This manual was designed to help newcomers get quickly acquainted with how our Publishing class works, as we publish our school’s yearbook. It also serves as a refresher course for seasoned Clare High School yearbook class veterans.

Proper use of this manual will make your experience on the Yearbook team productive and efficient.
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Dear Yearbook Staff Members:

Welcome to the Computer Tech 2 – Publishing class. I am very excited for you to be a staffer this year and look forward to your help to produce an amazing book. Publishing teaches you organization, teamwork, and real world skills, but it also provides a unique class experience as well. This class quickly becomes more of a passion rather than an academic class. Don’t believe me? Just wait and see.

I created a class manual to be a useful tool for you. It provides instructions for every aspect of this class, and serves as a reference guide to answer any questions that you may have and documents will be added frequently. Consider this manual to be your textbook of Publishing class. It will include topics like photography, Photoshop, journalistic writing, photo identification, and class procedures. If you have a question, this manual has an answer. It is, however; a work in progress and we will continue to add and delete items as necessary.

It is very important for you to familiarize yourself with the information in this manual early on; doing so will make your yearbook experience less stressful. Following and knowing the manual is also the first step to producing an award winning yearbook, which is our goal this year. To reach our goal, we are asking that you bring this manual to class every day to use as a reference tool. It can serve as a reminder of class procedures and help you avoid mistakes.

As staffers, you are the most important part of this book. All of the coverage is completed solely by you through photos and stories. The editors provide the design elements, pull the theme together, and add the final touches, but without you, we would have an empty book.

I think that this staff has the potential to create a yearbook that the students will love and may win a few awards, and I hope you will give Publishing your all.

Sincerely,

Mrs. Cleary
Mrs. Cleary’s Class Expectations for...

Computer Tech II

Welcome to Computer Technology II (Publishing)

In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events as well as other projects. There is an emphasis on journalism skills and desktop publishing skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

Grades will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity/Deadlines</td>
<td>40</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
</tr>
</tbody>
</table>

Assignments:
- Complete assignments correctly, accurately, and on time.
- Write a variety of stories
- Will participate by working outside of class when necessary (i.e. selling ads, doing interviews, covering events, taking photographs, production distribution, etc.)
- Contact people for ads, sell and design ads, and distribute proof of ads to advertisers.
- Design by writing headlines, writing cutlines, taking or scanning pictures, creating artwork or creating graphics.
- If you finish early, begin another assignment related to this class. No assignments for other classes are to be worked on during class time without permission.

Grading:
Grades are determined by a point system. Points will be received for selling advertising, photography, creating pages on the computer, meeting check points and deadlines, conduct, participation, group work, and in-class assignments. The point value of the assignments will vary according to the magnitude to the assignment.
Grading Scale:

<table>
<thead>
<tr>
<th>100</th>
<th>89</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>87</td>
<td>A-</td>
</tr>
<tr>
<td>89</td>
<td>85</td>
<td>B+</td>
</tr>
<tr>
<td>85</td>
<td>80</td>
<td>B</td>
</tr>
<tr>
<td>82</td>
<td>77</td>
<td>B-</td>
</tr>
<tr>
<td>79</td>
<td>73</td>
<td>C+</td>
</tr>
<tr>
<td>76</td>
<td>70</td>
<td>C</td>
</tr>
<tr>
<td>73</td>
<td>67</td>
<td>C-</td>
</tr>
<tr>
<td>69</td>
<td>63</td>
<td>D+</td>
</tr>
<tr>
<td>66</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>62</td>
<td>50</td>
<td>D-</td>
</tr>
<tr>
<td>59</td>
<td>50</td>
<td>E</td>
</tr>
</tbody>
</table>

Check PowerSchool to see your grades everyday!

Student Expectations:

- **Use Computers, Cameras and Equipment Properly and Ethically**: Follow all computer use rules as well as the use of cameras, scanners, etc. Violations will be dealt with appropriately. Notify me immediately of any malfunctions.

- **Comply with the Network/Internet Access Agreement**: There will be no leniency afforded to anyone who violates any portion of the school “Acceptable Use Policy for Technology” in the lab.
  - E-mail (for personal use), updating personal web pages, instant messaging, social networking sites (Facebook, etc.), use of bulletin boards, chatting, or playing games are not allowed at any time in the classroom, unless it is part of the assignment.
  - Do not use another student’s login ID, Internet access, or network folders for any reason.
  - Deliberate destruction of computer programs/equipment will result in termination of this course.

- **Attendance Policy**: The school attendance policy will be followed in this classroom. Unexcused absences will be handled according to school policy.

- **Tardiness**: You are to be in the room and headed toward your seat when the bell rings. Tardies will be handled according to school policy.

- **Passes**: Students in this class have many freedoms due to the nature of the course. When attending a sporting event to take photos, your press pass must be worn. Roaming the halls without a class related reason, pulling students out of class for non-class related reasons, and conduct unbecoming for a staff member will not be tolerated. I expect excellence, maturity, hard work and mutual respect. Nothing less will be tolerated.

- **Advertising**: You will be responsible for selling advertising in an assigned group and taking part of class fundraisers to supplement our yearbook budget. If you are not comfortable with selling advertising for a portion of their grade, it is important that you transfer to another elective class immediately. Due to the business nature of this class, advertising sales is a mandatory part of the class.
• Brainstorming: Be a vital member of the staff by participating in brainstorming sessions.
• Cell Phones: If a cell phone is needed to meet a deadline, please get clearance from me first. Inappropriate cell phone use will be handled according to school policy.
• Academic Dishonesty/Plagiarism: In order to develop a proper attitude toward business ethics and plagiarism, cheating will not be tolerated. If you plagiarize, cheat, or attempt to cheat on an assignment, you will be given a grade of zero. A behavioral referral to the office and your parents will be notified of any violation. If someone copies your work, it will be assumed that both parties are at fault.
• Confidentiality: Staff members are expected to use discretion at all times while working in this classroom and on yearbook-related assignments. Items discussed in the classroom, formally or informally, remain yearbook business. Please refrain from spreading rumors or gossip about the yearbook that will be counterproductive to sales or production. This means that all staff members will check spelling of names, will check facts, will double-check quotes for accuracy, and will perform interviews and in-class work with integrity and professionalism as representative of Clare High School.
• Proofreading: All communication such as announcements, letters to parents, fliers, Facebook posts, etc. will be proofed and approved by the adviser before publication.
• Work Station: The workstation as well as your desk area must be cleared off and everything put away at the end of the hour.
• Professional Conduct: Professional conduct means good behavior. Please respect the ideas of others. Don’t belittle someone simply because you don’t agree. Be polite. If you have a concern or conflict with any activity, or if you are faced with a personal crisis, please discuss it privately with me immediately.
• Have a Good Attitude: Everyone has bad days. Don’t let a bad day make you a bad person to be around.

To keep a channel of open communication between myself, students, and parents, I have a Web site that explains the curriculum, grading policies, my policies and expectations for students, as well as daily assignments. The students check this Web site upon entering class everyday. Please review our class Web site as needed located at:

http://clearyweb.edzone.net

I look forward to working with your son/daughter this year. Please feel free to contact me any time by e-mail at jcleary@clare.k12.mi.us or by phone at 989-386-7789.
# Phone List

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Text Messaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Cleary</td>
<td>989-240-1343</td>
<td>Yes</td>
</tr>
</tbody>
</table>

# Birthday List

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Cleary</td>
<td>March 26</td>
</tr>
</tbody>
</table>
DAILY CLASS EXPECTATIONS

1. Class period begins with announcements, lessons and directions. Please check the class website for instructions.
2. Check the message board for any messages for you.
3. Deadlines are expected to be met by the end of class on the given date unless otherwise specified. There may be times when you will need to complete some work from home or after school. Deadlines must be met at all times.
4. Business Ads are to be sold in the community during the month of October. (after Homecoming)
5. Staff members are expected to promote the sale of yearbooks throughout the entire year.
6. Outside research assignments will consist of contribution to the following class-compiled resources:
   i. **Individually-assigned Jobs** – each student will be given a specific job to help the class function smoothly. Monitor and stay caught up with the task as needed and be aware that some tasks require extra time and help during crunch times.
   ii. **Headline Notebook** – each week, each student will contribute 2 headlines from a newspaper, magazine, T.V. show, or other appropriate source to be included in the headline notebook. Headlines should be unique and usable. Staff members are encouraged to use the notebook for inspiration.
   iii. **Bell Ringers** – These are short assignments at be the beginning of the hour.
   iv. **Photo Requirements/Contests** – Throughout the year, there will be different photo requirements. There will also be various photo contests. All students must submit digital images for competition.
   v. **SoloFest** – These are assignments that increase your Photography and Photoshop skills that you work on ANY time during class that you are not actively working on other PUBLISHING assignments. These are some essential skills that you should know as a photographer working in a digital environment.
7. Congratulate yourself on a good day!
YEARBOOK STAFF 2013  2014

Business Editor

Design Editor

Photo Editor

Advertising Editor

Staff

Advisor           Mrs. Cleary
Digital Camera Agreement

Students in Computer Tech 2 - Publishing will be using digital cameras, computers, scanners, software, and photo software to create the yearbook. Because the equipment is fragile and expensive, it is their responsibility to make sure it is used properly and returned undamaged.

Before students can use any school owned cameras unsupervised, the following criteria must be met:

- This agreement must be signed by the student \textbf{AND} his/her parent(s)
- The student must attend a training session that will cover
  - Sign-out policy for the camera
  - Basic use and care of the camera
  - Guidelines for picture taking
    - School-related activities and events only
    - Cameras are NOT to be used for personal use
  - Student responsibility and liability of the camera
    - Neglect includes (but is not limited to):
      - Storing the camera improperly (in a backpack or car)
      - Dropping the camera
      - Getting the camera wet (rain, spilled drinks, etc).
      - Losing the camera

Students are responsible for making sure camera batteries are placed in the charger upon check in and that their pictures have been removed from the memory card. Digital cameras left unattended or found may result in the loss of privileges for that student. At any time throughout the year students are welcome to use their own digital cameras and phones rather than borrowing yearbook equipment.

If a camera is damaged or lost while in the student’s possession, that student may be responsible for the partial or full cost of replacing the camera (based on an appropriate retail value). \textit{When a student has the camera signed out, only that student should be using the camera and only pictures of the assigned event should be taken.}

Please sign and date below which acknowledges the student and parent have read this agreement and understand the responsibilities and liabilities associated with using the digital cameras.

\begin{center}
\textbf{PRINT student’s first and last name} \hspace{1cm} \textbf{PRINT parent’s first and last name}
\end{center}

\begin{center}
\textbf{x} \hspace{1cm} \textbf{x}
\end{center}

\textbf{Student’s Signature} \hspace{1cm} \textbf{Parent’s Signature}

\textbf{Date} \hspace{1cm} \textbf{Date}
Add dress code here.
What DO I SAY?

1. “Hello. I am from the Clare High School Yearbook Staff. Could I speak to a manager, please?”

2. “Hi! (go in for the impressive hand shake and establish confident eye contact!) I’m ___________ from the Clare High School Yearbook Staff. I would like to talk to you about supporting our yearbook program by purchasing tax deductible advertising space in our 2013-2014 yearbook. It is going to be the best yearbook yet and we really need support from the community and local businesses.”

3. Hand the manager a brochure with your name written on it. Pull out your CHS yearbook and show them the color and black and white ad section (maybe even an ad from a similar or rival business). Be sure to show them that our Baby/Farewell Ads are included in the business section this year and assure them that our students and their parents REALLY DO look through the ad section! Let them hold the book. Hand it right to them and encourage them to look through the book.

