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reflective essay

What have I learned in Publishing Inside/Out?

In January, when I began my semester in Publishing Inside/ Out, I knew almost nothing about the publishing process. This is surprising, for a couple of reasons: I consider myself a bit of a bibliophile (I think there were 12 boxes of books when I moved into my house), and I teach writing as a high school English and Journalism teacher. However, while I have always loved books and writing, I have never learned much about the process by which books leave the mind of an author and enter my eager hands. I have also always had a desire to write a book, but I have never managed to get an idea off the ground because the task just seems so daunting.

Now that I have learned about the publishing process and

created a book proposal in this class, I not only have much more insight into how the books I love come to be, but I am also much more confident in the notion of becoming a published author myself. I appreciated learning about potential career paths in publishing, since I think it is a field that I would enjoy if I ever decide to stop teaching. I think I would especially enjoy working as a development editor.

I appreciated how easily the structure of the class allowed me to understand the publishing process and that our assignments were not just theoretical--we got to put what we learned into practice as if our proposals were legitimate. For example, for Project 1, the Publisher Profile, I wrote about

Rosen Publishing. However, after I finished the assignment and turned it in, I just didn't feel that Rosen was the best fit for my proposal. Because the assignment had such realworld value for me, I kept on digging until I found a publisher (Wiley) that seemed much more appropriate for my book idea. Getting to experience the publishing process rather than simply learning about it through passive means made the class so enjoyable and engaging.

I am especially proud of the book proposal I created for this class. I was torn at the beginning of the semester on whether to develop a book about my work advising a yearbook staff or about a non-work related topic (video games as literature). I am so glad that I chose to write about my job--while I'm sure pursuing the video game topic would have been fun, I do not have nearly as much prior knowledge about that topic, and it was nice to be an expert on my subject matter since I was not an expert in the publishing process. The assignments allowed me to consider why my topic is worth writing about and how to convey that to potential publishers. I am completely confident that after spending a lot of time thinking and writing about my book idea and using the helpful feedback I received from my classmates and Professor Greer for revision, I have a viable book proposal that can be submitted to a real publisher, and, if all goes well, can be accepted.

I am also pleased with the final

cover design of my book. When I started designing, I focused too much on trying to stuff the cover full of content--I wanted to show the kinds of work that I expect vearbook students to do. so there were photos, inside pages, and even a cover design on the cover (so meta!). However, as my classmates and Professor Greer pointed out, it was too busy to be effective. I decided to go in a completely different direction and make heavy use of typography with no images. Since typography is such a huge factor in yearbook design. it makes sense for the cover to incorporate it. The bright Pantone color "Dusty Cedar" as the background color will also grab the attention of anyone browsing a bookshelf.

It was so helpful to have the opportunity to create a marketing plan and think about how I would share my book with others if it were published. I think this is probably something that many new authors fail to think about when writing a book--I imagine that I could get so wrapped up in the content that I would forget to consider how I will sell it, which is vitally important. Considering how I would market my book and making a plan gives me confidence that if I do create a finished product, I can successfully get it into the hands of readers and share my work with people who can benefit from it.

PROPOSAL \\ 6-7

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Advising Yearbook: How to Lead an Efficient, Successful Staff

book proposal

Target Publisher: Wiley

I am interested in publishing Advising Yearbook with Wiley for several reasons, most importantly because of their commitment to publishing resources that are helpful for educators and students. Their Global Education division "publishes educational materials in all media for undergraduate, graduate, and advanced placement students; educators; and lifelong learners worldwide." Wiley is also committed to providing authors with "an environment in which they can succeed," a claim which is supported by reviews of the company by current and previous employees on Glassdoor.com. A current employee writes that "the products are strong and there are amazing author connections." I am confident that Advising Yearbook would be a great fit with Wiley. They have published two of the most respected titles in journalism education, Scholastic Journalism by C. Dow Tate and Sherri Taylor, which is now in its

12th edition, and School Newspaper Adviser Survival Guide by Patricia Osborn. They have also published a more general guide for advisers, Advising Student Groups and Organizations by Norbert W. Dunkel, John H. Schuh and Nancy E. Chrystal-Green.

Description

Advising a high school yearbook staff can be an incredibly rewarding experience, but teachers who volunteer for the job (or are asked to take it on) often have no idea what they are getting into. It sounds easy enough--just tell the students to take some pictures and write some stories, right? However, once the year begins and publishing deadlines loom, advisers discover that without a clear plan in place, disaster can strike.

