviser.

• finishes pages, submitting them on server and in hard copies on or before assigned deadlines.

• verifies the spelling of each person’s name on the spread.

• indexes names, activities and sports included on assigned spread.

**THEME: Here’s one for practice:**

**OUT** **of the Ordinary**

• all students will wear uniforms: Polo shirts with no logos

• whole school has a fresh coat of beige paint

• new principal is the first woman principal

• kicker on the football team is a girl

• same 4-period day schedule

• zero-hour classes

• 1/2 days once a month for teacher in-service

**Words that mean out of the ordinary** **Phrases that mean out of the ordinary**

**THEME: Here’s one for real:**

|  |  |
| --- | --- |
| **1**Now list what’s different about your school,  characteristics you are known for, things that never change | **2**Brainstorm theme ideas here. Circle the key words that seem to have meaning or possibilities. |
| **3**Brainstorm words that mean your new theme idea. | **4**Brainstorm phrases that mean your new theme idea. |
| **5**Now take your favorite phrases. Brainstorm how  the phrase could be used for a sidebar. | **6**Write a five sentences of theme copy using some of  your words you brainstormed. |

**Nuts and bolts**

**Theme**

While not the most important part of a yearbook, a theme is a solid way to unify your book. If you pick the right one, its development should be easy. If you don’t, it will seem forced and trite. One of the important things to remember is that your school is a lot more sophisticated than most people think. Comic book and fairy tale themes are hardly realistic for high school yearbooks. Your theme needs to be real and to fit the year without gimmicks to carry it through the book. Let’s say your school is under construction. Try to find a way to say it that is sophisticated and doesn’t rely on hard

hats and jack hammers and hammer and nails to carry it through. It would be a good guess that not a single one of your students would identify with those.

Your challenge is to make your theme real, realistic, memorable, relevant and recognizable through repetition and consistency.

**Purpose of a theme**

• To tell the story of the year.

• To unify the book.

• To create a personality for the book and the year.

Make sure the theme helps tell the story rather than the year being forced into telling the theme. Regardless whether a concept or stated theme is used for developing a yearbook or not,

it should hold the book together and reflect what is unique about the year, the students, the school, the facilities and the community for just this year, just this school, just this group of

students.

Places to use the theme

• cover

• endsheets

• title page

• opening

• closing

• dividers

• folio

• index

• sidebars

Steps to develop a theme:

1. List what’s different about your school, characteristics you are known for, things that never change.

2. Brainstorm theme ideas based on the list created.

3. Brainstorm words that mean the same as your theme phrase.

4. Brainstorm phrases that mean the same as your theme phrase.

These lists now become the tools for theme development. The word list spices up theme copy, theme caption headlines and theme headlines. The phrase list now becomes the titles for sidebars used throughout the book.

Coverage

What goes in your book? The answer is almost anything that has interest or an effect on students. Staff members start by listing everything they can think of that is important to high school students. Some things will be eliminated because adviser and staff may think the content is inappropriate for community standards. Other subjects may be terrific but have limited photographic opportunities. In that case, perhaps the coverage can be placed in the people section or in ads and index where there is less space for photos. Think out of the box rather than going to last year’s yearbook to

copy down what was included. Some things, like homecoming and spirit week, will need to be covered yearly but the staff will want a new angle for it. Other things like religion, siblings, odd jobs, diet and exercise could be covered one year and not the next. No matter what, try to surprise the reader with new subjects and new angles on old ones.

Student Life

• Focus on students at and away from school.

• Write about the people involved in the events rather than the events.

• Use action/reaction photographs.

• Plan flexible coverage to accommodate

unexpected activities.

• Use sidebars to record the details to free up copy for feature coverage.

Academics

• Show what is going on in classrooms.

• Cover the students not the teachers.

• Write about captivating lessons that have

students involved.

• Find unique angles for photos.

• Limit the number of photos that have a student at a computer (boring).

• Remember that this section is crucial in

covering a year. After all, it’s the reason we

have school.

Organizations

• Include all groups equitably. Equitably does not mean equally. A very active group should have more coverage than one that only meets.

• Avoid group-by-group coverage.

• Group like clubs together.

• Group like activities together — fundraising, parties, community service, etc.

• Attend a number of activities for photographs.

• List first and last names in group shots and in the rows as they appear.

Sports

• Include all sports equitably.

• Run a complete scoreboard that includes the overall record.

• Include highlights and specifics.

• Use player and team stats in captions and

sidebars.

People

• Design portraits in solid rectangles.

• Faculty photos should be the same size as the underclassmen’s.

• Spreads should include a feature unless

designed as an index.

Ads

• All ads should appeal to students.

• Parent/senior ads are designed using the rules of good design.

Cover the year

• Balance section coverage.

• Plan specific story ideas for each spread.

• Use the following steps to determine the

number of pages for each section:

\_\_\_\_\_ Total number of pages

\_\_\_\_\_ Subtract opening/closing/dividers

\_\_\_\_\_ Subtract index pages

\_\_\_\_\_ Subtract advertising pages

\_\_\_\_\_ Subtract specialty section pages

\_\_\_\_\_ Subtotal for determining coverage

Use the subtotal for percentages.

\_\_\_\_\_ 25-30% for student life

\_\_\_\_\_ 15-20% for academics

\_\_\_\_\_ 10-15% for clubs

\_\_\_\_\_15-20% for sports

\_\_\_\_\_ 25-30% for people

Fill out the ladder

• Plot sections on the left side of the ladder or on even-numbered pages.

