College Guide Design and Publication

Unit 3- Production
Course Philosophy

College Guide and Publication consists of reading, writing, speaking, listening and media literacy skills. It also develops students’ college and career preparation by working collaboratively with the Paterson Education Fund, a non-profit student advocacy group which underwrites the cost of college trips, study/research materials, and pays students to work on the college guide which the class produces for dissemination to all Paterson students, grades 6 – 12. During instruction students will learn the process of preparing for college admissions, including use of strategies that help them effectively take college admissions tests, the SAT and ACT. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. Students will design, write and produce a 28-page college guide for an authentic audience and collaborate with The Herald News to understand the publication process, abiding by timelines and professional standards. College readiness skills are acquired as students study and research all aspects of the college process, from maintaining a quality grade point average in high school, to learning how to register for college classes. Through career exploration and personality/interest inventory assessments students develop an understanding of their career interest and use technology to create a digital career portfolio at the end of the course. The College Guide and Publication course is designed to provide an opportunity for students to learn about the publishing process by composing, designing and creating. Students will work on developing skills in: graphics, desktop publishing, computer design, and photography. They will be challenged to graphically capture activities associated with the college process such as campus visits, pre-college activities, community service, student profiles, etc. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. As they personally take the journey to college admissions, they will write stories about their college preparation experience from their perspective for other Paterson students. They will also research current issues such as standardized testing, tuition costs, campus housing, student loan debt and future careers to develop their understanding of the college and career process. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers and prospective college students. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and compete successfully in the global economy.
Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Diagrams, charts, visuals and graphs

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
## Pacing Chart – Unit 3

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>8 weeks</th>
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<tbody>
<tr>
<td><strong>Websites</strong></td>
<td></td>
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<tr>
<td>Kiplinger.com</td>
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<tr>
<td>Studentaid.gov</td>
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<td>Finaid.org</td>
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<tr>
<td>Smallbusiness.chron.com</td>
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<tr>
<td><strong>Additional Materials</strong></td>
<td></td>
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<tr>
<td>Scholastic Journalism 10th Edition</td>
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<tr>
<td>The Newspaper Designer’s Handbook 5th Edition</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
# Career Ready Practices

<table>
<thead>
<tr>
<th>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</td>
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<table>
<thead>
<tr>
<th>CRP9. Model integrity, ethical leadership and effective management.</th>
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<tbody>
<tr>
<td>Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</td>
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<table>
<thead>
<tr>
<th>CRP10. Plan education and career paths aligned to personal goals.</th>
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<tbody>
<tr>
<td>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</td>
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<thead>
<tr>
<th>CRP11. Use technology to enhance productivity.</th>
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<tbody>
<tr>
<td>Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</td>
</tr>
</tbody>
</table>
### Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

*College Guide and Publication* has applications in Communications and Language Arts through the written, spoken and graphic means of communications needed to work with the variety of people involved in the publishing field. **Math skills** are involved when using Adobe *InDesign* where students measure pages, determine font specification and column sizes using picas and inches. In *Photoshop* students use math skills to manipulate photos, format the photos, adding special effects, resize of pictures and place graphic on a page. Using *College Board’s Net Price Calculator*, use math skills to understand the cost of attending college. They examine **sample financial aid award letters** to interpret financial aid packages and student loan indebtedness. **Fine Arts and Graphic Design** play a big role in the overall creation of the college guide and its pages, in picture layout and composition, and color selections as students follow the *Principles of Design* and *Principles of Photography*. **Economics and Marketing** play a role as they use the U.S. Department of Labor’s *Employment Occupational Outlook Handbook* to compare and contrast salary projections of careers versus cost of required education and employment outlooks of various careers, salaries by geographic region. Using *FinAid*, a student guide to financial aid, students will determine the ratio of student indebtedness to projected salary to gain an understanding of college debt and earnings. Students will apply **marketing techniques** to solicit ads for the College Guide from colleges they visit or presenters they participate in Career Day at school.
**Enrichment**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

