Yearbook

Systems: Study Guide 1 January 20-28

"Publishing is a business. Writing may be art, but publishing, when all is said and done, comes down to dollars." -- Nicholas Sparks

"Be ruthless about protecting writing days, i.e., do not cave in to endless requests to have 'essential' and 'long overdue' meetings on those days. The funny thing is that, although writing has been my actual job for several years now, I still seem to have to fight for time in which to do it. Some people do not seem to grasp that I still have to sit down in peace and write the books, apparently believing that they pop up like mushrooms without my connivance." –J.K. Rowling

"The person with whom the writer wants to be in touch is his reader: if he could speak to him directly, without a middleman, that is what he would do. The publisher exists only because turning someone's written words into a book (or rather, into several thousand books) is a complicated and expensive undertaking, and so is distributing the books, once made, to booksellers and libraries." --Diana Athill

"You might not write well every day, but you can always edit a bad page. You can't edit a blank page." -Jodi Picoult

Writing and publishing work together to form an intricate SYSTEM. Regardless of what you are publishing—a newspaper, a novel, a magazine, or a yearbook—all publications work within the same system, and begin with the writer. Without writers, publishers have no purpose, and without publishers, writers have no audience. Each is interdependent upon the other. In order to create a successful yearbook, you (the staff member) have to understand the system and play both roles—you are first the writer/photographer and then you do the job of the publisher. As a member of our yearbook staff, you play an integral part of an intricate system!

<u>Essential Questions:</u> How do a writer's decisions affect the publisher? Vice versa? How do writing and publishing form a system? Why are deadlines important to a publication? How can I meet my publication deadlines?



Over the next 2 weeks, students will learn:

- New information about your classmates
- The different, various roles in the publishing system
- Decisions that each role needs to make
- How to meet a deadline without procrastinating
- What is needed to make each page in the yearbook as effective as possible

Some of the things students will do over the next 2 weeks will include:

- Participating in class activities
- Speaking loudly and clearly
- Making effective decisions
- Offering constructive feedback to peers
- Analyzing pages within the yearbook
- Making an individual work plan

Individualized Analysis and Plan:

1. Using the provided form, complete an analysis for each of your assigned yearbook pages. USE ADIFFERENT FORM FOR EACH YEARBOOK PAGE!
2. Do not assume that what is already on your page is "written in stone". Honestly assess the effectiveness of what is there, and note any changes that might be needed to improve the page's overal effectiveness.
3. Using your analysis and the list of deadlines provided by the teacher, make a plan for how you will complete each of your assigned yearbook pages. Your plan should clearly answer each of the following questions (for each task that needs to be completed on the page):
a) What needs to be done?
b) How am I going to do it?
c) Who do I need to speak to or get help from?
d) When am I going to complete this task?
4. Meet with Ms. Lisa to discuss your plan.

In the space below, write your own answers to the Essential Questions: