

# COURSE DESCRIPTION (DISTRICT)

## A. COVER PAGE

Date of Submission (Please include Month, Day and Year)	
<b>1. Course Title</b> <i>Magazine Design &amp; Publication</i>	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> Mag Design/Publication	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> RHS	
<b>5. District</b> SMJUHS	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>6. City</b> Santa Maria	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>7. School / District Web Site</b>	<b>8. School Course List Contact</b> <b>Name:</b> Robert J. Garcia <b>Title/Position:</b> Teacher <b>Phone:</b> 805-937-2051 <b>Ext.:</b> 2503 <b>E-mail:</b> rgarcia@smjuhsd.org
<b>13. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "yes", who is the provider?</b> <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other: _____	
<b>14. Complete outlines are not needed for courses that were previously approved by UC. If course was Previously approved, indicate in which category it falls.</b> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) OR International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C Course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way Course <input type="checkbox"/> Other. Explain: _____	

15. Is this course modeled after an UC-approved course from another school outside your district?  Yes  No

If so, which school(s)? \_\_\_\_\_

Course title at other school \_\_\_\_\_

**16. Pre-Requisites**

Open to 10<sup>th</sup> – 12<sup>th</sup> grade students.

**17. Co-Requisites**

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submissions? \_\_\_\_\_

**19. Brief Course Description**

The Course is designed for the student interested in Magazine design, writing and publication. The class will be responsible for the publication of the magazine *The Legend*, the school magazine. The class will also be responsible for maintaining the online version of the magazine.

## B. COURSE CONTENT

### 20. Course Goals and/or Major Student Outcomes

**Upon completion of course, students will able to successfully demonstrate the following skills:**

1. ...Use of specialized graphic art vocabulary.
2. ...Work cooperatively with other students.
3. ...Distinguish between superior and inferior page design.
4. ...Crop and proportion photographs into existing formats.
5. ...Write stories in a shortened format, written specifically for magazine.
6. ...Write headlines.
7. ...Seek out and apply the role of advertising in publications.
8. ...Actively apply the art of selling advertising for the publication.
9. ...Utilize visuals to enhance the written articles.
10. ...Insert research to substantiate their writing.
11. ...Write factual stories creatively.
12. ...Have knowledge of the history of the magazine.
13. ...Recognize the effect that culture and era have on the creation/design of a magazine.

## 21. Course Objectives

Develop critical thinking skills through problem solving that involves the following:

- Produce the school magazine *The Legend*.
- Choosing fonts, colors, photographs and placement of stories, columns and advertising.
- Apply Magazine Design/Graphic Design Techniques
- Develop short story and objective writing skills.
- Manage an online magazine.

## 22. Course Outline

Magazine Design and Publications A- B

### Description of Target Group

The class is designed for the student interested in learning the design aspect of magazine publishing as well as writing for magazines. It is intended for grades 10-12. It is also intended for the student interested in the art of photography and graphic design.

### Purpose

Magazine Design and Publications is a class whose intention is the production the school magazine *The Legend*. The class is for the student curious about a career in magazine design and journalism.

### Student expectations:

- We will study the magazine from its beginning to the present.
- The effect that culture and the era that produces the magazine will be looked at and studied.
- The students will see how the magazine has evolved through the years and why it needed to evolve.
- We will study how technology affects how the population accepts or doesn't accept art in the form of the printed magazine.
- Design through the years will be studied and how it evolved to the present and why it evolved.
- The effect that the digital age has on the magazine will be looked at and why magazines have to evolve to fit into the digital age will be looked at as well.

## 23. Texts & Supplemental Instructional Materials

Text and supplementary materials:

- Art Direction and Editorial Design (Abrams Studio)
- Layout Workbook: A Real-World Guide to Building Pages in Graphic Design
- Magazine Design That Works: Secrets for Successful Magazine Design
- Lecture, demonstrations.
- Visiting experts in the field of magazine writing and sales.

## **24. Key Assignments**

- Research facts/information for the writing of features/articles/columns for each issue of the magazine. Such as sports, movie reviews, and main feature.
- Write and submit articles, columns and advertising ads for the magazine.
- Write copy for clients advertising in the magazine.
- Photograph visuals to support written articles as well as photo essays. Photograph sporting events as well as school events.
- Sell advertising for the magazine.

## **25. Instructional Methods and/or Strategies**

- Direct instruction via lecture, power point presentation, and examples.
- Independent work with Teacher supervision.
- All work will be collaborative.
- Utilizing the textbooks as guidelines.

## **26. Assessment Methods and/or Tools**

- Meeting deadlines for the publication of the magazine.
- Submitting written articles and photographs for approval for publication.
- Editing articles for accuracy, spelling and grammar.
- Daily work output.
- The final assessment will be the finished product and the part that each student contributed.

## **C. HONORS COURSES ONLY**

### **27. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

### **28. Context for Course (optional)**

The common thought is that print is dead or dying, a slow death, but dying. Until then though magazines are still around and the publishing companies need somebody to design them and to write for them. Design is everywhere, the engineers invent the machines but they need the designers to put it all together in a people friendly mode. Designers are responsible for the way clothing looks, the way cars are put together, the way the manual for the appliances we buy are made readable, well sort of, but its designers that make the products pleasing and usable. This class is part of the process. Students will learn about what colors to use and why. They'll learn about fonts and why we use certain fonts and not others. They'll learn about the part that images play in backing up the written work. They'll learn about why writing is important in communication.

The common feeling is that magazines are all going online. This class will give the student the

opportunity to work on an online magazine. The class will make the student aware of how the image and the word work together to get a message out.

This class could also serve as way for the student to get their 4<sup>th</sup> year English requirement.

## **29. History of Course Development (optional)**

*The Legend* has been at Righetti since Righetti opened. In the past it was done in newspaper format, printed on newsprint and written in “newspaper”. Mr. Trumbull had been the instructor for the journalism class that produced the newspaper, but he retired and the class was not offered. I was asked if I would take it on as a club not as a class. I thought it would be a good opportunity to try something new and so I agreed to be the advisor.

We had a staff of 10 students and me. From the beginning I told the students that I didn’t want to do a newspaper, I wanted to do something different and that the writing should be relevant to the lives of the students at the school. I told them I thought we should do a magazine with lots of photographs and good writing. They were excited about trying something new and thus the magazine was born.

The response was more than we expected, it was all very enthusiastic and very, very positive from both the students and the faculty. Every main feature we’ve done has been a source of discussion in the classrooms and outside of the classrooms and we don’t find copies of the issues in the garbage like we used to find. The students are actually taking them home and saving them.

This was done with 10 students and it wasn’t easy but they did it. I feel that if it was a class it would be very beneficial to the students. They will learn group work and the art of design as well as writing for a magazine. When the word got out that it might be a class students started coming to my classroom asking how they could sign up. So it could be a valuable class.