| Seeking to build each learner’s capacity to do the following: | • Open-ended activities and projects  
• Form and build on learning communities  
• Providing pupils with experiences outside the ‘regular’ curriculum  
• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level  
• A higher quality of work than the norm for the given age group  
• The promotion of a higher level of thinking and making connections  
• The inclusion of additional subject areas and/or activities (cross-curricular)  
• Using supplementary materials in addition to the normal range of resources |
| --- | --- |
| • Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.  
• Pose questions and exhibit sincere curiosity about principles and how things work.  
• The ability to grasp concepts and make real world and cross-curricular connections.  
• Generate theories and hypotheses and pursue methods of inquiry.  
• Produce products that express insight, creativity, and excellence.  
• Possess exceptional leadership skills.  
• Evaluate vocabulary  
• Elevate Text Complexity  
• Inquiry based assignments and projects  
• Independent student options  
• Tiered/Multi-level activities  
• Purposeful Learning Center |
Methods of Assessment

Participation:
- brainstorming sessions
- critiques
- attendance at and reporting on activities involving the college process
- weekly roundtable discussions
- college trips, workshops
- registration and sitting for SAT/ACT

Performance assessments:
- Instructor’s observation of proper tool and material use
- Achievement of civic and social standards through demonstrated workplace skills
- Notebook checks
- SAT/ACT Prep assignments

Portfolio Assessment - Portfolio consists of:
- Journal responses to news articles related to college topics
- SAT/ACT Prep coursework
- feature/news stories for college guide
- completed/proofed pages and spreads as assigned
- interviews
- digital presentations on assigned topics
- digital career project to include resume, interest/personality inventory assessments, career research paper
## Grade: 12  
### Yearbook Design and Publication  
#### Unit 3: Production

### Essential Focus Questions
- How will students analyze layout to determine if it has good coverage, compare consistency from spread to spread or evaluate how they are tracking deadlines?
- Why were specific photos and design elements selected for the college guide?
- How will students solicit advertisers for the college guide?
- How does the college guide meet the requirements of The Herald News?
- How will students interpret award letters from colleges?
- How will students prepare for a college interview?
- What are the education/certification requirements for specific careers?
- What are the strategies necessary to be successful when taking the SAT/ACT?

### Outcome
- Work together to organize and manage the processes needed to produce the college guide.
- Take publishable pictures with a digital camera.
- Use different types of computer software, including desktop publishing, digital photography, word processing, and spreadsheet software.
- Use a variety of techniques to assess the success of the guide’s design.
- Uses design elements to create a layout that is visually appealing and effectively communicates ideas to the reader.
- Use various graphic elements (typography, photographs, white space, copy and elements of art) to enhance the readability and attractiveness of the layout.
- Apply computer skills and design principles to create and complete the production of college guide pages to the specification of The Herald News.
- Develop a letter to solicit ads for college guide.
- Correctly interpret award letters from colleges.
- Prepare and sit for a college interview.
- Develop and apply successful SAT/ACT strategies.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS:</strong> L.11-12.6; W.9-12.2</td>
<td>➢ Students will design aesthetically pleasing layouts, fluent copy and captions, and a consistent theme.</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(2).1</td>
<td>➢ Students will use the Adobe InDesign and Photoshop to create layout designs, and to enhance photos.</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(2).7</td>
<td>➢ Students will follow copyright laws in regard to photos from Internet and other outside sources.</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(3).1</td>
<td>➢ Students will take responsibility, assist others when needed, and represent the college guide staff in a positive way in the school community.</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(3).6</td>
<td>➢ Students will be flexible to solve problems as they arise.</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(3).7</td>
<td>➢ Students will be accountable to meet deadlines in the production of a high-quality guide that will arrive on time.</td>
</tr>
<tr>
<td><strong>CCCS:</strong> 8.1.12.A.2</td>
<td>➢ Students will write a letter to solicit a college guide advertisement.</td>
</tr>
<tr>
<td>8.1.12.D.2</td>
<td>➢ Students will continue writing articles for the college guide.</td>
</tr>
<tr>
<td>8.2.12.F.1</td>
<td><strong>Apply and practice college guide production skills necessary to prepare the guide for plant production.</strong></td>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>CCSS:</strong> W.9-12.2</td>
<td>➢ Students will work collaboratively in small group and large group settings to organize and explain why specific photos and design elements were selected for a college guide spread.</td>
</tr>
<tr>
<td>SL.11-12.1</td>
<td>➢ Students will recognize the value of consistency, goal setting and feedback in collaborative work.</td>
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<tr>
<td>SL.11-12.2-3</td>
<td>➢ Students will be able to explain how photo editing software works to enhance a photo, and when it should or should not be used.</td>
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<tr>
<td>CPL.9.4.12.C.(2).7</td>
<td>➢ Students will be able to effectively use photos and words to explain important events or to connect ideas.</td>
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<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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<tr>
<td><strong>CCSS:</strong></td>
<td>- Students will read and analyze main idea of articles concerning student financial aid.</td>
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<tr>
<td>RL.12.3</td>
<td>- Students will apply critical thinking and problem-solving techniques as they analyze award letters and determine the financial consequence of each package.</td>
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<tr>
<td>CPI.9.1.12.A.1</td>
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<tr>
<td>CPI.9.1.12.B.1</td>
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<tr>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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<tr>
<td><strong>CCSS:</strong></td>
<td>- Students will collaborate to conduct mock college admission interviews as a way to demonstrate their understanding of the interview process.</td>
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<tr>
<td>SL.11-12.1</td>
<td>- Students will use online resources to determine educational and certification requirements for their perspective career.</td>
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<tr>
<td>SL.11-12.2-3</td>
<td>- Students will develop plan to get the education and skills necessary for the career including studying and taking the SAT/ACT.</td>
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<tr>
<td>CPI.9.3.12.C.2</td>
<td>- Students will apply for scholarships to support college/career goals.</td>
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<td>CPI.9.3.12.C.3</td>
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<td>CPI.9.3.12.C.4</td>
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<tr>
<td>CPI.9.3.12.C.6</td>
<td></td>
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<tr>
<td>CPI.9.3.12.3.6</td>
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<tr>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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RESOURCES FOR UNIT # 3