• Record story ideas and the person responsible on the right side of the ladder on the odd numbered pages.

Add specifics for section development

• primary and secondary headline design

• copy design including width and leading

• copy lead-in design

• body copy type style and contrasting caption type style

• caption headline design related to the primary and/or secondary headline

• consistent grid/column width

• dominant action photograph

• great copy about people involved in activities

• sidebar design

TypeChecklist

1. Theme copy should be larger than regular body type with leading that is twice the point size. (14 point theme copy would have 28 point leading).

2. Body type should be nine- or 10-point type (or larger, depending on selected font) with auto leading.

3. Caption type should be eight point.

4. Group photos should begin with the name of the group, using a graphic device.

5. Scoreboard type should be eight point.

6. Portrait identifications should be eight point.

7. Index type should be eight point.

**REPORTING AND WRITING**

It’s important that staff members realize that being a reporter is a two-part process. They must write about what they have learned, not about something they think they know or what someone else on staff told them. Someone shouting “Did anyone go to homecoming?” is not an example of reporting, but rather of rear-end reporting. What happened at the school based on what the yearbook staff saw or heard is a poor excuse for reporting and writing.

**Reporting**

First, find out background information. This could be done by looking at previous years newspapers and yearbooks. Next, find out what is new and who was affected by it. If it’s an event, be there, if at all possible. Collect the color, the sights, the sounds, the smells. Get specific detail — 350 couples, $12 tickets, $1,087 raised for Muscular Dystrophy. Get memories, quotes that show reaction and emotion. Make the reader want to read on. Telling them what they already know is a waste of space. Remember, no one opens the yearbook to find out what the theme was to homecoming

or to see if the football team won state. It’s important that you tell stories that show rather than tell the readerwhat happened.

**Writing**

Here’s an example of a “who cares?” story.

Art students do pottery, drawing and painting.

“I took art because I like to draw,” art student Alexis Hernandez revealed.

Some students think art is fun.

“I think art is fun,” Hernandez added.

Snore.

Instead, help them see, smell, hear, touch and taste it.

Here’s an example of a well-written story from McKinney High School. This sports story does not tell of the entire season but rather picks one important part of the season. The scoreboard tells the story of the season. The story could be on a player who didn’t get to play all season because of an injury and then the team aligning itself behind him to

get the coach to put him in so he could say he played his senior year. Or it could be about a couple of injuries that the team overcame or didn’t.

*Lion and Bronco fans were on their feet as Boyd’s offense ran onto the field following a timeout. The Broncos stood on the Lions’ 12-yard-line. With 1:20 remaining, a touchdown would seal the game for Boyd but a defensive stop would force a fourth down.*

*Boyd quarterback Jacob Coffey took the snap from under center and pitched left to running back Bryan Maxwell. Maxwell took the pitch, found a crease between his guard and tackle and shot out of a cannon into the south end zone. Lion fans could only*

*hang their heads and reach for their car keys as they watched Boyd score two fourth-quarter touchdowns to take*

*a 12-7 lead.*

*Trailing by 6 with 1:15 left in the quarter, the kick return unit headed out to the field in an attempt to set up*

*the offense with decent field position.*

*Sophomore kick returners Robert Radway and Dario Jackson adjusted their*

*alignment to field what they thought would be a squip kick, but a confident Bronco kickoff team decided to kick*

*deep instead.*

*“It was such a nervous feeling being*

*on the field for that play,” Robert said.*

*“Before we went out on the field Coach told me I was going to run it back, and when they kicked it deep, I knew I had*

*a chance.”*

*Robert fielded the ball on the 17-yard-line and fired off behind a*

*Dario Jackson block. The front four on the kick-off team opened up a seam*

*on the left side of the field. He burst through the crease leaving all Broncos behind except for the kicker.*

*As soon as I got to the kicker, it was*

*over,” Robert said. “I broke his tackle and blew right by him.”*

*With the crowd and the sideline going*

*crazy, Robert high-stepped into the end zone untouched for the score.*

*“The best feeling was getting into the zone because we had to win the Battle of the Blue,” Robert said.*

*A huge swing in momentum hushed the Bronco nation, and Robert’s kick return proved to be too much for Boyd to overcome.*

*On the final drive of the game, Coffey hurled a ball into the Lions’ secondary in desperation only to be picked off by safety Matt Hanson.*

*“It was nice being the guy to put the nail in the coffin,” Matt said. “But our kick return is what won the game.”*

Joe Arriola (Class of 2007)

Never had an AP class, and found yearbook his senior year.

**Nouns**

• Be as specific as possible. A YooHoo

is more specific than a soda. An Apple is more specific than computer.

InDesign is more specific than

desktop publishing program.

• Do not go to a thesaurus to pick out

words you’ve never used before. I

know no student who “Takes a constitutional” instead of a walk.

• Vague words like some, many, most,

others. These words show poor

reporting.

Example: “Some students didn’t mind

homework.” This is general and has

no real meaning.

Instead:

Paul Estes said he didn’t mind homework. “It’s not like I’m some sort of freak, but I wouldn’t practice if I didn’t have homework to make me do it.”

Notice how the quote doesn’t repeat

information but gives it meaning.

**Verbs**

• Use active verbs that don’t require

an adverb to give them strength.

• Use active voice and active verbs.

Get rid of “to be” verbs.

• Keep verbs in simple present, past

or future. If your main verb has an

–ing ending, you’re in the wrong

tense.