Advising Yearbook is a not just a

guide for new advisers who need to know where to start; it also provides valuable tips to teachers who are already advising and want to improve. It includes information

on staff and inventory management, covering the school year, schedules and deadlines, ethics and other topics with specific examples and classroom applications. An included CD and download links provide templates and other resources for teachers to use right away. Author Lisa Stine is a former student editor and now the adviser of the high school journalism program at Bryant High School in Bryant, Ark., which consistently produces one of the best high school yearbooks in the nation. In Advising Yearbook, she offers advice on both starting from scratch and making a good vearbook even better so that students can make a great product for their schools, win awards for their work and learn skills that will benefit them in any future career.

Target Audience

The primary audience of Advising Yearbook is teachers who are advising a high school, junior high, or middle school yearbook staff. While the book will be useful for newer advisers without much experience, it will also be a helpful resource for experienced advisers who want to streamline and improve their programs. There are precious few resources available that specifically address the needs of vearbook advisers, so this book will attempt to fill that void as a thorough, adaptable guide. The book will also appeal to sales representatives at vearbook publishing companies. These reps work closely with yearbook advisers to help them produce the book and meet deadlines, and they are often called upon to answer questions from advisers about creating yearbooks (and are sometimes even asked to assist with design or writing). Sales representatives

without experience in creating yearbooks might be intimidated by this aspect of their job, and this book would serve as a guide to help them help the advisers they work with.

Survey of Related Titles

The Yearbook Adviser Survival Guide by Kari Molter CreateSpace Independent Publishing Platform, 2008 150 pages

In this text, Molter claims to provide "tools necessary to complete a quality yearbook including getting organized, training staff, meeting deadlines, grading students, and more." She draws on over twenty years of advising experience to provide helpful tips to new advisers and experienced advisers who just want to improve their programs. She mentions in the introduction that while advising yearbooks is a complicated business, she tries to follow the "KISS (Keep it simple, stupid)" model as much as possible.

Advising Yearbook differs from Molter's book in that it provides information to advisers who want to help their students win awards. Molter specifically mentions that her book "is not intended to be a guide for creating a book intended to win...awards." Molter's book also includes some photos of yearbooks which do not demonstrate sound design principles. All examples provided in Advising Yearbook (as well as the design of the book itself) reflect the sound design principles that make a yearbook an attractive product.

PROPOSAL \\ 8-9

Advising Yearbook: How to Lead an Efficient, Successful Staff book proposal

Survey of Related Titles, cont.

A Survival Guide for Yearbook Advisors by Matt Sloan Yearbookplanet, September 7, 2014 20 Pages

Matt Sloan is a yearbook sales representative with over fifteen years of experience who has received a number of "panicked calls from teachers that have suddenly been appointed the school Yearbook Adviser." He provides an overview of important parts of a yearbook such as the cover, endsheets, color, and theme, as well as information on staff organization, coverage, and software options.

While this book seems to provide a basic overview of some of the major aspects of a yearbook, Advising Yearbook is a more indepth guide for advisers. Sloan does not address important issues such as deadline management or ethics. I also have more insight and guidance to provide as an adviser than

Sloane does as a yearbook sales representative for a publisher.

Adviser's Guide to Painless Yearbooking by Norma Ruth Wilson Jostens/American Yearbook Company, 1974 101 pages

One reviewer of Wilson's text on amazon.co.uk noted that "this book shows it's [sic] age, as it is published before computers were involved in the yearbook process. It does contain several good tips and hints, and would be a good option as an introduction for a new adviser, but does not contain much new information even for an individual who already has a year under his belt."

Since the process of creating a yearbook has changed drastically since the 1970s, Advising Yearbook is more relevant to advisers in 2016 than Wilson's text. Although some aspects of Wilson's book, such as staff motivation or ethics, are still pertinent today, elements regarding design or publishing would be completely out of date.

Special Features

Advising Yearbook features plentiful examples of successful yearbook design, writing and photography in order to give readers clear examples of the concepts addressed in the book. An appendix of additional resources provides a yearly calendar, a listing of other helpful texts on advising and production, and information about scholastic journalism organizations. In addition, the book includes a CD and download links for a plethora of teaching resources, organizational tools and other templates that readers can use right away.

Author Biography

Lisa Stine advises the state and national award winning Hornet yearbook, Prospective newspaper and Prospective Online at Bryant High School in Bryant, Ark. She also teaches Digital Photography and Journalism I. As a graduate of Bryant High School and a 2005 yearbook Editor-in-Chief under retired H.L. Hall National Adviser of the Year Margaret Sorrows, Stine is proud to carry on the prestigious Bryant Journalism tradition.