4. With all the confidence in the world ask them, “Which type of ad are you interested in?” Have a contract started before you go in and get it out at this time to finish up! Be sure to get a signature and a contact name, phone number and address. DON’T ask them IF they would like to buy an ad! WHICH ad would they like?

5. “When can I pick up your artwork and payment?” It is best to try and get the artwork and payment at the time of sale if at all possible!

6. Go over the prices and sizes on the brochure with the manager. Make sure they have a copy in their hands too!

7. “Thank you for your time and support!” (you could go in for a second hand shake if you are comfortable!)

8. Turn in your ad contract, payment and artwork to Mrs. Cleary. Be sure that a thank you note, bill or request for artwork is sent right away!!!

9. Complete your Google Doc
Tips for Selling Ads

1. MAINTAIN A BUSINESSLIKE APPEARANCE.
   Your appearance should be neat and professional, appropriate to a business situation.

2. SEE THE RIGHT PERSON, THE DECISION-MAKER.
   Make initial contact with the business by calling in person on the individual making the ad decisions. Do not telephone. If that person is unavailable, leave a card or information sheet for the advertiser and ask for an appointment. Jot a personal note on the card saying you will call back at that time.

3. MAKE A GOOD FIRST IMPRESSION.
   When you meet the decision-maker, a good way to start is with a handshake and by introducing yourself clearly as a member of the yearbook staff. Present your business card. Use language appropriate to the business transaction – not overly casual.

4. TALK BENEFITS.
   Give the advertiser an information sheet telling about your publication and the benefits of purchasing an ad. Show a copy of the publication to the advertiser. Be sure to tell the advertiser about how many copies of the yearbook are published.
   Talk about how the yearbook captures the history of the community and is a book of memories that everyone in the school and community will treasure for a lifetime.

5. SELL THE AD SIZES AND PRICES.
   Explain the ad rates and size offered. Give the business owner a copy of the rate card. Show a sample page of ads that allows the customer to see the ad sizes available.

6. SHOW AN AD IDEA.
   Show a sample ad that you designed and get the advertiser’s comments. A sample ad is a great tool for increasing sales. Prepare the sample ad on the computer and as either a ½ or full page.

7. HANDLE OBJECTIONS.
   If an advertiser gives reasons for not buying an ad, respond with some answers to eliminate the objection.

8. ASK THE BUSINESS TO PURCHASE.
   Be sure you actually ask prospects to buy an ad. Avoid asking a “yes-no” question at this point. Instead, say, “Which size ad would be most useful to you this year?”

9. GET COMPLETE INFORMATION.
   Take the time to get all the necessary information during the sales call: type of ad; size and price; copy suggestions; logo; photo; or art instructions; business name; address; and phone number/email address; payment status; customer’s signature on the contract. Be prepared to ask for payment that day and know who to write the check out to or discuss how payments will be handled.

10. SAY THANK YOU.
    A sincere thank you is the most important way to complete the selling presentation, even if the business does not purchase an ad.

Be… Prompt, Polite, Prepared, Persuasive, Persistent
INVOICE

To: ____________________________
For: ____________________________

[Name]: 
[Company Name]: 
[Street Address]: 
[City, ST ZIP Code]: 
[Phone]: 

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Make all checks payable to Clare High School Yearbook

Thank you for your support of our yearbook!

COPY

INVOICE

To: ____________________________
For: ____________________________

[Name]: 
[Company Name]: 
[Street Address]: 
[City, ST ZIP Code]: 
[Phone]: 

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Make all checks payable to Clare High School Yearbook

Thank you for your support of our yearbook!

COPY
Ad SALES PERMISSION SLIP

(Selling advertising during school hours with a group is a key component of the course.)

My son/daughter has permission to drive (his/her personal car or his/her family car) off campus during the school day. I understand that the only reason my son/daughter would need to do this is to run yearbook related errands or to sell yearbook ads. I relieve the school and advisor of all responsibility.

Parent Signature:________________________________________________________

My son/daughter has my permission to transport other yearbook students in their car. I understand that the only reason my son/daughter would need to do this is to run yearbook related errands or to sell yearbook ads during the school day. I relieve the school and advisor of all responsibility.

Parent Signature:________________________________________________________

My son/daughter has my permission to ride with other yearbook students in their cars. I understand that the only reason my son/daughter would need to do this is to run yearbook related errands or to sell yearbook ads during the school day. I relieve the school and advisor of all responsibility. I also understand that if my son/daughter doesn’t ever drive for their ad group, it would be appropriate to help out other drivers by offering money for gas.

Parent Signature:________________________________________________________

My son/daughter is covered by an automobile insurance policy as a driver. Driver has a minimum of PL/PD coverage as required by Michigan No Fault Law.

Parent Signature:________________________________________________________

My son/daughter has ____ points on their driving record due to traffic violations as of September 31, 2014.

Parent Signature:________________________________________________________

It is the obligation of the parent to inform the administration of the high school of any points against his/her student after this date. Driving for class purposes may be revoked at any time. Careless or reckless driving will not be tolerated and reports of such conduct will result in driving privileges being revoked.

Seatbelts, proper driving and safety must always be adhered to. Driving for class purposes may be revoked at any time.
Parent Signature: _________________________________________________

If you have any concerns or questions about any of the above statements, please call me ASAP at:

- School Office: 386-7789
- My Classroom: 386-1228
- My Cell: 240-1343

FYI - We will be selling advertising for the yearbook for about three to four weeks. The majority of the driving will take place during our all day sales, during our yearbook class during the month of October. I will notify you if any major changes need to be made.

Thank you,

Jann Cleary
Yearbook Advisor
December 6, 20__  Enter 4x

Mr. Bill Teddy
Teddy Industries
545 Second Street
Gaylord, MI 48685 Enter 2x

Dear Mr. Teddy Enter 2x

Thank you for your credit application to Furniture of Central Michigan. We appreciate your interest in our company. Enter 2x

For your own protection, however, we feel that your credit approval should be delayed for another six months. By then, you should have less difficulty making prompt payments on your open accounts. Until then, remember that cash purchases have no monthly interest charges. Enter 2x

If you have any questions regarding this matter, please contact me. Enter 2x

Sincerely Enter 4x

Greg Julian Enter 1x
Clare High School Student Enter 2x

Enclosure
To Address an Envelope

1. Open your letter and make any changes needed
2. Go to the Mailings tab
3. Click on Envelopes
4. The inside address should also be in the Delivery address – same as the letter
5. Copy or type the return address to the Return address in the envelope

   Clare High School Yearbook
   306 Schoolcrest
   Clare, MI 48617

6. Don’t print until you have put the envelope in the printer.
# Filling Out a Deposit Slip

![Deposit Slip Form](image)

## Activity Fund Deposit Slip

- **Account:**
  
- **Receipts No.** to
  
- **Date:**

<table>
<thead>
<tr>
<th>Currency</th>
<th>Coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks</td>
<td></td>
</tr>
</tbody>
</table>

- **Total:**

- **Received by:** School Activity Treasurer
- **Receipt No.**
- **Date:**

**Remarks:**

*Form No. S-248 — The Riddle Press, Inc., Flint, MI*
1. In early September, each student will receive DPS assignments for the entire year, set up by deadlines.
   - Students may be assigned to work in pairs depending on the difficulty of the coverage.
   - Partners are expected to determine how to divide work evenly and to be involved in the work of their partners.
   - Members are expected to confer with editors and/or adviser if partners are not meeting agreed-upon expectations.

2. Prioritize what events you need to cover at different points during the year.
   - Fall sports need to be photographed immediately, even if they are not due then.
   - Academics and Student Life assignments require photography all year long.

3. Consult athletic and club meeting schedules IMMEDIATELY and take note of major events.

4. Plan to attend **events, practices, competitions, team dinners**, etc. to take photos and gather information. Photos will be at school and out of school.

5. Be mindful of deadlines and stay ahead of due dates. CHS will NOT be late on any deadline.
   - For each major deadline, there will be minor deadlines.
   - Your best, completed work is expected on all deadline dates
   - Plan to check out cameras in advance, type all copy and save on the yearbook drive and interview at any moment of the day needed.
Research and Interview

Research: A good interview begins with research.
- Read last year's yearbook coverage and forget about it! Don’t write last year’s story!
- Read previous school and local newspaper stories about the subject; for sports angles, read ESPN or Sports Illustrated; for Student Life Issues, read contemporary culture magazines such as Time and People. Use internet news sources.
- Locate statistics
- Talk with people familiar with the subject in everyday conversation mode.
- Learn the basic objectives and values of your topic – use the internet to read up on it!

Find people who have JOURNEYS you want to feature to tell and illustrate the story

Compile questions ahead of time: people are often nervous to be interviewed and will look to you for guidance or they will want to make a joke of your assignment.
- Brainstorm ideas for questions and angles you can take. Your copy will only be as good as the questions that you, the interviewer, ask.
- Write key words that will spark your question, such as "enrollment" or "hype." These questions will be a guide, but don’t feel compelled to ask them in order.
- Be curious about the subject of the story. Ask questions that interest you.
- Talk about the story with an editor, advisor, or fellow reporter.
- Ask questions using superlatives such as best/worst, most/least, hardest/easiest, funniest/saddest, etc.
- Ask for group traditions, events or moments that promote unity.
- Ask open-ended questions (avoid questions that allow "yes" or "no" responses).

Don’t’ ask for “a quote;” ask for their “experience!”

Circulate a Survey
- Include your name, a space for interviewee’s name, due date, and where to turn in survey
- Use survey to delve beyond the 5 ws and to discover the character and unique view of this one person

Set up a Focus Group: invite all or a specific cross-section of the people in a group or on a team to meet with you in their environment. The interview process is more organic and people may build off of each other's ideas as well as feel more comfortable.

Interview the following people to gather information about your topic:
- coach or adviser
• captain, president, or committee chair
• team, club, or committee members
• spectators and customers
• Behind-the-scenes people – custodial staff, administrators, teachers, etc.

