**Hi-Lights II**

Mr. Cleary – B237

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**Class website** – www.clearyphs.weebly.com – for handouts and more

**Overview**

Hi-Lights is the class that publishes Hi-Lights, the Plymouth High School student newspaper, which students publish eight times a year.

**Downtime**

Occasionally, you’ll have downtime. If you are not working on story preparations, stories, copyediting, layout, or art/graphic/photo assignments, you cannot use Hi-Lights class time as a study hall, sleep, socialize, or do nothing. Here are some things you can do to use your time wisely:

* **Read a school or pro newspaper** – we have many hard copies and practically all newspapers are online now. Try out the idea library. If you’re working on a newspaper, YOU NEED to be aware of what’s going on locally, regionally, nationally, and internationally. **This can help you get great story ideas for Hi-Lights**. Sitting in front of a newspaper or newspaper/news web site, clearly ignoring it, and socializing is not acceptable.
* **Up your layout/page design game by checking out front page designs on newseum.org**. See what the pros do, compare it to what we do, and develop ideas for how we can improve. BTW This is also a great way to develop ideas for our publication.
* **Practice Photoshop** – grab a photo and a tutorial to help you build your skills; we also have Photoshop books and there are many web sites with quality Photoshop tutorials to help your Photoshop skills grow – obviously, the more people we have with good Photoshop and graphics skills, the more dynamic and professional our publication can look.
* **Practice In-Design skills** – ditto. I suggest finding a cool spread in a magazine or another newspaper and trying to recreate it or something like it in In-Design. Also, try developing skills with some of the InDesign features we haven’t used or don’t use regularly – do you know how to make tables, work with colors and transparency, or make a text wrap path in InDesign? We also have In-Design resources in the classroom, and there are plenty of free online In-Design tutorials as well. Good InDesign skills can make layout time less frustrating for you.
* **Ask an editor if you can help out in some way**. Strive to take initiative and be a leader regardless of your staff position!

**Assessment**

* **Weekly assessment form (25 points)** - Each Friday (unless otherwise specified), you must submit a weekly assessment form. It’s important to reflect accurately on your own work performance. Use the attached weekly assessment rubric to help you determine an honest evaluation of your weekly performance. The assessment you believe you deserve may not be what ends up in the gradebook if you don’t come to class prepared, work hard to make deadlines, focus diligently on journalism materials during class, and/or communicate sufficiently.
* **Brainstorm forms (30 points)** – At the beginning of each issue, all students will search for story ideas and complete an issue brainstorm form.
* **Evergreen stories (50 points)** - Each semester, you must pick a FEATURE topic and write an Evergreen story. These stories are helpful in the event of dropped stories or unforeseen circumstances; they also provide an opportunity for you to further develop your journalism skills while writing about a self-chosen topic. Each evergreen story must be submitted by dates specified near the end of second and fourth quarters.
* **Outside of class time (90 points)** - You must work nine hours outside of class every quarter and record these hours on your weekly assessment forms. These hours are worth ten points each, so you will be given a quarterly required hours grade out of 90 points at the END of each quarter. Provided you have come to at least one work night per issue and worked on Hi-Lights, any hours above the requirement are recorded as extra credit, UNLESS you have not submitted a story/stories or any other assignment on time.
	+ Numerous opportunities exist to earn hours:
		- Work nights (formally scheduled or at your convenience)
		- Working on your issue responsibilities before or after school or during study hall
		- Working on developing Photoshop and/or InDesign skills before or after school or during study hall
		- Attending documentary viewing nights held once each quarter
		- Interviews, story research, etc. conducted out of class
		- If unsure whether an activity counts for this requirement, please ask!
* **Issue Contributions (100 points) -** At the end of each issue, you will receive an issue contribution grade. It’s based on the percentage you earn on all of your assignments for the issue.
* There are two assessment categories you’ll find in Skyward – Assignment (20%), (weekly assessments, quarterly hours, brainstorm forms, and evergreen stories) and Performance (80%), (issue contributions).
* There is a final exam each semester worth 10% of your semester assessment.

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| --- | --- | --- |
| A | 95-100 | Exceptional quality - work exceeds expectations. The student has mastered the skill being assessed. |
| A- | 93-94 | Outstanding quality – near mastery |
| B+ | 91-92 | Good quality – skill has been or is close to being achieved |
| B | 87-90 |
| B- | 85-86 |
| C+ | 83-84 | Satisfactory quality – skill is being developed |
| C | 80-82 |
| C- | 78-79 |
| D+ | 76-77 | Basic quality – the work needs improvement. The student is working to improve basic skills |
| D | 72-75 |
| D- | 70-71 |

**Assessment Scale**

**Late Work**

* It’s important to meet any deadline, but in this class it’s especially important since your ability to meet deadlines directly impacts the work others can do (not to mention our advertising contract obligations) – remember, we’re all in this together! Don’t forget that we are under paid contracts with numerous local businesses to publish 8 times a year, so we can’t afford to slack! We all know how much unnecessary stress a single late assignment can cause.
* ***Any late work will result in a 40% penalty.*** Any work to be published in the newspaper that is not complete by a specified date near the end of the production process will be cut, but it still will be assessed.
* If you find it may be difficult or impossible to finish a story by deadline, let me and the story’s assigning editor know as soon as possible.
* After you receive a story assignment, make appointments for interviews ASAP! If you can’t schedule an interview that will make up a small part of the story before deadline, write as much of the story as you can and turn that in. Add the information from the interview as quickly as you can. If you find that the bulk of your story depends on information from one interview which needs to be rescheduled to a date after the deadline or that has been postponed due to a circumstance beyond your control (illness, etc.), the late work policy for stories, graphics, photos, art, etc. will be implemented **unless you provide signed documentation** from the contact verifying the circumstances, and you make the effort to reschedule the interview as soon as possible.