She previously advised the Bryant Freshman Academy yearbook from 2011-2015, which received All-Arkansas ratings from the Arkansas Scholastic Press Association (ASPA) and First Class ratings with Marks of Distinction from the National Scholastic Press Association (NSPA). Students on her staff won and placed in the national Jostens Photo Contest and received several other state and national awards, including ASPA Yearbook Editor of the Year and ASPA Photojournalist of the Year.







excellent student work from around the U.S

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BOOK CONTENTS \\ 10-11

book contents

Introduction: Why Yearbooks Matter

Part One: Getting Started and Getting Organized

1. First Things First

I've just found out I am the yearbook adviser. Where do I start?

2. Managing Inventory

What supplies and equipment are needed to make a yearbook (cameras, computers, etc.) and how should I manage those supplies?

3. Managing Money

How is my yearbook program funded? How do I ensure that book sales and ad sales are efficient?

4. Production and Organization Software Tools

How do my students create the yearbook and stay organized using Adobe InDesign and Photoshop, publishing company online design tools, & Google Drive?

5. Managing Staff

How do I recruit staff members, organize my students into a productive team and help a group of teenagers stay drama-free, organized and on deadline?

Part Two: Making the Yearbook

6. Parts of a Yearbook

What are the parts of a traditional yearbook? How do I organize the book to best fit my school's needs?

7. Covering the Year

How do I make sure that what happens at school gets into the yearbook?

8. Writing for Yearbook

How is writing for yearbook different from other writing? What does journalistic writing in AP style look like and how do I teach it?

9. Designing for Yearbook

How should a yearbook be designed? What are basic rules of design for yearbooks, and how do I teach them? Where can my students get design inspiration?

10. Photography for Yearbook

What are the rules of good yearbook photography and how do I teach them?
What kind of edits should yearbook students know how to do?

Part Three: Fine-Tuning Your Yearbook Program

11. Keeping Up with Ethics of Scholastic Journalism

How do I explain to my students that they can't just put themselves on every page or make up quotes for students? How do I deal with my students wanting to cover sensitive topics?

12. Grading Yearbook Students

How can I efficiently assess yearbook student work?

13. Joining Scholastic Journalism Organizations

What scholastic journalism organizations are available for my publication? How do I enter students in contests and get professional critiques on their work?

14. Traveling with Students to Conventions and Workshops

How can I organize a trip to a convention or workshop with my students while still doing my job effectively?

15. Creating a Staff Culture

How can I create a culture of collaboration and encouragement among my students to help them work as a team and celebrate each other's successes?

Conclusion: What Really Matters

Appendix

A yearly calendar, advising resources and a listing of scholastic journalism organizations STINE // SPRING 2016

CHAPTER OUTLINE \\ 12-13

chapter outline

Chapter 5. Parts of a Yearbook

What are the parts of a traditional yearbook? How do I organize the book to best fit my school's needs?

Introduction to Chapter

Cover

Printing options
Materials, binding,
treatments
What to include
Theme, theme graphics,
name of book, school
name, year, volume
Examples of yearbook
covers with notes

Endsheets

Printing options
Paper options, treatments
What to include
Table of contents with
page numbers
Visual and verbal
elements of theme
Examples of endsheets with
notes

Title Page

What to include
School address, phone
number, website, student
population
Visual and verbal elements of
theme
Examples of title pages with
notes

Opening Spreads

What to include
Verbal and visual elements of
theme
Examples of opening spreads with
notes

Content Spreads

What to include
Photos of events with detailed
captions, stories about events,
sidebars with extra information
Verbal and visual reinforcement
of theme
Examples of content spreads with
notes

Divider Spreads

What to include

Clear headings to identify the next section of the book
Photos and content related to the next section
Verbal and visual reinforcement of theme
Examples of divider spreads with notes

"Mug" or Portrait Pages

What to Include
Student portraits and accurate
names of each student
Photos and content that tell
stories of individual students
Verbal and visual reinforcement
of theme
Examples of mug pages with
notes

Club and Sports Team Pages

What to Include
Photos of student organizations
and sports teams with accurate
names of students and coaches
Photos and content related to
organizations and sports
Verbal and visual reinforcement
of theme

Examples of club and sports team photos with notes

Advertisements/Senior Tribute Pages

What to Include
Advertisements from
businesses, often studentdesigned with content provided
by the advertiser
Senior tributes, often studentdesigned with content provided
by the student or parent
Examples of advertisement/senior
tribute pages with notes

Index

What to include
A complete list of names,
businesses and topics included
in the book with page numbers
for each; other information such
as senior accomplishments

How to Create the Index Check with your yearbook publisher on the indexing process--for most, it is automated Examples of index pages with notes

Colophon

What to include
Lists the yearbook publisher
and representative, cover and
book specs, equipment used to
make the yearbook, awards
won; usually on one page near
the end of the book (often on
the same spread as staff names
and photos)
Example colophon with notes