**Club and Activity ice-breaker questions** might include the following:

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of official members</td>
</tr>
<tr>
<td>Policy on attendance</td>
</tr>
<tr>
<td>Officers</td>
</tr>
<tr>
<td>How often/when they meet</td>
</tr>
<tr>
<td>Best/worst memory</td>
</tr>
<tr>
<td>Sample products created/sold/promoted</td>
</tr>
<tr>
<td>Sample agenda or activity</td>
</tr>
<tr>
<td>Traditions</td>
</tr>
<tr>
<td>Complications/frustrations</td>
</tr>
<tr>
<td>New activities/goals</td>
</tr>
<tr>
<td>Accomplishments (examine the whole year/timeline)</td>
</tr>
<tr>
<td>Why students join/quit</td>
</tr>
<tr>
<td>What students put into it/get out of it</td>
</tr>
<tr>
<td>History of the group</td>
</tr>
<tr>
<td><strong>PURPOSES AND GOALS OF GROUP SHOULD NOT BE INCLUDED!</strong></td>
</tr>
</tbody>
</table>

**Sports ice-breaker questions** might include the following:

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe key plays, re-live exciting moments</td>
</tr>
<tr>
<td>Team and individual goals?</td>
</tr>
<tr>
<td>Set the geography (location, environment, tone)</td>
</tr>
<tr>
<td>What position do you play and why do you play that position?</td>
</tr>
<tr>
<td>Why do you like this sport so much? What is your history with this sport?</td>
</tr>
<tr>
<td>Is there any one outstanding reason that you are in this sport?</td>
</tr>
<tr>
<td>What extra conditioning do you do in the off season? What conditioning is required during the season?</td>
</tr>
<tr>
<td>Is there something you do before every game that brings you good luck?</td>
</tr>
<tr>
<td>What rivalries have motivated or frustrated you?</td>
</tr>
<tr>
<td>How do you motivate yourself during practice or a competition?</td>
</tr>
<tr>
<td>Do you like your parents to be in the stands? Do you notice spectator noise?</td>
</tr>
<tr>
<td>What emotions do you go through after a win/loss?</td>
</tr>
<tr>
<td>How does the sport affect your home life? School work? Social life?</td>
</tr>
</tbody>
</table>
1. Begin by **introducing yourself** and explaining your purpose for the interview.
2. Request permission to set up a **recording device**. Smartphone users – download a free app and use this!
3. Make **eye contact** and be attentive and interested in what the source says.
4. Start the interview with **casual conversation**. There might be a piece of artwork in the room you can discuss, or the slogan on a t-shirt a person is wearing.
5. **Start with personality information**: heros, hobbies, items you can’t live without, music, movie, guilty pleasures, who would you invite to be a guest at a fantasy dinner party
6. **Ask "softball" questions** – easy questions that the source can answer easily. It allows them to get comfortable. Save tough questions for the end.
7. **Let the conversation direct** the interview. Although it is a conversation, keep in mind your original list of questions. Do more than riddle them with questions.
8. **Ask the right question**. This is the question that is interesting. Why is her hair blue? What is the story behind the tattoo? What made him think he could take a last-minute 3-point shot?
9. Be ready to temporarily **abandon your questions** to build on a good story.
10. **Allow the source to talk**. Do not interrupt or complete sentences for the source. Try not to lead your discussion. Sometimes lulls in conversation spark answers to questions.
11. **Be polite**, be quiet.
12. Don't be afraid to **ask the person to repeat** or clarify something or to slow down for accuracy. Repeat quotes back to the person to check your work and their meaning.

Remember:
1) Report first (before writing)
2) Look for the human angle
3) Find the right person(s)
4) Talk to them in depth
5) Help them feel comfortable in your interview setting

You will not use all or even most of the information that you gather at the interview. When you finish the interview, ask yourself, “What is the real story of that person’s experience? THAT is your angle. You may need to interview the subject again or other people to get the whole story.
BODY COPY

THE STORY OF THE SPREAD

Body copy complements photos to tell a cohesive story. Story length will vary depending on the module for which it is written. To determine the length of your story, count the number of words in the copy block and narrow down your story to a similar word count.

By being accurate, responsible, and fair, the best yearbook staffs avoid serious controversy, but they provide complete coverage of the year. Anything included in the book should be in good taste.

Bring your reporting and writing together:
1) Find the right person
2) Tell that person’s story in a logical order
3) Put the reader in the middle of the action
4) Build the story around direct quotes (#1 technique to writing a good story!)
5) Use literary devices to breathe life into the story

Content/Angle:

Look for a fresh view of each organization or topic.
- There are no boring stories, only boring reporters.
- Don’t interview morons. Find someone who has an experience and tell the story of the journey of how they got where they are.
- Observation is the most important fact-finding tool.

Find an angle that approaches the subject with respect to the theme.
- Use your senses: seeing, hearing, smelling, tasting, touching.
- Discover an unusual aspect of any event, member, or controversy.

Report what needs to be told.
- Consider the greater good when deciding whether to write something.
- Write with an open exchange of views and give a voice to the voiceless.

Remain objective and do not editorialize.
- Who says Joe Smith is the most changed since freshman year? Who says that Michigan is more favored than MSU?

Tell the story of the event or year THROUGH PEOPLE (not yourself).
- Focus on one or several people’s experiences.
- Enhance the information they give you by reporting required reading titles, songs played at the dance, scores from competitions, exact dollars raised, and cost of items like tickets. These are details worth mentioning since they offer insight into how the year differs from previous years.

Get the facts – don’t go by rumor or gossip.
- Know if your source is biased.
- Check your facts before publishing.

Find several sources that are familiar with the story. Stories have more than one dimension.
- Know your school personnel – secretaries and janitors often are "in the know."
- Use school website for facts and ideas.
Building a Story from Scratch:

1) After the interviews and fact-gathering, write the story. Just write it! Tell the story of the journey.
2) Start with your hook. Select a portion of the journey to focus on. Maybe start at the end of the journey – the defining moment.
3) Use a “zinger” quote. Use it early. This should pull the reader in
4) Rewind and tell the story leading up to the zinger. Here is where you can include your facts and information about the topic
5) Include a second quotation – maybe from a second source.
6) End with a strong quote – maybe it completes the journey to the present and maybe leads into the future.
7) Read your story out loud. Listen for tone, pace, redundancy, excess baggage. Cut, cut, cut.
8) Incorporate tools of the trade (select a few and use sparingly)
   - Anecdote (story that represents a larger truth)
   - Dialogue
   - Repetition
   - Partial Sentences
   - Personification
   - Allusion
   - Simile (be original – not “Flat as a pancake,” but “Flat as a mummy’s EKG.”)
   - Internal dialogue (you must ask them in the interview, “What were you thinking when…” to use this

Quote correctly and cite sources.
   - Don't waste your readers' time with quoted facts or repetitive quotes
   - Select quotes that enrich the story.
   - Use the most knowledgeable sources' quotes and use at least three sources

Paraphrase (write what the speaker had to say in fewer, more focused words)
   - When paraphrasing, don't change meanings or context.
   - Run your paraphrasing by the source to make sure you have it right.

Make your writing narrative and write about what you observed.
   - Don't, for example, describe a generic playoff game.
   - Use the name, the specific event, date, and score.
   - Choose active verbs and eliminate passive voice.
   - Choose words with the narrowest meanings (for example, choose among these: smart, experienced, quick-witted, bookworm – which one tells your story vividly?)
• Be consistent with your tone. Is this a devastating story? Is it joyful? Is it quietly reflective?
• Write with your ear. When do you need long sentences? When will short, punchy sentences help set a quicker tone?
• Use simile, metaphor, and allusion to help enliven copy
• Don't be afraid to report on a loss.
• Eliminate libel – printed false communication that exposes a person to shame, public ridicule, or disgrace, damaging a person’s reputation.

Begin with a one- to three-sentence lead to make the reader want to read on.
• Grab attention
• Indicate what the story is about
• Set the tone
  o Sucky leads are:
    ▪ Clichés
    ▪ Forced and faked
    ▪ Webster definitions
    ▪ Start with “most, many, some” etc
    ▪ Chit-chatty – “well,”
    ▪ Fake drama
    ▪ Start with “Imagine”
    ▪ Start with “When asked…”

Divide your story into short, precise paragraphs. Quotations should stand alone as a paragraph.

Organize your story to read fluidly and to tell a story.
• Bring order to chaos – organize your ideas, keeping the best material and throwing out irrelevant or uninteresting details.
• Free write and rewrite. Get used to editing your work.
• Read aloud with a writing partner and do not take critiques personally.
# One to Five

**Formula for Story Reporting and Writing:**

**One:** Find ONE ANGLE – a single point of view

**Two:** Two’s company – discuss your story idea with another staff member or editor

**Three:** Three’s a charm – quotations are responses and reactions, NOT FACTS. Highlight your THREE most meaningful quotations.

**Four:** A difference of four – FIND FOUR THINGS that make this story different than previous stories in previous yearbooks

**Five:** Find five people to ask these questions

1. First words that come to your mind about this event
2. Describe sensory images
3. What surprised you most about the outcome
4. Why did the event matter to you or anyone else?
5. What was the biggest challenge facing you about this event?

## TEN QUICK THINGS TO PUT INTO COPY

1. An interesting lead
2. Place the attribution early, near the beginning of the quote – don’t bury it!
3. Specific, visual nouns
4. Action verbs that add impact
5. Active (not passive) voice: For example, "Joe threw the ball to Jim" instead of "The ball was thrown to Joe by Jim."
6. Commas and periods always go inside quotes.
7. Prefer the plain word to the fancy.
8. Prefer the simple sentence to the complex.
10. Vary sentence length and structure.

### BONUS: Use “said,” unless you have dialogue

## TEN QUICK THINGS NOT TO PUT INTO COPY

1. "This year" or "2011" (duh…)
2. "Clare High School" or "Pioneers"
3. Indefinite terms such as most/many/some students (how many? Be specific.)
4. Editorialized adjectives and adverbs ("tried their hardest," “gave it their all”)
5. Lists – of courses, officers, or projects
6. Clichés ("we really came together as a family;" “I’m always there for her.”)
7. Second person "you."
8. Congratulations, encouragement, or speculation about how next year will be
9. Question leads/openers
10. Evaluation of overall results ("The team did a great job this season")
The Quote:
"It was a dream come true," said Head Coach Pat Dobratz of the women's basketball season. It was a year in which the team finished the regular season undefeated and then marched through the playoffs without a loss.

The Hook:
You can blame your parents. Better yet, blame Dad. Mom is just the victim of circumstances. It wasn't her fault she fell in love with an R, or a T or a W.

"I don't like being at the end of the alphabet," said Junior Elliot Wajskol. "I'm always the last to be called up whether it's receiving awards or giving speeches."

Setting the Scene:
It was the night of the first game, and football was in the air. The thousands of Bobcat faithful who had driven to the north end of Flint breathed in the smell of hot dogs and torn-up turf.

In the 4th row, a little left of the 50-yard line, a slightly gray-haired parent pulled his coat tighter and proclaimed to anyone who would listen that this was the year, "Grand Blanc absolutely has to win this one or else throw in the towel to Powers forever."

Comparison and Contrast:
Like Columbus, they discovered a whole new world.
They didn’t set sail to do it, but on October 12, Cindy Stretcher and Aliya Poole, three student council members, skipped school.

Allusion Lead:
Star Date: October 11. Bobcat Banner reporters boldly went where no teenagers had gone before: the adult world.

Playing with song lyrics:
R-E-S-P-E-C-T: find out what it means to varsity boys' soccer.

“Magic three” grouping
George Lucas. Steven Spielberg. Quentin Tarantino. Everyone knows them. But what about Cole Hooper and Collin Selders? Student directors for the spring musical...

Famous names
While people around the world watched Tiger Woods, pro golfer, shatter record after record, Grand Blanc golfers concentrated on quietly bringing home the state championship.

* Some ideas are as follows: really, very, there (to start a sentence – this forces you to use passive voice), dedicated, worked hard, fun…now think of your own or find them in last year’s book!
Introduction
Associated Press style provides guidelines for news writing. Many newspapers, magazines and public relations offices across the United States use AP style. Although some publications such as the New York Times have developed their own style guidelines, a basic knowledge of AP style is considered essential to those who want to work in print journalism.

This section, from the Purdue OWL website, is intended to provide an introduction to AP style and a summary of some AP style rules; however, the Associated Press Stylebook includes more than 5,000 entries – far more than can be covered here. For a complete guide to AP style, writers should consult the most recent edition of the Associated Press Stylebook.

Purpose
The content of newspapers and other mass media is typically the result of many different writers and editors working together. AP style provides consistent guidelines for such publications in terms of grammar, spelling, punctuation and language usage. Some guiding principles behind AP style are:

- Consistency
- Clarity
- Accuracy
- Brevity

AP style also aims to avoid stereotypes and unintentionally offensive language.