**Bad verbs**

*The good ol’ boy system was still*

*in tact with administrators at a high*

*school in South Arkansas when I sat*

*down with them one afternoon. The*

*topic of discussion was the lack of*

*qualified bus drivers when I walked*

*into the office after teaching summer*

*school English that August.*

This is not badly written but “to be”

verbs weaken the construction.

And think about the strongest possible

descriptive verb for the action

happening. “Walk” could become

“trudged,” “sauntered,” “strolled,”

“strutted,” “trekked” and more.

**Look at the rewrite**

*Administrators rooted in the good*

*ol’ boy system* ***complained*** *they didn’t*

*have enough bus drivers. After federal*

*courts combined two rival school*

*systems in the name of desegregation,*

*the bus superintendent* ***reconfigured***

*routes for this small Arkansas school*

*district creating a need for even more*

*bus drivers.*

*“Where are we ever gonna git that many drivers,” the bus superintendent said.*

*“Heck, we’re scraping bottom now,” the associate superintendent said.*

*“I can drive a bus,” I said as I entered*

*the room.*

*They* ***rebuffed*** *me with laughter and woman-driver comments.*

**Adjectives**

• Some adjectives are opinion and

have no place in a story. For example,

saying a girl is “pretty” or “tall” aren’t specific. Eliminate these.

• Very. Very is very unnecessary.

Descriptive adjectives allow the reader to use the five senses to put himself into the scene.

*The smell of popcorn and hot dogs permeated the air and the sound of tennis-shoe-clad feet beat a rhythm*

*on the metal bleachers as the blue and*

*red festooned supporters prepared for*

*the season-topping game.*

*A win would take the players into*

*the playoffs.*

*A loss would leave them at home*

*making plans about whether they should order Dominos or meet friend sat Mickey Dees.*

**Adverbs**

Stephen King, arguably the No. 1

writer in the horror genre, wrote in

his book “On Writing” that adverbs

are not your friends. It’s something

journalism teachers have preached

for ever. Trust us. They should be

avoided just like you should avoid

cliches — like the plague.

Adverbs modify verbs. Strong verbs

don’t need to be modified.

breathed heavily: huffed, puffed,

panted, wheezed

eating quickly: gulped, inhaled,

gorged

**Cliches**

These are phrases used commonly

and have become the easy way to describe something. Example: as good

as gold, gave a 110 percent.

Obviously you don’t change a cliche

in a quote, but you should create

your own visuals rather than relying

on old and tired ones.

**General rules for better writing**

Take the reader into the moment.

No broad, general statements about

teens, life, society or the world.

No question leads. Instead answer

the question.

No quote leads. Rarely is a quote

powerful enough to carry the beginning of a story.

No need to make up a scenario or

anything else. Your story is about a person. Any detail that is not specifically about your person should be omitted.

No John Lennon leads. (Imagine)

Paragraphs are 1-2 sentences in

journalism. Each quote is a new paragraph.

Words and phrases we don’t use:

Very

This year

Suddenly

A lot

Name of your school and mascot

Only

Don’t quote facts.

Avoid “there” to begin a sentence.

End with a quote.

Save the SAT words for AP English.

Read your story out loud.

Due means a train or a baby. You

usually mean because.

People use “who.” Objects use “that.”

If a sentence has “that” in it, read the

sentence without it, and if it makes

sense, omit it.

**Headlines**

• Use primary and secondary headlines.

• The primary headline should attract the reader’s attention and the secondary

should tell what the story is about.

• Headlines sell the story. Make sure they do and that they are accurate.

• Pull the reader’s attention to the copy and spread content. This is the verbal chance to hook the readers into the page.

• Tie in with the action in the dominant photograph.

• Identify specific content of the spread

without using labels.

• Use action verbs in present tense and active voice.

• Look for clever plays on words.

• Use single quote marks.

• Avoid articles (a, an, the).

• Use comma in place of “and.”

• Eliminate unnecessary words.

• Avoid crossing the gutter.

• Avoid label headlines.

• Use numerals for all numbers in the headline.

• Don’t repeat words from the main headline to the secondary one.

• Avoid headlines that start with “students” or “seniors” if it’s in the senior section, “team” if it’s in the sports section or “club” if it’s in the clubs and organizations section. Every headline could start with one of these.

• Headlines do not state opinion.

• When writing multi-line headlines:

• Keep verb phrases on the same line.

• Keep adjectives and adverbs on the same line with the word they modify.

• Keep prepositional phrases on the same line.

• Keep words that go together on the same line, like first and last name.

• Keep your school name and mascot out of headlines

**Example headlines:**

Play on words and then a subhead that tells the reader what the story is about.

**Tray Chic**

Food only a part of enjoying

lunchtime experience

Look at dominant photo and see if you can come up with a visual/verbal link. If the dominant is a picture of the flag team perhaps “Flying Colors” would work as the dominant. A secondary could be “Flag squad takes first in state for third consecutive year.”

&

Another example, a dominant of a field trip at a petting zoo could have “Talk to the animals” or “Wild and woolly” or “You quack me up.” A secondary headline could be “AP biology finds trip to zoo a hands-on experience.”

Main headline needn’t have a verb in it if followed by a subhead that contains one. Keep the verb present tense.

No bricks mortar?

