

Ms. Maes

Yearbook 101



WELCOME



»»» ABOUT MS. MAES

My name is Aspyn Maes, and I will be your teacher!

I am so excited to work with you on our school's yearbook. I have always had a passion for writing – no matter the format! While I am new to Yearbook, I know that with our combined hard work and energy, we will be able to put out a PAPA-rific yearbook!

Contact Information:

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»»» ABOUT OUR CLASS

This yearbook class blends journalism, marketing, and design to build real-world skills. While I'm new to teaching Yearbook, I bring a strong background in writing and marketing that will guide our work. Students will focus on storytelling through articles and photography, manage school-wide campaigns, and collaborate to produce a publication that reflects our school community. By the end of the year, students will have built a portfolio of professional writing, design, and photography.

Online Platforms

Access to Google Classroom. This class is supplemented by the Google Classroom. You will use Google Classroom to access all course materials: the required readings, assignments, syllabus, calendar, and additional readings. You will also use Google Classroom to submit your work, and all of the grading will be done via Google Classroom.

RESPECT AND RESPONSIBILITY

I expect you to enter class ready to learn and participate and with a positive and respectful attitude. If you disagree with someone or something, I expect you to handle the disagreement in a mature manner. And, of course, do not text/listen to your phone when class is in session. If you need to take a break or deal with an important issue, please excuse yourself from the classroom. Our classroom is a safe space for everyone. See Student Handbook for more in-depth explanation of PAPA's policies, (pages 35-36).

Student and Parent Initials Here: _____

CURRICULUM

UNITS:

UNIT 1	JOURNALISM, WRITING, AND PHOTOGRAPHY
UNIT 2	MARKETING
UNIT 3	WORK CYCLES
UNIT 4	REVIEW & REMEDIATION

GRADING POLICY

Units	25%
Quizzes	10%
Final Exams	40%
Participation	15%
Bellringers	10%

UNIT DESCRIPTIONS

We will progress through the semester in projects. Below are brief descriptions of your assignments this semester:

Unit One: This unit introduces students to the foundational skills of journalism, emphasizing ethical reporting, clear writing, and powerful visual storytelling. Students learn how to craft compelling captions, conduct effective interviews, and write news and feature stories that reflect diverse voices. Alongside writing instruction, students explore the principles of photojournalism, including composition, lighting, consent, and storytelling through images. Using both DSLR cameras and mobile devices, students capture candid and posed moments from school life. This unit lays the groundwork for yearbook content creation and encourages students to see themselves as responsible, thoughtful reporters and documentarians of their school community.

Unit Two: In the Marketing unit, students explore strategies to promote and sell the yearbook through schoolwide campaigns. They examine how visual

identity, branding, and storytelling work together to engage an audience. Students create posters, flyers, videos, and social media content, crafting messages that appeal to different groups across campus. The unit also introduces fundamental marketing concepts such as audience targeting, persuasive language, and consistency in design. Real-world application is emphasized, with students participating in ad sales, developing promotional timelines, and evaluating the effectiveness of their efforts. This unit builds communication, collaboration, and strategic thinking skills.

Unit Three: Our work cycles establish and reinforce the routine systems used to produce the yearbook. Students learn how to manage project deadlines, assign roles, track progress, and balance multiple tasks during content creation. The work cycle includes research, interviews, photo gathering, drafting, design, peer feedback, revision, and final submission. Emphasis is placed on accountability and time management, with tools like Trello, calendars, and checklists supporting student organization. Students reflect on what's working and adjust processes to improve team collaboration. This unit develops workplace readiness skills and mirrors the professional production process students will use throughout the year.

Unit Four: The Review & Remediation unit provides structured time for students to revisit and revise their work to meet publication standards. This includes editing spreads for grammar, layout consistency, photo quality, and fact-checking. Students engage in peer reviews, teacher conferences, and layout workshops to refine their skills. Remediation may involve reassigning roles, re-teaching key skills like caption writing or photo composition, or addressing missed deadlines. The unit emphasizes growth, resilience, and problem-solving. Students are encouraged to reflect on past work and make meaningful improvements, ensuring the yearbook reflects the highest quality possible before submission.

Quizzes: Throughout the year, students will be given quizzes on Yearbook and Journalism terms that are fundamental to the class. These quizzes will be cumulative and practiced every Thursday to ensure memorization and understanding.

Bell Ringers: We will complete bell ringers at the beginning of each class. Some of these will be written down and others may be a class discussion. These build upon prior knowledge, discussions, or lectures in previous classes.

Participation: These points are jointly related to your attendance and participation in class. While you are expected to show up to class you must also be prepared for the day's instruction, i.e., you have done the readings and are ready to participate in class activities.

LATE WORK POLICY

✓ SUPPLIES

Late Work Policy

I believe in holding students accountable while also honoring that life can be unpredictable. This policy is designed to encourage responsibility, communication, and growth.

Major Assignments

(Page Deadlines, projects, presentations)

- Accepted up to 5 school days late
- 10% deduction per day (up to a max of 50%)
- After 5 days, credit is not guaranteed, but we can meet to discuss options

Minor Assignments

(Homework, journals, daily activities)

- Accepted up to 3 days late
- Can earn up to 70% credit

Communication is Key

If you're dealing with illness, family emergencies, or other challenges, please reach out. Extensions may be granted—especially if you talk to me *before* the due date.

- ☐ Pencils
- ☐ Pens (Black or Blue)
- ☐ Notebook
- ☐ Folder
- ☐ Chromebook/Personal Laptop

Student and Parent Initials

Here: _____

▶▶▶ ATTENDANCE POLICY

Class attendance is mandatory for all students. Each class session in the course is designed to progress toward the next. If you do not come to class or if you come to class unprepared, you will miss not only that day's instruction, but the background and

preparation for the next class. Please see the Student Handbook for school policies on absences (pages 14-15).

Please let me know as soon as possible about any school related absences or absences that you have prior knowledge about. I am happy to give you the work early so that you may complete it ahead of time. You and I can discuss a personalized timeline to turn in your work.

PHONE POLICY

Phones are not permitted in class, in accordance with [Senate Bill 11](#). Students will be asked to drop phones off in their designated cubbies before the start of class. If you need to take a break or deal with an important issue, please excuse yourself from the classroom. If a student chooses to break this rule they will have the following consequences:

- First time: Verbal warning
- Second time: Verbal & written warning to parents/guardians
- Third time: Student calls parent/guardian & may have to be removed from class if causing disruption to others
- Fourth time: Parent/Student/Teacher conference

Student and Parent Initials Here: _____

AI POLICIES

AI is not permitted in my course without prior authorization, specifically AI such as Chat GPT, OpenAI, etc. Students at this grade level need to further build their literacy and analytical skills before using such devices that curb critical thought. If a student is caught using AI to supplement or complete their work, they will receive the following consequences:

- The first time a student is caught using AI they may be allowed to resubmit their work for partial credit. Students must acknowledge their mistakes and complete additional reflection assignments.
- If the Student is caught again using AI, they will receive a zero on the assignment with no opportunity to resubmit.

Student and Parent Initials Here: _____

Student Name:_____

____ I have read and understood Ms. Maes' Spring 2025 - 2026 yearbook course syllabus.

Parent/Guardian signature: _____Date:_____

Student signature: _____Date:_____