Common Style Guidelines
The Associated Press Stylebook provides an A-Z guide to issues such as capitalization, abbreviation, punctuation, spelling, numerals and many other questions of language usage. What follows are summaries of some of the most common style rules.

abbreviations and acronyms
Some widely known abbreviations are required in certain situations, while others are acceptable but not required in some contexts. For example, Dr., Gov., Lt. Gov., Mr., Mrs., Rep., the Rev. and Sen. are required before a person’s full name when they occur outside a direct quotation.

Other acronyms and abbreviations are acceptable but not required (i.e. FBI, CIA, GOP). The context should govern such decisions.

As a general rule, though, you should avoid what the Associated Press Stylebook calls “alphabet soup.”

addresses
For numbered addresses, always use figures. Abbreviate Ave., Blvd., and St. and directional cues when used with a numbered address. Always spell out other words such as alley, drive and road. If the street name or directional cue is used without a numbered address, it should be capitalized and spelled out. If a street name is a number, spell out First through Ninth and use figures for 10th and higher. Here are some examples of correctly formatted addresses: 101 N. Grant St., Northwestern Avenue, South Ninth Street, 102 S. 10th St., 605 Woodside Drive.

ages
For ages, always use figures. If the age is used as an adjective or as a substitute for a noun, then it should be hyphenated. Don’t use apostrophes when describing an age range. Examples: A 21-year-old student. The student is 21 years old. The girl, 8, has a brother, 11. The contest is for 18-year-olds. He is in his 20s.
dates, months, years, days of the week

For dates and years, use figures. Do not use st, nd, rd, or th with dates. Always capitalize months. Spell out the month unless it is used with a date. When used with a date, abbreviate only the following months: Jan., Feb., Aug., Sept., Oct., Nov. and Dec.

Commas are not necessary if only a year and month are given, but commas should be used to set off a year if the date, month and year are given. Use the letter s but not an apostrophe after the figures when expressing decades or centuries. Do, however, use an apostrophe before figures expressing a decade if numerals are left out.

Examples: Classes begin Aug. 25. Purdue University was founded May 6, 1869. The semester begins in January. The 1800s. The ’90s.

If you refer to an event that occurred the day prior to when the article will appear, do not use the word yesterday. Instead, use the day of the week. Capitalize days of the week, but do not abbreviate. If an event occurs more than seven days before or after the current date, use the month and a figure.

datelines

Newspapers use datelines when the information for a story is obtained outside the paper’s hometown or general area of service. Datelines appear at the beginning of stories and include the name of the city in all capital letters, usually followed the state or territory in which the city is located. The Associated Press Stylebook lists 30 U.S. cities that do not need to be followed by the name of a state. See states and cities below. Examples:

- DENVER – The Democratic National Convention began...
- ST. PAUL, Minn. – The Republican National Convention began...
- YOUNGSTOWN, Ohio – President Bush spoke to a group...

dimensions

When writing about height, distance or other dimensions, use figures and spell out words such as feet, miles, etc.

Examples: She is 5-foot-3. He wrote with a 2-inch pencil. The driveway is 25 feet long.

punctuation

Use a single space after a period.

Do not use commas before a conjunction in a simple series. Example: In art class, they learned that red, yellow and blue are primary colors. His brothers are Tom, Joe, Frank and Pete.

Commas and periods go within quotation marks. Example: “I did nothing wrong,” he said. She said, “Let’s go to the Purdue game.”

states and cities

When the name of a state stands alone in a sentence, spell it out. When the name of a city and state are used together, the name of the state should be abbreviated (except for Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah). States should also be abbreviated when used as part of a short-form political affiliation. Examples: He came from Lafayette, Ind. The peace accord was signed in Dayton, Ohio. The wildfire began in California and moved east toward Carson City, Nev.

technological terms
Here are the correct spelling and capitalization rules for some common technological terms: World Wide Web, website (see the AP’s tweet about the change), Web page, webmaster, Internet, the Net, e-mail.

Numbers

- **As a general rule, spell out both cardinal and ordinal numbers from one through nine. Use Arabic figures for 10 and above.**
  
  first day
  one woman
  10 days 21st year
  nine years
  50 more

- **Use commas in numbers with four or more digits, EXCEPT IN YEARS AND STREET ADDRESSES:**
  
  1,500 eggplants
  23,879 students
  7034 Aunt Bea St.
  the year 1984

- **The words billion and million may be used with round numbers:** 3 million miles
  
  $3 million
  10 billion years
  $10 billion

- **Numbers great than a million may be rounded off and expressed this way, including sums of money:**
  
  2.75 million rather than 2,752,123
  About $2.35 million rather than $2,349,999.

- Never begin a sentence with a figure, except for sentences that begin with a year. Examples: *Two hundred freshmen attended. Five actors took the stage. 1776 was an important year.*

- Use roman numerals to describe wars and to show sequences for people. Examples: *World War II, Pope John Paul II, Elizabeth II.*

- For ordinal numbers, spell out *first* through *ninth* and use figures for *10th* and above when describing order in time or location. Examples: *Second base, 10th in a row.* Some ordinal numbers, such as those indicating political or geographic order, should use figures in all cases. Examples: *3rd District Court, 9th ward.*

- For cardinal numbers, consult individual entries in the Associated Press Stylebook. If no usage is specified, spell out numbers below 10 and use figures for numbers 10 and above. Example: *The man had five children and 11 grandchildren.*

When referring to money, use numerals. For cents or amounts of $1 million or more, spell the words cents, million, billion, trillion etc. Examples: $26.52, $100,200, $8 million, 6 cents.

Names and titles

- **Generally, identify people in the news by their first name, middle initial and last name:**
  
  David R. Smoots
  Fred L. Rogers

- **Use full identification in first reference, but in second reference, use last name only:**
  
  Richard Cooper (first reference)
  Cooper (second reference)
• **While proper titles are capitalized and abbreviated when placed before a person’s name (except for the word president), titles that follow a person’s name are generally spelled out and not capitalized.**

Voinovich, governor of Ohio, . . .

Pitts, a state representative, . . .

Wallbanger, director of the Goofus League, . . .

• **Do not use courtesy titles—Mr., Mrs., Miss, etc.—unless not using them would cause confusion.**

(For example, you might want to use them when both members of a married couple are quoted in a news article: Smith was killed in the accident but Mrs. Smith survived.)

**titles**

Generally, capitalize formal titles when they appear before a person’s name, but lowercase titles if they are informal, appear without a person’s name, follow a person’s name or are set off before a name by commas. Also, lowercase adjectives that designate the status of a title. If a title is long, place it after the person’s name, or set it off with commas before the person’s name. Examples: President Bush; President-elect Obama; Sen. Harry Reid; Evan Bayh, a senator from Indiana; the senior senator from Indiana, Dick Lugar; former President George H.W. Bush; Paul Schneider, deputy secretary of homeland security.

**Abbreviations**

• **Spell out -- do not abbreviate -- names of organizations, firms, agencies, universities and colleges, groups, clubs or governmental bodies the first time the name is used. (i.e., on first reference)**

• **But abbreviate such names on second reference, as here:**

  First ref: Civil Aeronautics Board

  Second ref: the board.

  First ref: National Organization for Women

  Second ref: NOW

• **DO NOT use an abbreviation or acronym in parentheses after the first reference of a full name.**

Wrong: The Radical Underwater First United Sailors (RUFUS) meets tonight.

Right: The Radical Underwater First United Sailors meets tonight.

• **Avoid unfamiliar acronyms. Wrong: RUFUS was formed in 1923.**

• **In street addresses abbreviate these:**

  Street . . . St. . . . 1234 Goober St.

  Avenue . . . Ave. . . . 3506 Loblolly Ave.

  Boulevard . . . Blvd. . . . 80 Crabtree Blvd.

BUT, the words road, alley, circle, drive, etc. are never abbreviated.

**Punctuation**

• **A colon is used in clock time.**

  8:15 a.m.

  9:15 p.m.

  10 a.m. (not 10:00 a.m.)

• **General rules for the hyphen: (See hyphen entry in punctuation section at the back of the stylebook for complete guidelines.)**

• **The hyphen is used in phrasal adjectives:**

  a 7-year-old boy
an off-the-cuff opinion
a little-known man

• But the hyphen is not used in sequences in which the adverb has an -ly suffix:
a gravely ill patient
a relatively weird student

• In combinations of a number plus a noun of measurement, use a hyphen:
a 3-inch bug
a 6-foot man
a two-man team

• A hyphen is always used with the prefix -ex, as in:
ex-president
ex-chairman

• The comma is omitted before Roman numerals and before Jr. and Sr. in names:
Adlai Stevenson III
John Elliot Jr.

Time

• Time in newspaper usage is always a.m. or p.m. Don’t use tonight with p.m. or this morning with a.m., because it is redundant. Don’t use the terms yesterday and tomorrow to describe when an event occurred. It is OK, however, to say today.

• In describing when an event happens, use the day of the week if the event occurs in the last week or the next week. BUT, use the calendar date if the event is longer than a week ago or farther than a week off.

• Generally, it’s more readable to put the time, then the date, when an event will occur:
RIGHT: The train arrives at 3 p.m. Jan. 3.
WRONG: The train arrives on Jan. 3 at 3 p.m.

• Avoid putting both the day of the week and the date that an event will occur:
RIGHT: The fireman’s ball will be on Jan. 3.
WRONG: The fireman’s ball will be on Monday, Jan. 3.

• CORRECT: It’s 7 p.m.
INCORRECT: It’s 7:00 p.m.

• The exact time when an event has occurred or will occur is unnecessary for most stories. Of course, there are occasions when the time of day is important. In such cases, use figures, but spell out noon and midnight.

Capitalization

• Capitalize names of holidays, historic events, church feast days, special events, etc., but not seasons:
Mother’s Day
Labor Day
Orientation Week
fall storm
autumn leaves
winter tomatoes

• DO NOT capitalize points of the compass in usages like these:
an east wind
southern Arkansas
western Canada
southeast Forrest County

**BUT DO CAPITALIZE** points of the compass when part of the name of a recognized geographic area:
Southern California
Midwest
the South
the West Coast

• **Capitalize the proper names of nationalities, peoples, races, and tribes:**
Indian
Arab Caucasian
African-American
Hispanic

• **Capitalize and place quotation marks around the names of books, plays, poems, songs, lectures or speech titles,**
  **hymns, movies, TV programs, etc., when the full name is used.**
  “The Simpsons”
  “The Catcher in the Rye”
  “Star Wars”
  “Lucy in the Sky With Diamonds”
  “Arsenic and Old Lace”

**books, periodicals, reference works, and other types of compositions**

Use quotation marks around the titles of books, songs, television shows, computer games, poems, lectures, speeches and works of art. Examples: *Author Porter Shreve read from his new book, “When the White House Was Ours.”* They sang “The Star-Spangled Banner” before the game.

Do not use quotations around the names of magazine, newspapers, the Bible or books that are catalogues of reference materials. Examples: *The Washington Post first reported the story. He reads the Bible every morning.*

Do not underline or italicize any of the above.
Caption type I – The Single Identification:
In some cases, your layout will call for one or several photos that leave space only to identify the person or people in the photo.

1. Captions must identify each person who is visible in the photo completely – name, title, grade at the time the photo was taken.
2. If it is a large group or "masses" photo, identify the title of the group or the place and reason for them to convene.

Caption type II – The Group Identification:
Team and club group photos will need to identify all members in an organized fashion. Identify full names, spelled correctly, and grade at the time of the photo.