That mall called the Internet makes

shopping something that can be done

anywhere, anytime

**Captions**

Great captions do not begin in a publication lab room. Go out and interview the people who are in the photographs. Find out every detail about what happened immediately before and immediately after the photo was taken. Get the correct spelling of every name. Ask how the name is spelled even if it is your best friend. The interviews achieve two purposes, information and interest. Whenever these people are interviewed, the reporter gets secondary information that is not obvious in the photograph, and the interviewee knows that he/she will be included in the yearbook. Give the photographer credit for the photos he takes. It’ll improve the photography and is only fair.

**Sports captions**

In addition to all the other

rules for caption writing,

sports captions require even

more research to recover the

following information. Each

sports caption should include

the outcome of the play, names

of the players for both teams

with their uniform numbers in

parentheses, and the outcome

of the game. Stats about the

player of team make great

secondary information. For

example:

PITCHER PERFECT

With a 2-0 count, Jim Tannehill

(11) throws a third strike to

Matt Worthington of Sherman.

Tannehill, who posted a win 7-2, ended the season undefeated and pitched a nohitter against Flower Mound. “If

I throw two strikes in a row,” Jim

said. “I always get a strike on the next pitch.” Photo by Justin Grimm.

A great caption always begins

with a great photograph and

thorough research, then ends

with well-written, polished

sentences in active voice and a

informative and enlightening

quote.**A good caption has four**

**parts:**

h e a d l i n e

The headline should be a clever

title that is verbally linked to

the photograph.

While still trying to avoid corny

humor, a pun works well here.

i d e n t i f i c a t i o n

The identification sentence

explains exactly what is going

on in the photo, names all

visible people and is written in

present tense. Avoid beginning

with a name and don’t overuse

gerund phrases.

s e c o n d a r y

The secondary information

sentence adds information that

is not obvious in the photo and

is written in past tense. This

is the information from the

interview and gives the photo

more meaning.

q u o t e

A quote at the end adds the

feeling of being there. Use

feelings and opinion in quotes.

There’s rarely a need to use

quotes that simply transact facts.

Example:

CHEER UP After a 21-20 loss

to Judson, varsity cheerleader

Janet Beasley cries after Plano

misses a last-minute attempt

to score three points. “I really

wanted them to win to make

my senior year extra special.”

Photo by Joey Lin.

Write in active voice avoiding

forms of “to be.” Directional

words such as above or below

are not needed if the captions

are placed next to the photos

they describe. Caption length

should be fairly consistent

throughout a spread or story

package. Narrow captions

should be set aligned to the

right or left.

**Taking photographs**

• Get there early and plan to stay until it’s over.

• Digital is cheap. Take lots of photos. Take way more than you think you’ll need.

• Don’t take posed photos.

Keep shooting until people

quit posing.

• Vary the angle. Move around, get high, get low.

• Remember you have to place these photos on a spread. You will need horizontal and verticals and will need the subjects to face different directions to keep action or movement into the center of the spread.

• Think about the rules of composition.

• Take notes to know where you are, who the people are, what they are doing and why.

• Photographers are responsible for writing captions.

• Don’t take pictures of your friends.

• Don’t take pictures of people you’ve already shot.

• If you’re shooting an academic classroom, plan to go there on different days. Plan to stay the entire period.

• Focus is not a special effect.

• Crop in your camera.

• Get close to your subject.

• Shoot four kinds of photos.

• Establishing shots: These

show the big picture. For example, taken from the top row corner of the football stadium, showing everything that is

going on.

• Group shots: Groups of

people interacting together.

For example, at the football game, shoot the cheerleaders, the drill team, the football team, the parents, kids playing

at the rail, the spirit club.

• Close-ups: One to three

people interacting together. For example, guys painting up for the game, three girls sharing

a box of popcorn, a parent

reading a program.

• Parts of the whole: Extreme close-ups. For example: A trainer’s hand wrapping an ankle, a shot of the cheerleader’s mouth through the megaphone.

• Shoot the unexpected as well as the expected. You’ll be surprised at how much is used.

• Think photo story and remember every time you

shoot, you s ould be shooting a photo story with each photo adding to the body of knowledge

and helping tell another

part of the story.

• Keep your batteries charged.

• Carry an extra battery and an extra memory card.

• Keep shooting when something unusual happens. You

are there to capture the moment, not to be a participant.

• Think about taking action, reaction, emotion shots. Think about where the reaction will be and be prepared to shoot it.

**Selecting and editing photos**

• Remember, the assignment isn’t done until the photos are

downloaded and organized.

Do that within one or two days.

• Download all photos and save original images in a prearranged place. DO NOT touch these.

• Make a second copy of all photos. Go through them and delete the ones that should not be considered.

• Photographs should not show excessive grain.

• Photographs should possess a story-telling quality. Focus on action. Avoid using posed

photographs.

• Photographs should exhibit good contrast. For black and white photographs, there

should be a mixture of

blacks, whites and grays. For color photographs, the colors

should be vivid and the lighting should reflect true colors.

• Write preliminary captions and save them into the info box in

PhotoShop.

• Batch rename the set of photos according to the way your editors have set up. It may

look something like this:

HCdanceLSharp.10/3/08

• As soon as you have finished editing the photos, make sure they are placed in the proper

folder for the designer to use. Tell the page designer the photos are there via an e-mail or note or speaking to them directly.

• When cropping photographs, make sure to crop to show the

important elements. Always leave room into which the action can move. Don’t amputate

arms, legs or heads when cropping photos.

• Crop photographs to the center of interest keeping photo

composition techniques in mind. Do leave a little wiggle room for the designer.