Closing Pages

What to Include
Visual and verbal elements of
theme
Content that provides a sense of
conclusion to the book
Example closing pages with notes

Organizing the Parts

Options for Organization Traditional Sections Student Life, Academics, Organizations, People, Sports Example of a book divided into traditional sections Considerations for coverage in books with traditional sections Chronological Sections Larger sections like April-July, August-November, December-March; monthly; even weekly Example of a book divided chronologically Considerations for coverage in books with chronological sections

Chapter Conclusion

cover design

The cover design I started with contained several images and examples of spreads from yearbooks. It was my intention to draw attention to the book by using examples of excellent work from my yearbook students. However, after receiving feedback from classmates and Professor Greer. I realized that the design was much too busy to be effective--since there was so much content on the cover, viewers would not know where to look and would not notice the content on the cover from a distance. In my revision, pictured at right, I decided to adopt a text-based design with no images. The emphasis on typography is appropriate for the subject matter of the book, and the bright color, Pantone's "Dusty Cedar," will easily catch attention on bookshelves.

advising Nyearbook How to lead an efficient, successful staff

Lisa Stine

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BOOK MARKETING \\ 16-17

book marketing

Target Audience

The primary audience of Advising Yearbook is teachers who are advising a high school, junior high or middle school yearbook staff. While the book will be useful for newer advisers without much experience, it will also be a helpful resource for experienced advisers who want to streamline and improve their programs. There are precious few resources available that specifically address the needs of yearbook advisers, so this book will attempt to fill that void as a thorough, adaptable guide.

The book will also appeal to sales representatives at yearbook publishing companies. These reps work closely with yearbook advisers to help them produce the book and meet deadlines, and they are often called upon to answer questions from advisers about creating yearbooks (and are sometimes even asked to assist with design or writing). Sales representatives without experience in creating yearbooks might be intimidated by this aspect of their job, and this

book would serve as a guide to help them help the advisers they work with.

Hook

Teachers: Want to provide relevant, valuable, life-changing learning experiences for students? Become a yearbook adviser.

Marketing Story

Advising a high school yearbook staff can be an incredibly rewarding experience, but teachers who volunteer for the job (or are asked to take it on) often have no idea what they are getting into. It sounds easy enough--just tell the students to take some pictures and write some stories, right? However, once the year begins and publishing deadlines loom, advisers discover that without a clear plan in place, disaster can strike.

Advising Yearbook is a not just a guide for new advisers who need to know where to start; it also provides valuable tips to teachers

who are already advising and want to improve. It includes information on staff and inventory management, covering the school year, schedules and deadlines, ethics and other topics with specific examples and classroom applications. An included CD and download links provide templates and other resources for teachers to use right away. Author Lisa Stine is a former student editor and now the adviser of the high school journalism program at Bryant High School in Bryant, Ark., which consistently produces one of the best high school yearbooks in the nation. In Advising Yearbook, she offers advice on both starting from scratch and making a good yearbook even better so that students can make a great product for their schools, win awards for their work and learn skills that will benefit them in any future career.

Market Research

I will focus on two important factors about yearbook advisers in my marketing: that they are usually the only people in their schools doing their jobs (and therefore, they do not have a readily available support system), and they are often pressed for time because of the demands of their work. There are very few books currently available about advising, and none are as comprehensive as my book or as easy to use for quick reference. Emphasis on these qualities will be an effective marketing strategy.

Social Media

There is a large community of yearbook advisers on Twitter, so by using certain hashtags such as "#yearbook," "#advising," and "#scholasticjournalism" (among others), I can get the attention of

advisers looking for information about yearbooks. I can also connect with advisers who might be willing to read and review the book through Twitter. I can also connect on Facebook with various scholastic journalism organizations (Journalism Education Association, National Scholastic Press Association, and Columbia Scholastic Press Association) and my publisher, Jostens.

Contact Channels

Marketing for my book will focus on getting it in the hands of yearbook advisers and yearbook sales representatives. There are several organizations for yearbook advisers that have forums, ListServs and printed publications where information about the book could be shared. I also have a connection with my yearbook publisher, Jostens, and would be able to share information about the book with their clients and sales representatives through social media and at annual company conferences.

Media Venues

www.ncte.org

English Journal

Journalism Education Association
www.jea.org
Communication: Journalism
Education Today
Journalism Education Association
ListServ
National Scholastic Press Association
www.nspa.org
Columbia Scholastic Press Association
www.cspa.org
Association for Education in Journalism and Mass
Communication
www.aejmc.org/
Journalism and Mass Communication Educator
National Council of Teachers of English