   Capitalize the grade the person is in if it is followed by his or her name:
   - Sophomore Jeannie Beanie ate lunch…
   - Jeannie Beanie, who is a sophomore, ate lunch…

Caption type III – The Story Caption:
Captions for dominant photos are just as important to the story as the photo is:
1. Identify the individuals
2. Answer all of the reader's questions without stating the obvious
3. Show evidence of adequate research which provides information that adds to the reader's understanding of the event or situation.
4. Feature meaningful quotations by the subject(s)
5. Add little-known facts about the activity/event or telling the results or outcome of the action.
6. Personalizing the action/reaction with a one-of-a-kind, human interest quotation from someone involved or affected by the photo content.
7. BONUS – Interview the subject thoroughly enough to let him/her tell the whole caption story in his/her own words.

Words and pictures combine to tell the most captivating stories. Captions are by far the most read copy…and yet they are usually the most neglected by student reporters. Give every caption the attention it deserves to complete the story only started by the photograph.
Story captions will have a lead and be 3 sentences each:
- Lead in serves as a mini-headline for the photo caption
- 1st sentence is present tense;
- 2nd sentence is past tense;
- 3rd sentence is a quotation from someone in the picture or from someone who was at the event or activity. The quotation should relate to the photo, but it should give interesting, additional information instead of stating the obvious in the photo.

Quick Tips:
- When describing who said the quote, use “said,” but not “exclaimed,” “explained,” “shrieked,” “questioned,” “shrieked,” etc.
- Gag captions or editorializing are signs of a poor journalist and should never be written for the yearbook.
ALEXANDRA SCHMIDT, 18: A Marine told us that a perfect score was 70 seconds. I was going to try to hang there as long as I could. One of the Marines said that when you sing a song in your head, it really helps you through pain. “Old MacDonald” was what came into my head. I made it 30 seconds. I definitely could have gone 45 seconds if I hadn’t started laughing. I heard a Marine shout, “Don’t let go,” and it made me laugh, and it made me lose my song, and that’s when I started slipping. I do choir and drama — I don’t do sports, so I was actually pretty impressed by myself. I think I was the longest up there, except maybe for this one itty-bitty girl who was just floating up there because she’s so tiny. Whenever I had tried to do that at the gym, I couldn’t even pull myself up. I figured I did it because of the Marines. I don’t want to be a Marine — I just have respect for them. They do so much for us, so I told myself: I can do this. I can try.

SGT. RANDY VANSCOYK, RECRUITER: I asked her if she wanted to face the crowd or face the wall, and she said she didn’t care. Most females are intimidated with a crowd around them. She wasn’t scared. She was looking for a challenge. It’s kind of what we’re looking for. Interviews by Charles Wilson
Guidelines for Identifying Subjects

1. Left to right is implied, so no need to write it.
2. For posed directory team/club photos, label Front Row, Second Row, Third Row, Back Row, etc.
3. Identify all people that are reasonably identifiable in the photo.
4. For students, use grade (sophomore) and then name.
5. Name is first and last as indicated on school records
6. For adults, use job title (English Teacher, Assistant, etc) and then title (Mr., Mrs, etc) then full name.
7. Attribution is always title/name/said on first reference. After that, it’s last name only.

Avoid starting captions with peoples’ names and grades. Vary your sentence structure but not the way you describe the statement, as in these examples:

**Example - Prepositional Phrase opener:**
Music to Our Ears. *With new navy blue uniforms*, the marching band performs during halftime of the Swartz Creek game on Oct. 1. There were a record number of 115 musicians in the band. Drummer Jay Jones *stated* that the band “really shocked the audience with our volume!”

**Example - Participle Phrase opener:**
Smash Mouth Sneak: *Flying over a mound of players*, quarterback Jason Brown heads for the goal line in the last minute of the Davison game to cinch the goal and the victory. Grand Blanc beat Davison for the ninth consecutive season. “I twisted my ankle making a tackle, but it was worth it to see them go down!” *stated* lineman, Jon Jackson.

**Example - Infinitive Phrase opener:**
Sweet Success: *To earn money for the state conference*, Sophomore French Club member Alice Hall sells Freshman Jody Crane a lollipop. The club earned profits totaling $210 from the sale. “It was a record-breaking success; now I won’t have to get a summer job at McDonald’s to go to Montreal,” *said* club member Jody Smith.

Other Caption Openers...

<table>
<thead>
<tr>
<th>Openers</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying to collect</td>
<td>While taking a breather To achieve this While throwing the</td>
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<tr>
<td>Acting as</td>
<td>Looking for Stressed out over Despite his efforts</td>
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<tr>
<td>After scoring the point</td>
<td>Wishing that With the aid of Before speaking</td>
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<tr>
<td>On her way to</td>
<td>In anticipation As the bus arrives Taking advantage of</td>
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<tr>
<td>Discussing the</td>
<td>To add a little fun Scooping it up To answer the question</td>
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<tr>
<td>After a long night</td>
<td>After the ceremony While scoring the final Reaching for</td>
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<tr>
<td>Tired of</td>
<td>Behind the scenes With victory so close Frustrated after the</td>
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<tr>
<td>Searching for</td>
<td>Unable to In a discussion with Just before the</td>
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<td>Amused with</td>
<td>Upon learning to Completing the pass Discussing the</td>
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<tr>
<td>While a junior</td>
<td>Trying to hide his Completing the task With crown in hand</td>
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<tr>
<td>Searching for</td>
<td>While waiting for his Completing the task Surrounded by</td>
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<td>in her spare time</td>
<td>As senior With an effort to With crown in hand</td>
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<tr>
<td>Right in step with</td>
<td>Carefully considering While looking at the Rarely seen without a</td>
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<tr>
<td>Before going out</td>
<td>Taking time out Seeing the team with Engulfed in her work</td>
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<td>Completing the</td>
<td>During a Seeing his friend Toasting his class</td>
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<td>Accompanied by</td>
<td>Caught in the spirit of Moving away from the Instead of working</td>
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<tr>
<td>To create the look</td>
<td>As the crowd Getting ready for the Industriously working</td>
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<tr>
<td>While enjoying the</td>
<td>With the crowd By watching the Not pleased with</td>
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<tr>
<td>Working on the</td>
<td>With dinner time By watching the In order to win</td>
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<tr>
<td>In the hope</td>
<td>approaching By working with Twisting into a</td>
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<tr>
<td>During the parade</td>
<td>After finishing To understand the situation Trying to stay</td>
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<tr>
<td>On her way home</td>
<td>In honor of To clarify the problem In a desperate attempt</td>
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<tr>
<td></td>
<td>Abandoned by Paying special attention to</td>
</tr>
<tr>
<td></td>
<td>Caught gossiping</td>
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</tbody>
</table>
Headline and Secondary Headline

- These should tell the story of the page, but not simply state the title of the activity, event, or sport. Headlines should draw the reader into the story, to let them know WHY THEY SHOULD CARE OR BE INTERESTED in the story.

- Headline connects directly to the story and may connect to the yearbook theme.

- Innovative writers use active, colorful, descriptive verbs to set the tone of the piece and to vary word choice.

Primary headline is the eye-catcher and ought to be unique, clever, and meaningful. Secondary headline provides the nuts and bolts of the story – tells what the angle of the story is.

- Style of headlines varies each year. Write the required style in the space provided below:

Primary Headline__________________________________________________________

Secondary Headline________________________________________________________

NUTS AND BOLTS

Do
- Write headlines and subheads in present tense
- Consider using the dominant photo as a source for headline idea
- Use the headline notebook to become inspired. Mark next to any headlines that you use with the date and year so others will not use it.
- Use a comma in place of the word "and"; eliminate unnecessary words like "a," "but," and "the"
- Follow the format dictated to you on your spread

Don’t
- Use the name of school or club in headline
- Write generic headlines that could appear in any yearbook
- Use clichés like "Tennis Team Swings into Action," "Swimmers Dive into Season," "Student Council Calls to Order," and "Football Team Kicks Off Season."

Literary devices to improve headlines:
1. Alliteration – repetition of the same or similar consonant sound in words close together.
2. Antonym – a word of opposite meaning
3. Cliche – common word or phrase, often figure of speech. Beware not to use tired, overused clichés.
4. Homonym – words that sound alike but mean different things.
5. Onomatopoeia – the use of sound to echo word meaning
6. Pun – play on words based on multiple meanings
7. Rhyme – repetition of vowel sounds in accented syllables
8. Synonym – one of two or more words that have the same meaning
<table>
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<th>catch</th>
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<tr>
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<td>suspend</td>
<td>trail</td>
<td>walk</td>
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</table>

**Words for sport copy**

| Annexes | Dumps | Races | Startles |
| victory | Edges | Racks up win | Stuns |
| Baffles | Explodes | Reigns in | Subdues |
| Bags | Grinds out | Rips | Swamps |
| Batters | Hands defeat | Roars to victory | Swats |
| Belts | Hangs up | Rolls over | Tames |
| Blanks | Halts | Roams over | Thumps |
| Blasts | Humbles | Routs | Throttles |
| Bounces | Jars | Shades | Tips |
| Bowls over | Jolts | Shatters | topples |
| Bows to | Laces | Sheds | tops |
| Bruises | Licks | Shellshocks | tramps |
| Bums | Mauls | Shocks | trims |
| Buries | Nicks | Slaps | trips |
| Clips | Nips | Slashes | triumphs |
| Conquers | Noses out | Smacks | trops |
| Cops close | Nudges | Smashes | trounces |
| one | Outscores | Smothers | upsets |
| Cracks | Outscrambles | Smokes | wallops |
| Crowns | Overwhelms | Smokies | whales |
| Crushed | Races | Snaps streak | whips |
| Douses | Plasters | Spans | yields |
| Downs | Pops | Sparks | zips |
| Drops | Pounds | Spills |      |
| Drowsns | Pummels | Squeezes |      |
| Drubs | Quells | Squelches |      |
Many spread assignments will require a standout quotation to be highlighted graphically on the page.

- This should be your strongest quotation that is unique and maybe even odd.
- This is a verbal “entry point” into the page; it makes the reader want to know more about the page and delve more deeply into it.
- Standout quotations are not boring or blah, like, "we had a really great year" and "It was fun".
- Standout quotations STAND OUT, such as “That teacher wasn't fooling anyone – we all knew the truth about sex education.” (Okay, I cheated and used the word “sex,” but you must admit it makes you want to know more!)
- Standout quotations should give the overall tone of the page or draw the reader into the body copy.
- The quotations given to you will only be as good as the questions you prepare and the interviewing that you do...

Pulled quotations are simply pulled from body copy to highlight an idea that will draw the reader into the body copy.
Spinoffs and Modules – Copy Alternatives

The majority of our yearbook coverage is thematic, with sidebar and module spinoffs of a theme that fills the entire DPS.

Sidebars and modules are tangents derived from the topic of the page that are great for the following reasons:

1. The current generation of readers likes a lot of "access point" that make it easy for them to get lots of information, fast!
2. Modules tell the complete story of the year and allow the story to develop in many different directions.
3. Sidebars increase the topics covered in the yearbook, making the copy more interesting.
4. Modules allow more students' opinions and experiences to be included in the yearbook, thus increasing coverage.
5. Modules also create the opportunity for page writers and designers to implement eye-catching presentation concepts, using graphics, icons, mini-photos, and type variation.