• Quality is enhanced when photographs are reduced, and flaws are magnified when a

small photo is enlarged.

• When placing photographs on a page or spread, position them so the action leads into the page and no one is

looking off the page. Redesign rather than flip a photo.

• When bleeding across the gutter, make sure the action or faces are not trapped in the gutter.

• Never force a photo into a preplanned space. Redesign the spread if necessary.

• Group shots should be

cropped just above the heads of the back row and at the waist of the front row.

• Your best shot should be your dominant.

• Make sure that the photos tell a variety of stories. If they don’t, don’t wait for an editor

to tell you that you need to reshoot. Be proactive and you’ll be appreciated.

AP Style

Here is a list of the most common items high

school students are likely to encounter when addressing

style issues.

Capitalization

**Do not capitalize**

• names of classes: freshman,

sophomore, junior, senior

• names of school subjects unless it is the official course titles or the name of a language.

Example: math, Algebra I, science, Biology II

• the word varsity

• district or state when referring to sports unless referring to a

specific meet in its complete

official title. Example: The 32

5-A District Meet but not the

district track meet.

• a.m. and p.m.

• words that are not proper

Nouns

**Do capitalize**

• the name of athletic teams:

Hawks, Cardinals, but not football team, varsity soccer team

• college degrees when abbreviated

after a name but

not when spelled out. Use

bachelor’s, master’s, doctorate

rather than saying “She has her B.A.”)

Abbreviations

**Do abbreviate**

• names of colleges in your area or that have been previously

mentioned in a story. Abbreviate

names in all caps with no periods (UT, SMU, TCU)

• states when preceded by the

name of a city. (Exceptions: All

states with five or fewer letters and Alaska and Hawaii).

Abbreviations are found in the AP Stylebook. DO NOT use U.S. Postal Service abbreviations)

• United States when it is an

adjective. Spell it out when it is a noun.

• Months when they are followed

by a date. Months with no abbreviated form are March, April, May, June, July.

• versus as vs. (with a period)

**Do not abbreviate**

• state names that stand alone

• days of the week.

**Other rules**

• Lower case abbreviations:

a.m. and p.m., c.o.d. , mph

• Use all caps without periods

of accepted and well known

abbreviations: PTA, NHS.

• Avoid referring to an organization

by abbreviations when it is not commonly known.

Instead of tudents Against

School Rules (SARS), refer to

the group as the anti-rule group or something else that makes it easy for the reader to

understand.

NAMES

• On first mention of a person in a story, use his/her first and last name and appropriate

identification (English teacher

Carolyn Brown, sophomore Jody Smith).

• After first mention, refer to

students by their last names in all stories. Some high

school publications refer to the adults with an appropriate

courtesy title (Mr., Mrs., Dr.). If your staff decides to use last names without courtesy

titles, be consistent.

• Short titles should precede the name and be capitalized.

If long, place behind the name and do not capitalize.

Principal Joe Jones. Mary

Smith, director of student

involvement.

• When identification follows the name, it is set off by commas and is not capitalized:

Sue Smith, junior; Gil Tello,

assistant principal.

NUMBERS

• With the exceptions noted

below, numbers one through

nine are written out and numbers

10 and up are numerals. This is true even in a sequence: nine boys, 11 girls and

three teachers.

• Spell out ninth, tenth, etc. when referring to grades

• Use figures when referring to

ages, weights, sizes, dimensions,

scores, prices, degrees,

percents, time ratings and

hours of the day.

• Use a hyphen in scores. The

Cardinals edged the Hawks,

25-22.

• Use the numeral and the word

cents for any amount less

than a dollar.

• For even amounts of money or times, eliminate the extra zeros. $10, 7 p.m.

• Spell out fractions.

• Use noon and midnight rather

than 12 a.m and 12 p.m.

• When writing out a date span,

use a hyphen instead of the

word to: April 11-30.

PUNCTUATION

**Apostrophe**

• Use an apostrophe to indicate

possession in singular and

plural nouns that do not end

in s. boy’s shorts, Margie’s books, Francis’s telephone.

• Use an apostrophe to indicate omitted letters or numbers:

’03-04 school year.

• Do not use an apostrophe

behind a year unless you are

showing possession.

• The possessive form of personal

pronouns such as its and yours do not need an

apostrophe.

**Comma**

• In a series, don’t use them

before an “and.”

• Use one in a sentence after

a conjunction IF the part of the sentence following the

comma would be a complete

sentence (it must have its own

subject).

**Exclamation point**

• Don’t use exclamation points. Use a period instead.

**Period**

• Rather than building a complicated

sentence, consider a period.

**Semicolon**

• Use the semicolon to separate

phrases containing commas,

statements of contrast and

statements too closely related.

• Do not use a semicolon when

a period would work just as

well.

Internet

• Capitalize Internet and Web

and World Wide Web.

• Do not capitalize intranet, a private network within an

organization.

• dot-com, not dot.com.

• dpi does not take periods.

• e-mail is hyphenated.

• online is NOT hyphenated.

• chat room is two words.

• home page is two words.

• login, logon, logoff are all

one word.

• screen saver is two words.

• search engine is two words.

• server is not capitalized.

• shareware is one word.

Miscellaneous

• Use the word “said” instead of

commented, related, stated

etc. The only exception to

use of the word “said” is if it is

truly descriptive. The coach

screamed, the teen whispered,

etc.

• Place the attribution at the

end of short quotes or in the middle of two or more sentences.