https://secure.collegeincolorado.org/Financial_Aid_Planning/Financial_Aid_101/Sample_Award_Letters.aspx sample award letter
http://smallbusiness.chron.com/sell-advertising-cold-calling-24804.html - helpful tips to write ad solicitation letter
Sample solicitation letter – (see below)
College interview assignment helps:  http://www.cbsnews.com/news/can-you-answer-these-13-college-interview-questions/
YouTube video on what not to do on a college interview -  https://www.youtube.com/watch?v=xponx42eG5E by Sienna College.
Rubrics for layout, college interview project and business letter – See below
**Journalism Standards:**

- Uses design elements to create a layout that is visually appealing and effectively communicates ideas to the reader.
- Use various graphic elements (typography, photographs, white space, copy and elements of art) to enhance the readability and attractiveness of the layout.

**Objective/Task:**

- Upon completion of your second college guide story, design a layout that will contain at least one dominant image which may be a photo, infographic and pull-out quote. Use layout examples from back issues of college guides, the journalism textbook and teacher handouts. Make it informative and eye-catching.

1. Look through back issues of the college guide, other college publications, journalism textbook and choose a layout idea that appeals to you.

2. Open Adobe InDesign and create a one-page document with two columns according to the size requirements of *The Herald News*. Using your favorite layout design as a model, place your story on the page and add the other elements. Be sure to make one image dominant.

3. After adding photos and graphics, place a rule around each one and type a caption to describe what is happening in the photo. Type a headline across the columns of your story and your byline.

4. Be creative! Follow the layout design rubric.

5. When finished, have another student review it before you print it out.
Requirements:

_____/20 Each layout must contain edited text, appropriate graphics and pull-out quote

_____/5 You must have a headline and by-line on your layout

_____/2 Be sure to include a place for your folio tab (page number).

_____/3 All text must be formatted according to style sheet.

_____/5 You must have a dominant and recessive photo on each spread. A dominant is the largest photo and a recessive is the same shape as the dominant, but is considerably smaller and placed near the dominant.

___/10 Be sure your designs have visual and verbal elements that are consistent throughout. Be sure to carry the theme of the college guide with a specific motif and use of colors.