**Procedures/Expectations**

* When the bell rings, be seated at a desk and be quiet so we can make announcements and proceed efficiently.
* Always see me before leaving the room. YOU MAY NOT LEAVE THE ROOM WITHOUT A PINK PASS. I am responsible for knowing where everyone is.
* You have a mailbox in the back of the room; use this to store any work in progress and find your assignments and returned work. Please check the contents of your mailbox daily; avoid clutter.

**Absences**

If absent, it is the student’s responsibility to find out what he or she missed and to make arrangements to fulfill scheduled interviews and due date obligations. Students should remember they can conduct interviews in a variety of ways other than face to face – email, phone, Skype, social network site messages, etc.

**Plagiarism**
Plagiarism is dishonest; it does not reflect a student’s abilities. It is unacceptable. Plagiarism in any form will result in a referral to the high school office. Students will have an opportunity to redo the assignment for a lower grade.

**Story revisions**
Students will receive prompt content, style, and grammar feedback on stories. Using feedback from the advisor and editors, students may revise stories one time. **Revisions are due two days after students receive feedback**.

**Netbooks**

You have a netbook (and/or a computer in this room) to use as a learning tool, not as an entertainment source. Please use it only as instructed.

**Cell Phones/iPods, etc.**

These can also function as learning tools, but with your netbook and other computer access, you won’t need them. I expect not to see these unless otherwise stated. Students are allowed to carry cell phones during the day, but they must be off and put away during class to minimize distractions. A parent/guardian needing to contact a student can quickly relay a message through the high school office (893-6911).

**Tardiness/Restroom**

You should use the restroom before you come to class. Do not come to class just before the bell rings and ask to go to the restroom. If you are late to class, you MUST PROVIDE A PASS!

**Hi-Lights II**

**Weekly Self Assessment Rubric** - *feel free to use half-point values*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Value Earned** | **Basic Work** | **Team Collaboration** | **Down Time** | **Above and Beyond** |
| **24-25** | I worked hard on or completed my stories, photos, graphics, business, or other work. I did not procrastinate – I scheduled and conducted interviews and completed all work ahead of schedule. I kept my work area clean and returned any materials used to the proper area. I fulfilled all my work duties to the fullest extent and set a positive example for other staffers.  | I communicated promptly and effectively with staff members regarding the progress of my work; I listened to class announcements/ brainstorm sessions quietly and politely while making appropriate contributions. | If I had down time, I diligently read newspapers to help develop story ideas, or I selected a job from the Hi-Lights II guidelines sheet; I did not focus on socializing or talk loudly. | I approached an editor/other staff member about work I could do and worked on it. On my own, I learned how (or showed someone how) to do something new in Photoshop orInDesign. |
| **22-23** | I worked on or completed my stories, photos, graphics, business, or other work. I did not procrastinate as much as others – I scheduled and conducted interviews and completed work within a reasonable time. I kept my work area clean and returned any materials used to the proper area.  | I communicated sufficiently with staff members regarding the progress of my work; I listened to class announcements/ brainstorm sessions without being distracted or distracting others. | If I had down time, I read newspapers to help develop story ideas, OR I selected a job from the Hi-Lights II guidelines sheet; I socialized, but I didn’t go overboard with it. | On my own, I learned how to do something new in Photoshop orInDesign. |
| **20-21** | I worked on or completed my stories, photos, graphics, business, or other work when convenient for me. I could have tried harder to make deadlines or finish ahead of schedule. | I answered questions when people asked them. I got through class announcements/ brainstorms with minimal disruption. | If I had down time, I read newspapers to help develop story ideas, I selected a job from the Hi-Lights II guidelines sheet; I did not focus on socializing or talk loudly. | If someone asked me to do something, I did it, but I didn’t make a conscious effort to find something extra to work on. |
| **18-19** | I worked on or completed some of my stories, photos, graphics, business, or other work only when convenient for me. I should have tried harder to make deadlines or finish ahead of schedule. I have some late work as a result of procrastination. | I avoided communication with certain people because I don’t like them. I have late work and my assigning editor doesn’t know why. I don’t listen to or participate in announcements/ brainstorm sessions. | I worked on math/science/whatever or nothing when I had Hi-Lights work. I might have tried to make it seem like I was looking at a paper. I partook in socializing or web surfing. | I thought about it . . . but I didn’t do much . . . |