• Place the attribution in subject verb order. He said, she said.

• Don’t end with a summary or a conclusion or an editorial

statement.

• Avoid passive voice (and “to

be” verbs).

• Spell out percent as one

word.

• Avoid partial quotes, but

don’t be afraid to paraphrase.

If you can say something

clearer and better, do it.

• Use quotes for reactions

rather than to state facts.

For other uses, please consult

an AP stylebook. It’s a good idea to look up brand names, store names and the like to make sure you are correct. Be consistent.

**OTHER ERRORS TO AVOID**

• Use only one space after a period, colon,

exclamation, question mark, etc.

• Titles are italicized, not underlined.

• Use smart quotes, not ditto marks. In InDesign, select “Use Typographer’s Quotes “ in thePreferences menu.

• Apostrophes belong where the letter is

missing: i.e. rock ’n’ roll (both the a and d are missing); or the ’90s (there is no apostrophe before the s). Note: don’t let the computer automatically type an opening quote before the n rock ‘n’ roll); this is incorrect. To type an apostrophe: PC: alt+[

• Use single and double prime marks when

referring to measurements. 5’ 8” is wrong; 5´ 8˝ is correct. *single prime mark:* Mac: option + shift + e PC: ctrl+alt+’ *double prime mark:* Mac: option + shift + g PC: ctrl+alt+shift+’

• Learn to punctuate quotations. Periods and commas are always placed inside the “ .” Colons and semicolons are always placed outside “ ” : and are followed by one space. Exclamations and questions are placed based on logic. If the mark belongs to the quoted matter, it goes inside. Otherwise it is set outside.

• Learn to punctuate parentheses: if the text inside the ( ) is an aside within or at the end of a sentence, the punctuation goes after and outside the closing parenthesis. If the text inside the ( ) is a complete sentence that starts with a capital letter and

ends with a period or other ending mark, then the punctuation goes inside the ( ). There are no extra spaces surrounding parentheses or between the

closing parenthesis and any punctuation that follows.

• When using acronyms, it is easier on the eye when you use small caps: fbi rather than FBI.

• With principals and vice principals, capitalize if used as a proper noun: (Principal Mike Jones; Vice Principal Sally Adams); do not capitalize if used as a common noun: (the principal had

a meeting with the vice principal). Note: vice principal (n); vice-principal (adj)

• Know the difference between an en dash (–), em dash ( — ) and hyphen (-). Use a hyphen in hyphenated words, compound adjectives, etc.; en dash is used to show duration: October– December; 3:30–5 p.m. Mac: option+- (hyphen) PC: alt+- (hyphen); em dash is used to set apart a phrase: “Hold on — I have to get my purse.”

Mac: option+shift+- (hyphen) PC: alt+shift+-(hyphen)

• Use the keyboard commands to type ellipsis and bullets. For ellipsis … Mac: option+; PC:alt+0133 For a bullet, • Mac or PC: option+8

Staff Commitment

**Publishing a yearbook** is a complicated, creative, time-consuming process. However, this job is one of the most rewarding that you will do during your high school years. You will be involved in making the only complete historical record of this school year. Your work will remain a part of our high school students’ lives forever. For many, this yearbook will be the only writtenand pictorial record they have of this time in their lives.

**I’m so proud** that you want to be a part of the yearbook staff. You have an awesome task ahead of you as you will record the history of the school year, report the news, entertain the readers, and sway people’s opinions. We will all count on each other to do our parts.

You must be willing to give a **time commitment**. As with all things that have deadlines, yearbook usually requires time outside of class to make deadlines. Usually two or three week nights and one weekend day per deadline is sufficient. This doesn’t mean you can’t be involved in other activities. As a matter of fact I like for you to **be involved** in other activities because it keeps you up-to-date on what is happening in and around school.

**Please initial the following statements. They will be kept on file in the publications office.**

\_\_\_\_I understand that I may be asked to leave the classroom on staff-related assignments and will act responsibly and accordingly as a representative of

the publication and school.

\_\_\_\_I understand I will be devoting time outside of class (including nights and weekends) in order to complete assigned tasks by deadline. I commit to

my availability during those times. If I am involved in other activities, I will make up the time by agreement

with the yearbook adviser.

\_\_\_\_I understand the importance and value of the publications department’s equipment and supplies and will treat them with respect. Should I neglect or

abuse the materials, I will pay for repair or replacement.

\_\_\_\_I understand the importance of my being in class. For whatever reason, when absent during production, I will call the journalism room to report my absence so

alternate plans can be made for deadlines and materials may be located.

\_\_\_\_I will participate in fundraisers to support the financial structure of the publication.

**Please have your parents initial the following statements.**

\_\_\_\_I grant permission for my child to leave the classroom on journalism-related errands, relieving the school

and the adviser of all permission and liabilities.

\_\_\_\_I understand that my child will need to devote time outside of school (after school and on weekends) in order to complete assignments by deadlines.

\_\_\_\_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.

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Journalism Staff Rating Scale

Staff members are rated 1-5 points on each of the following criteria:

\_\_\_\_\_ 1. Initiative

\_\_\_\_\_ 2. Performance

\_\_\_\_\_ 3. Cooperation

\_\_\_\_\_ 4. Responsibility

\_\_\_\_\_ Total score X 20

**I. Initiative**

**5** Actively seeks to find work that will contribute to the publication.

**4** Volunteers for assignments when they are needed and/or uses own resources to fulfill duties.

**3** Accepts assignments when they are made, and follows instructions adequately in carrying

them out.