_____/40 Total Points

Tips for Success:

- Use action photos (see your handout examples and others from textbook).

- Do not trap text. If you have trapped text, it means you have a text box that is surrounded on three or more sides with graphics or photos. Text needs to go toward the outer edge.

- White space is a GOOD thing! Avoiding filling every single spot on the page with text or photos. Use white space to draw attention to something you’d like your reader to pay attention to.
SAMPLE ACTIVITIES/LESSON STARTERS

Lesson to write an advertisement solicitation letter

At the end of this lesson, students will identify potential advertisers and write a letter requesting an ad for the college guide.

1) As a class read and discussion the six steps to getting an advertisement as outlined on the web page: [http://smallbusiness.chron.com/sell-advertising-cold-calling-24804.html](http://smallbusiness.chron.com/sell-advertising-cold-calling-24804.html)
2) Brainstorm ideas as to who the students can approach for ads and list on the board.
3) Then, ask class to list reasons why advertisers should choose the college guide. For example, its readership includes all Paterson Public School students from grades 6-12, guidance counselors, parents.
4) Distribute and read sample solicitation letter and discuss.
5) Have students work in pairs to draft letters to potential advertisers on the list (See letter rubric).
6) Students will read their letters in a roundtable discussion. Choose a strong writer to consolidate the best of each into one letter and then present to the class for approval.
7) Students will send letter to prospective advertisers.
Date ______________

Dear ____________________________

On Saturday, August 15, 2009 the J.P. Laurel Sr. High School Alumni Association of North America will host its 3rd Biennial Reunion at The Orleans Hotel & Casino in Las Vegas, Nevada, U.S.A. We expect 200 people from throughout the world to attend. Each participant receives a professionally printed Reunion Souvenir Book that includes the Event Program, class pictures from 1969 to present, past and present school and class activities & events, resource information about alumni domicile & e-mail addresses, contact & fax numbers, group websites, various programs and outreach efforts such as H.E.L.P. (Help Educate Laurelian Pupils) Outreach Program for Year 2010 of the Association as well as the complete reunion event schedule and details of events.

Advertising space is made available in the program book to help cover convention costs and to raise funds to support the outreach programs and activities of the J.P. Laurel Sr. High School Alumni Association. Approximately one-third of the operating budget for the H.E.L.P. Outreach Program Year 2010 will be generated from the sale of ads in the Reunion Souvenir Book. In addition, other in-kind and cash donations will be added to supplement on-going education and medical assistance to needy pupils of the school. We appreciate your support in this effort.

The following ad sizes are available: 1/8 page = $20; ¼ page = $50; ½ page = $100; full page = $200 and full back page $300 (first come first serve and only one).

All ads are printed on white pages. For those who attend the reunion, they are an excellent resource to patronize pro-education and professionals that support the Association’s efforts. Attached is a copy of our reunion flyer and event program.

Hopefully, as an advertiser in the 2009 “3rd Biennial GRAND REUNION of J.P. Laurel Sr. High School Alumni Association” program, you will become more aware of the many members of our world’s communities who support pro-education efforts. Together we can build a stronger world that reflects a culture of charity through education in which we live, work, and play!

We will plan to give you a call in a week or so to follow-up and provide any assistance you might need in placing your ad. Please complete the enclosed advertising agreement and return it along with your camera-ready artwork or send a digital file of your artwork to either to me or directly to Nestor Tizon at nestzon@cox.net or send a disk with this letter directly to J.P. Laurel Sr. High School Alumni Association c/o Nestor Tizon, 2317 Chapman Hill Dr., Las Vegas, NV 89128.

If you need assistance with artwork or have other questions, please feel free to call myself at 213-400-1809, Nes Tizon at 702-635-4566 or Ed Isip at 818-342-3391. All ads must be received by September 5, 2009. Thank you in advance for your support and generosity!
Award Letter Lesson

Students learn how to read the award letters from their colleges which accepted them for admissions. The lesson will take about two-three days to complete.

The objective is to:

- Identify the financial aid that requires repayment plans.
- Identify the financial aid that does not have to be repaid.
- Determine the cost of college attendance.
- Decide details of a college financial award.
- Develop a financial plan for four years and estimate repayment after graduation.