If your spinoff module includes a survey or poll with statistical results, you must include the number of people involved in the survey!
Ideas for features and sidebars

Student Life
Fashion- plain or fancy?
Bargain shop vs. big spender
Comfort clothes
Common scents (cologne)
Dying your hair
Tanning booths
Tattoos
What’s hot- what’s not
Hats
Backpacks
Braces
Contact lenses
Hairstyle choices
Self – expression with clothing
Comfortable clothes
Slang and definitions

Relationships
Locker partners
Twins
Foreign exchange families
Best friends
Grandparents
Nieces/nephews
Big families
Being in a wedding
Younger/older siblings

Dating
Coping with break-ups
First dates
Blind dates
Date under $15
Favorite date locations
Dating disasters

Entertainment
Movies in review
Animated movie favorites
Favorite radio stations
Reruns on TV
Music preferences
Celebrity dream dates
Extreme sports
TV show extremes
How we spend our time...
early morning routines
Saturday a.m. bumming
Rainy days
Organizing time
Wake up in the a.m. – how?
Mondays
Chores
Hunting
Curfews
Adult responsibility
Doing laundry
Getting grounded
Clowning around
Boredom busters
Personal websites

Food...
Home – cooked meals
Fat grams in school lunches
Family meals
Weird food tastes
Crazy food cravings
Cafeteria bests/worsts
Favorite fast food
Favorite pop/candy
Vegetarian/vegan eating

Work – related...
Job interviews
Future careers
Untraditional careers
Babysitting
Working for relatives
Best/worst part – time job

News...
Local news
World news
Environmental concerns
Driving
Getting traffic tickets
New wheels
Modes of transportation
Getting lost while driving
Bumming a ride
Riding the bus (freshman thru seniors)
Fender benders

Miscellaneous
First impressions
Superstitions
Getting ripped –off (theft)
What’s under your bed?
Halloween
Zodiac signs
Crowded halls
New students
What makes you happy?
Concerts
Sweet sixteen?
MSU vs. U of M
Cell phones
Internet experiences
E – mail
Heroes
Coping with losses
Being on crutches
Loyalty
Recycling
Allergies
Bad habits
White habits
Odd pets
Body language
Hidden talents
Holiday hypes
Nicknames
Unusual names
Cliques
Surviving as freshman
Best birthdays
Common cold
Moving away
Stuffed animal pets
Clean/messy bedrooms
Putting your foot in your mouth
Pet peeves
Being left – handed
Gift – giving
Voting

Clubs
How to join
Elections
Campaigning
Responsibilities for officers
Time commitments
State/national competitions
Meeting new friends
Fundraising
Working for charities
Conferences
Food drives
Faculty sponsors
Parent involvement
Dances/decorations
Initiations
When people don’t need help
Missing meetings
Sense of participation
Big clubs/small clubs
Club traditions vs. new activities
Masking signs/posters
Timeline/behind the scenes
prep
Sample agendas
Products created
Activities
Old traditions
New traditions
History of the club
Publicity students/recruiting
new members

Seniors
Graduation gifts
Proudest moments
Open houses
Regrets
Close/far - away colleges
Senior year costs
Senior interviews
College visits
After graduation
Early graduation
Special school senior events
Big dreams
Keeping in touch
Will H.S. friendships last?
New goals
Are they academically prepared?
20 – Year predictions
Spring break
Advice to underclassmen
Seniorities
Senior privileges

Academics
Teachers
The "perfect teacher"
Teachers' sayings
Team – teachers
New teachers
Teacher stress
Substitute teachers
Teachers' personal stories
When teachers' where kids
Teachers' report cards
Teacher role models

Interruptions
Getting teacher off subject
Excuses, excuses
Fire drills/severe weather drills
Announcement interruptions
Shortened class periods

Study time...
Memorization techniques
Times and places for study
Study groups
Procrastination
Losing sleep to study
Falling asleep during studying
Cramming

In the spotlight...
Embarrassing situations
Getting called on in class
Reading aloud in class
Show and tell

The down side...
Progress reports
Cheating in school
Pop quizzes
Clock – watching Stress

The up side...
Rewards for grades
Reading for fun
GPA
Academic achievers/class rank
Extra credit
Open book tests
Popular projects

Miscellaneous
Biology dissection
Taking notes in class
Passing notes in class
Going to the library
Videos
Writing papers
Old textbooks/ new textbooks
Taking tests
Counselors
Getting tutored/ being tutored
Taking attendance
Real – life training
ACT test
MEAP hype
Lab periods
Learning outside of school

Outside Classroom Photo Ops
Volunteering
Summer institutes/camps
Summer school
Drivers’ education
Field trips
Guest speakers
Foreign travel
Amusement park favorites
Blood drive
4 – H fair
Part – time jobs
Out – of – school sports
Exercising

Sports
Practices
Try-outs
Learning the plays
Game pressure
Avoiding injury
Watching from the sidelines
Team captain duties
Team pictures
New/ old uniforms
School colors
Mascots
Home vs. away games
Missing last period for games
Bus rides
Favorite opponent stadiums
Safety requirements
The cost of sports
Private lessons
Indoors vs. outdoors play
Field maintenance
Parental support
Booster clubs
Student support
Cheerleaders
Bands
Individual player sports
Winning vs. losing
Motivation/ awards
Calling the plays
Half time activities
Locker room talks
Manager/ trainers
Pressure/stress
Staying in condition
Superstitions
Pre-game warm-ups
When scouts are watching
Weight lifting
Summer camps
Biggest rivalry
Drug tests
Upsets
Athletic scholarships
Making weight goals
PHOTOGRAPHY

Cameras
- Digital cameras are available to be checked out in advance of the event you want to cover. You must sign out a camera for a specific day.
- Our cameras are very expensive and fragile. **Use care when handling cameras.** Be conscientious. Never store in unsafe places (e.g. lockers, with friends or a teacher, nor in hot or cold cars).
  - Check camera’s memory before taking a camera to be sure there is enough space on the memory card. If not, ask the editors or photo editor to make space for you.
  - Return cameras immediately – directly after use or first thing in the morning. NEVER LATER!!!!
  - Report any camera failure, fault, or damage as soon as you discover it.
  - Always recharge equipment and plan ahead to take the charger with you.

Digital Photos
- Once you have taken photos, review the photos on your camera and delete all unwanted photos.
- Download your photos to the “yearbook directory” under the appropriate category in the new folder labeled with the date the photos were taken.
- Photos editor(s) will go through all photos in the new folders and delete any and all unusable photos. When this is completed, they will change the file folder name by adding (ready) at the end of the file name. For example:
  ```
  › basketball
  › jan3_ready
  › jan7
  ```
- All photos used must be from this folder. Do not upload all the photos to Jostens; only the ones you plan to use.

Photo Information
- **TAKE YOUR OWN PICTURES!** Do not rely upon a coach, sponsor, or non-yearbook staffer to take photos. They often do not know your subject or quantity requirements or even where to stand to take pictures.
- Don’t wait for photos until the last minute. If your layout is due in five days, you should already have the photos in your possession. If you wait until the last minute, the photos you get might not meet your needs.
- Plan ahead for inclement weather, camera screw-ups, and cancellations. Charge your batteries and take backup batteries if necessary.
- The editors have the right and responsibility to help select and edit photograph choices. Confer with them when deciding what you want to use. Do the selection early, one week or more before the deadline.
- All photos are the property of the yearbook staff. Photographs that are published in the book should not be given to others digitally unless approved by the adviser.
- Photos that are uploaded to the Josten's site will be available for others to see on RePlayit.
Taking Pictures

Three Simple Rules:
1. Photo composition
2. Control your background
3. Shoot great moments – the decisive moments and the whole spectrum of emotion

And keep in mind…
- Find out the story and capture it visually
- Keep moving and keep shooting
- Don’t wait – shoot right away, then get better shots
- Include faces – the face is the primary communicator
- Look for the 3 basic shots and 3 rules of composition
- Shoot the decisive moments
- Avoid these clichés: fake action, 2-3 people supposedly conferring, images of people mugging, person handing another an award

The Subject:
1. Photograph people! People are the focus of the yearbook.
2. Tell a visual story with your photo.
3. Be sure you can identify who is in the picture – get that information right away when you take the photo.
4. Candid and planned photos are our goal. Do not take posed photos.
5. Avoid simple mug/head shots.
6. Avoid groups of friends lined up and posing. Instead, capture the action or feeling of a moment.
7. Shoot a variety of close-ups with only one person and with a whole crowd. The former allows the photo to show a specific expression or body language and the latter helps set the tone of the scene.
8. Avoid shots without people in them unless you are using them to tell a story. Our goal is to include as many people as possible.
9. Capture expression in your subjects' faces. The backs of peoples' heads are typically useless.
10. Consider the uniqueness of your subject. If it's a student at a computer, at a desk reading, or at a desk sleeping, it's probably not a great shot. Each picture should be original and should tell a story.
11. Hallway posed shots are BORING!
12. Get away from the same old story. What is happening in the building this year that is new or that really tells the story of our high school? What is unique to this school? What is going on in all types of classes and non-academic settings?
13. **Photograph a variety of people** to tell the whole story such as:
- coach or adviser
- captain, president, or committee chair
- team, club, or committee members
- spectators
- parents, volunteers, teachers, administrators, custodians involved in the event

14. **DO NOT PHOTOGRAPH YOUR FRIENDS OR PEOPLE ON THE YEARBOOK STAFF UNLESS THEY ARE NECESSARY TO TELL THE STORY OF THE PAGE – THEY WILL BE COVERED PLENTY IN THE BOOK WITHOUT EVEN TRYING.**

The Background:
15. **Pay attention to the background** of your photos. Lockers, brick walls, etc. are boring!
16. Backgrounds that help set the scene are important.
17. **Plan your background** to be organic – to enhance the story of the photo with the authentic environment.
18. **COBs – Cut Out Background Photos (or partial cobs)** - these are digitally edited photos that cut out all or part of the background to showcase the subject.
19. Avoid backgrounds that have a lot of writing or distracting details on them unless it is part of the story. Zoom in to eliminate backgrounds.
20. Avoid shooting through closed windows or using windows as a backdrop. The flash will produce a glare in the photo.

The Lighting:
21. **Pay attention to lighting.** Natural light will produce a better picture than electric light. If the lighting is dim, the picture will be even more dark and grainy.
22. **Do not shoot into the light.** Keep the light over your head or to your back.
23. Hold the camera still and tight against your forehead; keep your arms in tight to your sides to avoid blurred pictures.
24. **Vary the angle** from which you take the photo – up high, down low, right side, left side, etc.
25. Outdoor photos are typically clearer and more interesting than indoor photos.
26. When shooting pictures outside at night AND when shooting sports photos, it is important to use a quality camera – not just a point-and-shoot.

Composition:
27. **Bird’s eye and worm’s eye view**
28. **Leading Lines** – naturally occurring lines that create depth and guide the viewer’s eye to the subject
29. **Contrasting colors and sizes** can be visually stunning
30. **Repetition** – repeating items can be visually stunning
31. **Rule of Thirds** – divide the frame of your camera into three equal horizontal and three equal vertical lines. Points of interest should fall within one of the grids to create more dramatic, eye-catching subjects.

32. **Fill the frame** with your subject. Keep your subject in the center. Cut unnecessary backgrounds out of your frame.

33. **Avoid mergers** – these become very distracting

34. **If not filling the photo frame**, apply the rule of thirds or use the environment to frame the subject.

35. **Framing your subject** –

36. **Do not shoot into crowds** unless you are trying to capture the effect of a crowd. Even then, fill your frame with as much of a close-up as you can.

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*It’s your job to be FAIR and ACCURATE*... Remember, the book is for the entire school and should represent the entire school.