**2** Consistently needs directions and is casual about carrying them out.

**1** Shows no ability or willingness to discern what is needed on the publication and/or to

figure out ways to contribute.

**II. Performance**

**5** Consistently does superior or excellent work — on time or early. Happy to rewrite, reprint,

or redo to achieve superior quality.

**4** Work is usually very good or excellent and meets the deadlines. Will redo or polish willingly.

**3** Work is fairly good, but insufficient in quality and/or quantity.

**2** Work is often late. Reluctant to work or put forth effort.

**1** Performs little or no use to the publication.

**III. Cooperation**

**5** Cooperates at all times with other student staff members, with sponsor and with faculty,

showing maturity in all relationships.

**4** Consistently cooperative with both staff and faculty.

**3** Gets along adequately with most persons most of the time

**2** Frequently uncooperative. Hard to get along with; requires special treatment.

**1** A troublemaker; presence is definitely detrimental to the staff.

**IV. Responsibility**

**5** Dependable and trustworthy in all situations. Demonstrates ability and willingness to do

what needs to be done at all times.

**4** Consistently dependable.

**3** Inclined to take advantage at times, whether the situation involves working in class, taking

care of property and equipment, obeying rules, etc.

**2** Careless about meeting assignments. A goof-off and/or discipline problem.

**1** Thoroughly untrustworthy most or all of the time.

**Make good choices**

Every journalism adviser has his or her personal set of classroom guidelines. Some are in jest, some may seem to be in jest but they are in no way to be broken. We really do know life isn’t yearbook and in fact, encourage students to have life after yearbook. At the same time, we expect students to get their work done and on time and for it to be the best they are capable of doing.

The following rules are those Dr. Sylvester has for 2013-14. Enjoy!

1. What happens in the

yearbook room stays in the yearbook room.

2. What happens outside the yearbook room goes in the yearbook.

3. Borrow pens/pencils from the box, not from Dr. S’s desk.

4. Rolling chairs stay at their computers; do not roll around the room; use your legs.

5. We do not use the vending machines during class time.

6. Yearbook students are the best in school.

7. Don’t prop your feet in the chairs. Do that at home.

8. Do not sit on the tables.

9. Do not whine.

10. Do not lie.

11. No comma before “and” in a series.

12. We use the AP Stylebook.

13. Keep all your notes from interviews. People will forget what they said.

14. Never, under any

circumstance, should you make up a quote.

15. If Dr. S calls for you from her desk, don’t act like you can’t hear her. Everyone can hear her.

16. The journalism room is your sanctuary.

17. There is always work to be done on the yearbook.

18. Don’t play with tape, staples or other supplies. We have to buy those, and even though you say you’ll buy some more, you never do.

19. There is no perfect

yearbook.

20. You never know who you’ll end up being friends with.

21. It’s OK to cry in the

journalism room.

22. Don’t ask, “Can I go to the bathroom?” Say, “May I go to the bathroom?”

23. No cell phones!

24. Be where you are supposed to be, be on time and act right when you get there.

25. Never miss yearbook class.

26. Yearbook is life

27. It’s a sin to misspell anyone’s name.

28. We follow school rules.

29. Everyone hates each other on deadlines.

30. Everyone has a story.

31. You really do have to earn your grade.

32. Dr. S will write you

awesome letters of

recommendation for college and scholarships if you earn them.

33. Don’t talk when Dr. S is.

34. We make good choices.

35. Yearbook class gets better every day.

36. Cool, free ringtones: www. myxer.com Make the one for Dr. S “Pick up the phone, it’s yo momma.”

37. Don’t stand by the door waiting on the bell. Ever.

38. Don’t sneak out early before the end of class. Dr. S will turn you in for truancy.

39. We don’t want to see your underwear, thong, bra straps or any objects meant to be incased in these items.

40. If you leave class, you must have your Yearbook ID

41. If you are going to be late for one of our meetings, come bearing gifts.

42. Your 18th birthday or any other birthday event is no excuse for missing deadline nights. If you want to be excused, be finished. You’ve known for almost 18 years when your 18th birthday is.

43. If you don’t have anything good left over and weren’t able to use when you finish a spread,

then the content is weak.

44. Our goal is to be the best not be finished.

45. If you make a mess, clean it up.

46. No hats in the classroom.

47. Scrabble, Boggle and Upwords are great games to learn.

48. This is not a salon or bathroom. Don’t paint your nails, braid hair, or do other things designed to be done elsewhere.

49. Don’t talk about other students or teachers negatively.

50. Have fun!

2014-15 Yearbook Specs

**THEME**

“Golden Days”

**COLORS & THEIR USES**

Brilliant Yellow (Taylor)

Green (Taylor X9213)

Sunrise Red (Taylor)

Poppy (Taylor)

**FONTS**

Headline Chantilly-Regular

Subhead (Transpose)

Copy (Baskerville Old Face)

**FONT SIZES**

Headlines (40)

Subhead (28)

Copy (9)

Captions (8)

Credits & Name ID’s (6)