- Instruct each student to go to their own computer and go to this website. Model this exercise on the SmartBoard. As you open this award letter, click on each element and discuss the explanation. Ask them to follow along.
- After going through the entire letter, instruct students to answer the following questions. (Total/100)
  1) How much does it cost to attend this college for one year? __/10
  2) How much is the family expected to contribute out of their own resources? __/10
  3) What is the total amount of grants which do not need to be repaid? __/10
  4) What is the total amount of loans? __/10
  5) Go to [www.studentaid.gov](http://www.studentaid.gov) and determine the interest rates of federal loans, which the college awarded the student and parent. Write down the percentage for each. Note that one of the loans is subsidized which means the government pays the interest and the student is responsible for the principal. __/10
  6) Then, determine how much money the student and parent must borrow EACH COLLEGE YEAR to estimate the debt at graduation __/10
  7) Finally, go to [http://www.finaid.org/calculators/loanpayments.phtml](http://www.finaid.org/calculators/loanpayments.phtml) and use the sample award letter to determine the monthly loan repayment costs after graduation. For this assignment, use four years of college attendance as a guide. Write down the monthly repayment figure. __/10
  8) **Seniors** – Now that you have learned how to read an award letter, take each of your award letters and do the same exercise. Use the online calculator to determine how much it will cost to attend the college. Decide which college gives you the best award package.
  **Juniors** – Pretend you are a financial adviser to the student receiving the sample award letter. Explain in writing why or why not the sample college is giving the student an ample amount of money to cover the cost of attendance. The letter says it covers everything, but does it really? Explain to the student how much her debt will be upon graduation? Should she consider other colleges? If she does, what must she look for? In essence, summarize what you have learned about reading award letters. __/30
In this lesson, students will learn how to prepare for a college admissions interview. They will understand the do’s and don’ts, what to expect, questions to anticipate and questions to ask. After viewing good and bad interviews, they will complete a mock interview with a peer. Each student will take turns assuming the role of both student and admissions counselor. This may take five days, including reflection and round-up discussion.

- Show the YouTube video produced by Siena College - [https://www.youtube.com/watch?v=xponx42eG5E](https://www.youtube.com/watch?v=xponx42eG5E)
  - Discuss the proper and improper behaviors exhibited by the students
  - Ask students to work with a partner and pick two questions that they would find most difficult to answer. Ask them to write a response to each and share with class at end of period.

- Working in pairs, students will prepare for their mock interview. They must have completed their college essay. Each student will prepare for one of the colleges they wish to attend by researching the program they applied to, developing questions to ask and questions they may be asked. The partner will then research information on that college for background and write questions to ask the interviewee.

- Have students do the same preparation exercise in reverse, preparing for a different college scenario. Give handout on interview tips and instructions on how to conduct a college interview. (See below)

- On the day(s) of the mock interview, students are to dress appropriately, making the situation as realistic as possible. Sit students in pairs throughout the room so they won’t disturb one another (two desks facing each other)

- Give students the rubrics to score one another during and after the interview

- Have them complete the rubrics and discuss the assessment with their partner (75 points)

- Finally, ask them to write a reflection of what they learned from the project and share in a roundtable discussion (25 pts)

Total points for project: 100 points
Interview Tips

- Dress appropriately, ask for the admission counselor’s business card, send a thank-you note, etc.
- Bring
- Convey strong knowledge of self. Articulate their strengths, experience, and goals.
- Research the college’s mission, strengths in area you wish to study, cost, reputation
- Don’t use vague labels. Don’t say, “I’m a perfectionist” or “I’m a people-person.” Instead, interviewees should focus on specific examples and anecdotes that highlight their skills and make them stand out from other applicants.
- For questions about weaknesses: If asked, “What are your weaknesses?” be honest, but put a positive spin on the response. For example: Don’t say, “I’m always late.” Say, “I tend to take on a lot of projects at once and sometimes I have trouble balancing everything. I started using a planner to help me stay organized and on time, and it has been working really well to help me with time management.”
- For questions about strengths: If asked, “What is your greatest accomplishment?” be honest and don’t worry about sounding arrogant. A lot of people have trouble with talking about their strengths. Don’t dilute your response to be humble and don’t start with a shaky, “Well… I think my greatest strength might be…” If worried about sounding arrogant, remember that actual arrogant people probably wouldn’t bother to be worried. Be yourself! If you are trying to say what you think the admissions officers wants to hear, you will probably be wrong! Focus on presenting your best self.
How to Conduct a Mock College Admissions Interview

Step 1: Greet the Admissions Counselor/Student
Get to know the student. Learn the type of career or industry, and whether or not the student has anything specific that s/he would like for you to cover.