- Gender, race, and age equity are important issues.
- The yearbook should not be a senior book, but a book which appeals to all grades. When selecting photos, look for photographs from all grades and all types of students.
- Those students who are “popular” end up in the book too many times. You are strictly prohibited from putting yourself on any page you complete, or from asking another staff member to use a picture of you.
- Also, it is entirely too easy to take photos of yearbook staff members and their friends. Be careful! It is a challenge, but that is the task at hand.
- At sports events, club activities, etc., do not take several pictures of the same person.
1. In general, it is very important in sports photography to **stand as close as possible to the action**. Avoid standing in locations where you get photos of the athletes' backs. Be alert and pay attention to action to get good shots and to keep yourself and the camera safe from harm.

2. Learn the rules and movement of the sport before shooting so you know where it’s best to stand.

3. Do not be afraid to **ask the coach** to let you stand by the bench, dugout, sidelines, etc. They will often help you get the shots you want.

4. You will often have to spend the bulk of your time at a sporting event with the camera to your eye, **watching the scene through the viewfinder**. It helps if you keep both of your eyes open and watch the whole scene that way.

5. **Know your camera well** enough to determine if it takes the photo immediately or if you need to focus it first by pushing the button down halfway, thus delaying the shutter release. This will help you determine when to snap the picture to get the optimal shot.

6. Take a **variety** of action shots and sideline/bench shots as well as coaching shots. Remember that the story of the sport is more than just the competition. Take only a couple of wide-angle-type shots (with many people in them) and work to take pictures of small groups (1-4) and single-person reactions/expressions.

7. Talk to the coaches and/or team members ahead of time to **learn of any special interest stories** you may want to photograph, such as a freshman player on a varsity team, an injured player, a dedicated fan, or a very helpful parent.

8. Many athletes will want to pose for pictures. While you may need to pose some shots in order to get the best picture, **your goal is to take candid shots**. It’s important for athletes to know that you are more likely to take photos when they don’t pose than when they pose.

9. Shooting directly into the sunlight will make your subject appear shadowed or silhouetted. This is a beautiful technique to try once, but mostly you should **keep the light at your back** or to the side if possible.
Where to go to get the best sports photos!

**Basketball** – stand close to the basket on GB’s side of the court. The GB gym doesn’t have great lighting, so keep your flash on and get as close to the action as you can to take advantage of the flash light. Most flashes only work up to 15 feet away – if you have poor lighting, your moving subjects will blur. Anticipate free-throws, tip-offs, and slam-dunks. **DO NOT TAKE PICTURES FROM THE BLEACHERS.**

**Football** – Stand on the sidelines and be prepared to move with the action. Night games provide bad lighting, so keep your flash on and get as close to the action as you can to take advantage of the flash light. Most flashes only work up to 15 feet away – if you have poor lighting, your moving subjects will blur. Also, be careful not to include the overhead field lights in your photo or to shoot into those lights. They will blur and wash out your pictures. Anticipate line-up stances, football hikes, individual linemen interactions, and field goal kicks. **DO NOT TAKE PICTURES FROM THE BLEACHERS.**

**Soccer** – Stand on the sidelines and watch for action to move toward your side of the field. Anticipate throw-ins, goalie throws/kicks, and headers. Also, spend some time next to the goals of both teams to get shots of the Goalie making a save or a CHS player attempting to score. Be patient – this is a big field and they cover a lot of it quickly. **DO NOT TAKE PICTURES FROM THE BLEACHERS OR FROM ACROSS THE FIELD.**

**Baseball & Softball** – **NEVER TAKE PICTURES FROM OUTSIDE THE FENCE.** Start by taking photos from the dugout. You can see the 3rd baseman, shortstop, pitcher, and catcher well from here, as well as any right-handed hitters. Then try taking photos from between the home plate fence backstop and the dugout. To photograph the 1st and 2nd basemen, position yourself next to the away dugout and outfield. Move into the outfield to take outfielder pictures. Try a couple of shots from the bleachers over the CHS dugout to get the "aerial" effect.

**Cross Country** – This is one of the easiest sports to photograph. Try to go to a home meet and catch the runners as they start the race, then go to the finish to capture them crossing the line.

**Track** – there are many events, so you’ll be on the move and will need to attend a couple of competitions. **Long Jump, High Jump, and Pole Vault**: Capture the peak of the action in these events – position yourself so that the athletes are moving toward, not away, from you. Try to make your backdrop pure sky by getting close to the ground and shooting upward – it will make your subject look like s/he is flying. **Hurdles**: note which lane the CHS runners are in and focus your camera on hurdles they will go over. Try to position yourself so that you can snap a shot as they are approaching you rather then when they are even with or past you. **Relays**: Teammates passing the baton is a great shot. Position yourself near the start or at a bend that gives you a head-on view.
Golf – plan ahead and coordinate with the coach ahead of time. Be as quiet and unobtrusive as possible and photograph many players in different scenarios, including driving and putting. Consider a variety of backdrops and positions – shooting from low-to-high to capture the sky and from high-to-low to capture the greens.

Volleyball – Stand close to the court and near the net. Anticipate the bump, the set, and the spike for shots as well as service shots.

Wrestling – this can be difficult – there are very few home meets. Stand close to the mat and position yourself very low down or on a chair to get the aerial effect.

Skiing – you will need to go the Mt. Holly and position yourself at the starting gate as well as about 200 feet below it. Skiers move very fast, so it helps to go to practices for multiple photo opportunities.
CROPPING AND PLACING PHOTOS

1. Choose the best part of the picture to include in the publication and "crop out" what you don't want published.

2. Remember that blowing up a picture will only decrease the quality of the photo, so if the photo is even remotely dark, blurry, or "grainy" (where the image looks like spots or grains), then do not blow it up. Check the quality of your photo by looking on the computer rather than looking at tiny "thumbnail" black and white printed images.

3. Consider cropping photos so that background is cut out if background doesn't enhance photo.

4. Do not crop or place photos so that a person's face is in the "Gutter" of the DPS.

5. Photos that cross the gutter must have something of interest featured on both sides of the gutter – give the photo a reason to cross the gutter!

6. If the subject of a photo is moving or looking AWAY from the gutter and off of the page, attach a note to FLIP the photo to reverse the image. Do not flip photos with visible numbers or letters, as the text will also be flipped and will read backwards, like in a mirror.

7. Crop photos so that you completely eliminate the body parts of people not to be included in the publication. Avoid leaving floating, random body parts in the picture.

8. If you crop a person's body, be sure that it is purposeful and artistic.
   • Do not crop to the top of a person's head or below their hairline unless necessary.
   • Beware of cutting off body parts. No one wants to see a person's head without some of their torso; no one wants to see a person's torso without legs or legs that are halfway cutoff or even legs without feet.
Shooting Assignment Checklist

Outdoor Sports (Daylight)
Recommendations for shooting daytime football, baseball, softball, soccer, track, tennis, field hockey, outdoor swimming and beach volleyball.

Meter Mode
Beginner: Sports mode ☀

Experienced: (Canon users TV or M, Nikon users S or M)

Because of the abundant light the photographer can select a super fast shutter speed such as 1/1000 to 1/4000 to stop action and this will allow a wider aperture such as f/2.8, f/4 to get a shallower depth of field which can make distracting backgrounds such as foosball and parking lots out of focus.

Lens: More light means better options for lens, even lens with smaller apertures such as f/3.5, f/5.6 will work fine here. A longer lens, such as a 200mm for action on the field and a wide or medium lens works best for sidelines, and stands photos.

ISO: 100, for bright days, 200-400 for more cloudy days

White Balance: Auto or Daylight AWB

Notes: Make sure memory cards have been reformatted and your batteries are charged.

Outdoor Sports (night time under stadium lights)
Recommendations for shooting night football, baseball, softball or soccer.

Meter Mode
Beginner: Sports mode ☀

Experienced: (Canon users TV or M, Nikon users S or M)

Keep in mind using the fastest Shutter Speed possible 1/300-1/500 will assure you get stopped action images.

Lens: A longer lens 200mm for sport action on the field, wide to medium lens for sidelines, and 200mm wide angle for low light conditions use lens with wider aperture such as f/2.8 to gain the maximum shutter speed needed for stopping action.

ISO: 1000 or 3200 In all cases use the lowest ISO possible to minimize grain.

White Balance: Auto or Fluorescent setting AWB

Notes: A monopod may help to steady the camera and reduce blurry shots. Keep in mind using the fastest Shutter Speed possible (200-500) will assure you get stopped action images.

Indoors Sports (gyms, arenas, or courts)
Recommendations for shooting baseball, wrestling, volleyball, swimming, hockey or gymnastics.

Meter Mode
Beginner: Sports mode ☀

Experienced: (Canon users TV or M, Nikon users S or M)

Manual mode, using the fastest possible shutter speed to stop action such as 1/1000-1/500

Lens: Wide angle to medium lens 35mm (under the basket) 100mm (for mid court) 200mm for action a bit farther away. In lower light conditions use lens with wider aperture such as f/2.8.

ISO: 400-800

In gyms and arenas with better light and 1000 or 3200 (often marked with H1, H2, H3) for darker gyms and arenas, in all cases use the lowest ISO possible to minimize grain.

White Balance: AWB

Notes: Many gyms will have yellow floors and lights that may cast a yellow or green. Test your images before the event. Try the Tungsten setting to reduce the yellow colored test images or the Fluorescent setting to remove a more green color. If this does not help, it may be best to try a custom white balance setting, check your camera’s manual for how to best do this with your camera.

Notes: In some locations a flash may be used to improve image quality, however, using a flash can create other issues such as a red eye and dark shadows in the background.

Indoor Locations
Recommendations for shooting in classrooms, labs, hallways, offices, libraries or cafeterias

Motor Mode
Beginner: Program mode P

Experienced: (Canon users AV or M, Nikon users A or M)

Lens: Wide to Medium Lens, because shooting in a closer spaces. Use lens with wider aperture such as f/2.8, f/4 to get a shallower depth of field which can make distracting backgrounds such as foosball and parking lots out of focus.

ISO: 400, in rooms with window or skylights or 800, 1600 in lower lit areas. In all cases use the lowest ISO possible to minimize grain.

White Balance: AWB

Auto in mixed light, such as areas with indoor light as well as window of skylights. Incandescent setting is used for areas with household bulbs and Fluorescent setting is used for the areas with tube or pig tail type bulbs.

Notes: Choosing the aperture (AV modes) in low light situations allows the photographer to control the aperture and better control depth of field. If you want an out of focus background choose a wider aperture such as f/2, f/2.8, or f/4.

Outdoor Locations
Recommendations for shooting on courtyards, practice fields, car washes, or outdoor field trips.

Motor Mode
Beginner: Program mode P

Experienced: (Canon users TV, AV, or M, Nikon users A, S, or M)

With abundant light the photographer can select a super fast shutter speed such as 1/1000 to 1/4000 to stop action and this will allow a wider aperture such as f/2.8, f/4 to get a shallower depth of field which can minimize distracting backgrounds.

Lens: Because of good light conditions, lens choices are unlimited. In these conditions lens with a maximum aperture of f/3.5, f/4 or even f/5.6 could be perfect. Telephoto lens brings the photographer closer and wide-angle lens will give a better overall view of the event or subject.

ISO: 100, for bright days, 200-400 for more cloudy days or overcast days.

White Balance: AWB

Auto will work for most outdoor lighting conditions. On cloudy days try using the Daylight setting to add a bit of warmth, or use the Shade setting for overcast days.