**LAYOUT RULES**

* Un-hyphenate all text
* Copy should be **justified** to photo side
* Story indents: Do not indent first line of story. Indent 3 spaces for subsequent paragraphs.
* When using a grid space to emphasize a module, picture, etc., it should only be a single grid (should not include the adjacent picas)
* Every page should have a headline and subheadline
* If you unlock the folios to change the section color or add page information text, **do not move the boxes and be sure to re-lock the folio.** If a box gets moved by accident, it is better to Ctrl-Z back to the original placement than to try and re-place it manually.
* Mark names for the index as you create the pages so we don’t have to try to do all 360 pages at the end of the year!
* **SPELL CHECK, SPELL CHECK, SPELL CHECK…**especially **NAMES!!!!!!!!!!!!!**
* **NEVER, EVER** use derogatory placeholder names for people!! (Use all caps—MALE/FEMALE STUDENT instead)
* Use a variety of photo shapes and sizes
* Create layouts with text and photo boxes first, then replace photos with modules
* Try to use all 3 Degrees of Separation on each spread
* **Every photo MUST have a caption (no “group” captions unless every photo in the grouping is the same activity)**
* **Everyone in photos should have at least an identifier name**
* Include spread credits on each spread (story, photos)

**Template Pages**

Folio, grid & color master (1000)- should appear on each new page when created as a “blank”

Clubs (2,000’s)

Modules (3,000’s)

People & Academics (4,000’s)

Sports (5,000’s)

Student Life & Campus Life (6,000’s)

Senior Ads (7,000’s)

**Page Creation Rules**

* Check to make sure there is not already a spread folder created **before** you create a new blank spread!! (if not, it could overwrite the original!)
* Do not create actual pages (001-360) until you are certain of the template you plan to use! (play & practice on template pages)
* Never, ever rename pages! (or they won’t upload correctly- ex. 403559\_002\_003)

**General Cooperation Rules**

* **Never, ever open other people’s pages without their permission!!!!!** 
  + Section editors **may** open their section staffers’ pages, but **should not make any changes** (you may add a post-it to suggest changes that they need to make)
* When you finish with a card reader or photo CD, return it so others may use it
* **All final theme and other yearbook policy decisions will be made by the Editor-in-Chief and Advisor.** (if it isn’t in this manual and you aren’t sure, ask me!)
* **Show respect for ALL your fellow staff members**

**Photo Rules**

* If you decide to upload photos yourself (rather than have a Photo Editor do it), make sure to save the pictures in the appropriate page folder and burn them to a labeled **CD**.
* Document the photographer name, date and subject on each CD and when creating photo folders on the server (ex. BJones\_082313\_VFootballvsCRHS)
* Never delete photos off a camera card without first ensuring that they have been **successfully uploaded** to **both** a CD and the server (preferably the page folder)
* Do not overload the server with photos! Upload only the ones you plan to use to the page folder.
* Check the index to make sure you are not overusing certain people in photos (rule is no one should appear more than one time beyond their mugshot, clubs, or team photos)
* No faces in the gutter!!!!!!!!!!!!

**Equipment Rules**

* Return ALL equipment (cameras, CD’s, card readers, flash drives, markers, yearbooks, etc) when you finish using it and before the bell rings!
* Ask before you print anything
* **Always** check for CD’s, shut down your computer and straighten up your area before leaving class.
* **Do Not write on, color or otherwise vandalize any computer or other equipment!!**

**Section Assignments**

**Fall 2015**

**Morgan Brown, Senior Editor-in-chief**

**Victoria Fields, Assistant Editor-in-chief**

**Clubs Section**

Victoria Fields, Section Editor

Savannah Caruso

Olivia Litle

Charles Longacre

Allie Chace

Samantha Prodey

**Sports**

Alexis Goddard, Section Editor

Kayci Lindquist

Kallie Weidner

Gabe Lindquist

Dawn Gaskin

Chelsie Ceballos

**Advertising**

Emmie Kimmons, Advertising Editor

Kim Higgins

Sierra Lemos

Gabe Linquist

Ceiana Salomon

**Campus LIfe & Student Life**

Emmie Kimmons, Section Editor

Kathryn Peters

Saily Martinez

Megan Carbone

Sammi Rose

Jacasia Wilcox

**People & Academics**

Ariana Gonzalez, Section Editor

Tate Townsend

Ceiana Salomon

Heather Jurgensen

Frank Rohrig

Marissa Tucker

**Photography**

Tanner Keeran, Lead Photo Editor

Emily Worthen, Photo Editor

Katie Philolius, Photo Editor

Saily Martinez

Katie Philolius

Megan Carbone

Dawn Gaskin

Tate Townsend

DEADLINES

Deadline #1 (64 pgs) Section Staff Oct. 10, 2014

Section Editors Oct. 17, 2014

Advisor Oct. 23, 2014

Deadline #2 (64 pgs) Section Staff Nov. 14, 2014

(cover & endsheets) Section Editors Nov. 21, 2014

Advisor Dec. 4, 2014

Deadline #3 (72 pgs) Section Staff Dec. 17, 20143

Section Editors Jan. 9, 2015

Advisor Jan. 16, 2015

Deadline #4 (48 pgs) Section Staff Jan. 30, 2015

Section Editors Feb. 6, 2015

Advisor Feb. 12, 2015

Deadline #5 (56 pgs) Section Staff Feb. 13, 2015

Section Editors Feb. 20, 2015

Advisor Feb. 27, 2015

Deadline #6 (56 pgs) Section Staff Feb. 27, 2015

Section Editors Mar. 6, 2015

Advisor Mar. 12, 2015

Section Spin-offs

Academics------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sports------------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Life-----\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Life----\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clubs-------------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seniors -----------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Juniors----------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sophomores --\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Freshmen-----\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty--------\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  |  |