Notes: Choosing the shutter speed mode (Canon TV or S Nikon) in bright light situations allows the photographer to control the shutter speed and better control of blurry shots. Selecting the (Canon AV or M Nikon) will allow you to select the aperture and control the depth of field. If you want a background that is out of focus, use a narrower aperture such as f/2, f/2.8, or f/4.

If you’d like a great range of focus select a smaller aperture f/5.6, f/8 or f/11 for example.

Stage Performances
Recommendations for shooting drama plays, musicals, concerts, talent shows and fashion shows.

Motor Mode
Beginner: Program mode P

Experienced: (Canon users AV, TV or M, Nikon users A, S, or M)

Manual Mode, good to meter off the performers face to get the best possible exposure. Darker backgrounds can often fool the cameras meter. In most cases the shutter speed can be slower such as 1/60 to 1/250 because the action on stage is likely not as fast as an athlete.

Lens: A good zoom lens with a longer range 70mm-200mm as an example. The photographer is able to shoot dress rehearsals or practice using a short lens with a wider aperture will provide better quality images.

ISO: 400, 800, 1600. Since stage lighting can vary greatly, you will have to experiment.

White Balance: AWB

Auto will work for some stage light conditions, you may want to experiment with the white balance setting to find the best option. You may even try the Daylight or Incandescent setting.

Notes: Check the speaker’s or manager to see if its possible to shoot dress rehearsals or practices, this will allow better flexibility and more importantly access in covering this type of assignment. Often times during practice or sound checks the photographer is allowed to be on stage.
Low Light Events
Recommendations for shooting indoors such as dances, indoor homecoming events and ceremonies.

Meter Mode
Beginner: Program mode P
Experienced: (Canon users AV, TV or M, Nikon users A, S or M)

Manual mode, using the fastest possible shutter speed to stop action such as 1/500-1/600
Lens: Wide angle to medium lens work best for this type of assignment
ISO: 400 if using a flash 800, 1600 or even higher in some environments. In gymnasiums with better light and 1800 or 3200 sometimes marked as H1, H2 or H3
White Balance: AWB
Flash white balance if using a flash or Auto if not using a flash.
Notes: In most cases while covering a dance a flash is almost a necessity. If using a flash using the TTL setting will give you the best results, as this is an auto setting. However using the manual mode will allow the photographer to use the slower shutter speed such as 1/20 this will add much more depth and natural light to the images. This is called dragging the shutter and it’s a great way to improve flash images. If your camera has a red eye reduction feature that may also be helpful in darker situations.

Group Photos
Recommendations for shooting formal and informal groups.

Meter Mode
Beginner: Landscape mode
Experienced: (Canon users AV, M, Nikon users A, or M)

AV mode or Manual mode with the goal being getting the smallest aperture possible such as f/5.6 f/8 or f/11. This will allow for the greatest amount of depth of field. It’s important to make sure group photos have the greatest amount of focus so the first row and the last row of faces will be sharp and in focus.

Lens:
A good wide-angle 18mm-25mm depending on the size of your group. A wide lens is almost always wanted for shooting larger groups.
ISO: 400 for group shots outdoors, and higher ISO such as 800 or 1600 if shooting indoors keep in mind using a lower ISO will provide higher quality of images, in most cases using a flash indoors would be a better option to help reduce the grain.
White Balance: AWB
Flash white balance if using a flash AWB in other cases.

Notes: The main goal is getting good group shots is to use a small aperture to increase the depth of field. Take time to plan your shoot, whether using a flash or natural light be sure to do a test before the shoot so you’ll have a better idea of your final exposure. Make sure you can see all the subjects faces as you work on placement. Often if the photographer can get slightly higher than the group by using a step ladder your images will show more faces. Always explain to the group you’ll be taking many images this will increase the chances you’ll get more eyes open. Using a tripod can help steady the camera.

Portraits
Recommendations for shooting formal, informal & feature portraits, headshots, portrait groups, and full body shots.

Meter Mode
Beginner: Portrait mode
Experienced: (Canon users AV, or M, Nikon users A, or M)

In Manual Mode make sure to meter the light off the subject face for the best possible aperture and shutter speed setting. Avoid spotlight situations whenever possible.

Lens: Here the choice depends on the type of lighting you’re using. For portrait shots using a wide angle lens for a portrait of a football player show the scene of the player standing on a white medium telephoto lens can be the best option for a headshot.
ISO: 100, 400. Select the best ISO for the light conditions. For outdoor use 100, indoors select 400 or 800, you will have to experiment with the best ISO for the light in which you are working in.

White Balance: AWB
Auto in most cases will work fine but indoors Incandescent setting is used for areas with house hold bulbs and Fluorescent setting is used for areas with tube or pig tail type bulbs.

Notes: Selecting the (Canon users AV, or M, Nikon users A, or M) will allow you to select the aper and control the depth of field. If you want an out of focus background choose a wider aperture such as f/2, f/2.8, f/4. In most cases an out of focus background for portraits is preferred. Using a tripod in lower light can help steady the camera.

White Balance Icons

Pre-Program Exposure Mode Icons (the more basic camera functions)

Exposure Mode Icons (the more advanced camera functions)

Exposure Tips: Understanding exposure is the foundation of good photography, first you must gain an understanding of the role light plays. Light is the first factor of exposure and the first element you should notice as you shoot an image. Once you’ve seen the light select the best ISO, in bright light, select 100-200 in overcast light select 400-800. Then from that point, you’ll choose an Aperture (f-stop) or Shutter Speed. Depending on what your shooting. If shooting sports action, you’ll need a faster shutter speed, 1/500-1/1000. For landscape shooting, select a slower shutter speed, 1/30-1/125. If you are trying to correct the aper open it up as much as you can but over expose your image. If you are trying to correct the depth of field open it up as much as you can but under expose your image.
GLOSSARY OF JOURNALISM TERMS

**Angle** - The approach that reporter takes in writing copy more interesting.

**Artwork** - Any hand produced illustrative or decorative material submitted for printing.

**Backbone** - The bound edge of a book; also called the spine.

**Bleed** - A photograph that extends the edge of the page on one or more sides, leaving no external margins.

**Blow up** - An enlarged photograph. Also called a dominant.

**Body Copy** - Copy which is used to tell the story in the past tense; usually typed in 10 or 11 point type.

**Bold Face** - Thicker, Heavier type used for emphasis with a lighter type face.

**Byline** - Line at the beginning or end of copy giving the name of the person who wrote the copy.

**Candids** - Unposed photographs. Most of the yearbook photographs are candids.

**Caption** - Copy that describes the person, action or scene of a photo. Should answer the five W’s and be written in the present tense.

**Center of Interest** - The focal point of a picture, page, or spread.

**Character** - A letter, numeral, punctuation mark or other part of the alphabet and spaces between words.

**Clip Art** – artwork that is not copyrighted and is in the public domain available for use.

**Colophon** - Information regarding the preparation of the yearbook, including the name of the printer, where the book was published, number of copies sold, specifications of weight and type of paper stock, fonts selected and cover specifications.

**Copy** – printed text, such as headlines, sub-headlines, captions, and stories.

**Cropping** – using a special pencil/crayon on a photo to outline the area to be printed and eliminate unnecessary objects/backgrounds from the photo.

**Cross Gutter** – a photo that extends across the middle of the spread from the left page to the right. This photo should be balanced so that it does not cross the gutter unless it uses more than five picas on each side of the gutter.
**Dividers** – Division pages which are double-page spreads and which separate major areas of content within a yearbook.

**Dominant** – the main photo used on a spread; usually that photo has strong action and attracts most of the attention.

**Double Page Spread** – A DPS is two facing pages in the yearbook.

**Dropped Initial** – when the first letter of text is enlarged and sometimes ornate and is used to introduce a story or headline.

**Endsheets** – strong paper stock which is glued to the first and last pages of a book and then is pasted to the front and back cover. Endsheets hold the bound pages inside the cover.

**Eyeline** – a unifying device. An even band of white used across two facing pages for linkage.

**Flush Left** – to line up copy at the left margin.

**Flush Right** - to line up copy at the right margin.

**Folio Tab and Folio Art** – any artwork and short copy used with the page number to develop the personality and to identify section and/or spread content.

**Font** – the typeface or style of letters used.

**Ghost** – lightening up a photo or artwork. This is done often so that you can overprint on the image. Use this effect sparingly.

**Gutter** – the middle of two pages where the paper runs into the spine.

**Job Number** – An identification number placed on all photos, artwork, and anything else that is to be submitted to the plant for printing. Our number is 14562

**Kerning** – The spaces between the letters

**Ladder** – a planning chart that represents the pages, multiples, and signatures in a yearbook. It tells what will be on each page of the yearbook.

**Lead-in** – a one or two word mini-headline or introduction to the caption of the photo, it makes the photo-caption connection without having to use direction-giving words such as “above,” “at left,” etc.

**Leading** – the space between lines of type. (pronounced led-ing, not leed-ing)

**Mug Shot** - Individual portrait photographs.

**Multiple** - 8 pages, every other page of a signature
Name Stamping – a personalization option in which a person’s name is stamped onto the cover of a book using a lead impression die.

Natural Spread (DPS) - The two center pages of a signature that are printed side by side. The best place to bleed a photograph is across the gutter.

Overprinting – printing over an area that has already been printed.

Pica - A unit of measurement equal to 12 points or 1/6 of an inch.

Point - A unit of measurement equal to 1/72 of an inch or 1/12 of a pica. Type size is measured in points.

Primary Headline - The main headline of a spread which captures the reader’s attention.

Process Color - The printing of yellow, magenta, cyan, and black to reproduce full-color photographs in place. Also known as four-color.

Proofs - A “blueprint” from the company of what the page will look like including the photographs in place.

Quotes - Direct statements included in the body obtained during an interview or through written word.

Reverse - Type which is printed over a dark background. The printing plate has been reversed so the type is white.

Rule Line - A black line which is used to accent copy or photographs or other elements on a page.

Sans Serif - A type that has no short finishing strokes at the end of the main strokes.

Scatter Copy – used in place of stories because it is shorter and can be used in sidebars or small areas of a layout, it offers factual and interesting information.

Screen - Reproduction of color brightness but in percentages, such as 10% and 60%.

Serif - A small finishing stroke at the end of the main stroke of a letter.

Sidebar – When used on a layout, it addresses a topic related to the theme of the page in close detail with quotations, statistics, photos, and graphics.

Signature - Sixteen sequential pages (eight are printed on one side of the paper).

Spine - The backbone of the yearbook; the part which connects the front and the back.

Spot Color – a color in addition to black; it’s applied to the page to highlight text/photos in color

Spot Color - The use of different percentages of one color in black and white pages.
**Spread** - Facing pages in a book also called a double page spread (DPS).

**Standout Quote** – A quotation which is “pulled” from the story and highlighted by being placed in the center or on the side of the story in bold, larger type.

**Sub Headline** - Supplements primary headline and adds additional information.

**Tip-in** – an insert glued to a bound page of the book. Commonly found in groups of four or eight pages and used for autographs or specialty coverage.

**Title Page** – the first page of the yearbook that provides essential information including the title of the book, volume number, year, school, and address, and other information deemed important by the staff (telephone number, enrollment, etc.)

**Trapped White Space** – an area of white space that separates two or more photographs or copy blocks and gives the appearance of disunity on the layout. Avoid trapped white space by keeping all white space larger than a pica on the outside of the spread.

**Unjustified** – type which is set with one straight and one ragged margin.