Step 2: Choose Interview Questions
Choose the appropriate questions that help you learn more about the student/college that is not available from other sources.

Step 3: Conduct the Mock Interview
As the interviewer:
Get into character. Be engaging but somewhat straight-faced. Avoiding saying “Wonderful!” or “How interesting!”
Simulate a defined beginning of the actual interview. Leave the room and enter as the mock counselor.
Greet the interviewee. Shake hands, and ask for a copy of the student’s essay. Start with, “Tell me about yourself.”
Ask your questions. Take notes. Whenever possible, try to keep the interview flowing like a conversation. Feel free to ask follow-up questions about a response given by your interviewee.
At the end of the interview, ask the interviewee, “Do you have any questions for me [the college admissions officer]?” You may not know the answers, but this will give the student a chance to think about what to ask. Stay in character and let the student know that the answers would be discussed in a real interview but that you will simply need to move on.
Conclude the interview. Thank the interviewee for his time and let him know that you will be contacting him regarding the next steps of the interview process.

As the interviewee:
Take detailed notes. Notes will help you to provide detailed feedback. Look for strengths as well as areas for improvement. Pay attention to both content and delivery.
When asked, “Tell me about yourself,” focus on autobiographical details that give the interviewer a sense of who you are and that also suggest your suitability for the college.
Be prepared to give examples to support your answers to questions.
Remember The STAR method (Situation, Task, Action, and Result) can help students structure concise, effective responses. Students have a tendency to talk too much about the situation and omit the result. Instead, the student should touch briefly on all four areas.

After the exercise:
Step 4: Discuss
What went well? What were your rubric scores? What needs improvement? Go over your notes together and complete your rubrics (each worth 25 pts/Total 75 pts.) Practice. After discussing how the mock interview went, pose troublesome questions to each other again so that you can practice new techniques. Don’t memorize answers to sample questions. It is better to prepare by thinking in terms of themes that you will highlight in the interview: Background, Skills & Abilities, Examples, etc.
Discuss how the student can prepare for the real interview.
### Admission Screening Rubric

**Candidate:**
**Date:**

**Assessor:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Application Packet Rank</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>GPA at time of application:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.500 - 4.000</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3.000 - 3.490</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2.600 - 2.990</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Interview Scale</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Written Essay Scale</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Comments/Evidence**

_____ Admission Recommended
_____ Admission Recommended with Advisement
_____ Admission Recommended with Growth Plan in __Writing or Interview (circle one__

_____ Admission Not Recommended
## Interview Rubric

**Candidate:**

**Assessor:**

**Date:**

### Rating Scale:
- 4 = Outstanding
- 3 = Good
- 2 = Fair
- 1 = Poor/Not Yet
- 0 = No Evidence

* Remediation Recommended

** Total Points of 0 – 12 requires remediation

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatically correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal expressiveness/intensity/enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency of speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Thought Processes

- Critical thinking
- Flexibility
- Thinks on feet
- Makes and supports decisions
- Potential for growth
- Intellectual curiosity

### Leadership Potential

- Self-direction
- Initiative
- Enthusiasm
- Alertness
- Self-assurance
- Responsibility

### Human Interaction

- Supportiveness
- Respectful
- Concern for others
- Rapport
- Warmth
- Sensitivity to diversity
- Commitment

### Overall Impression

**Total Points**

<p>| Comments/Evidence |   |   |   |   |
|                   |   |   |   |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Mechanics of Writing** | Writer demonstrated mastery with mechanics of writing: spelling, grammar, punctuation, and capitalization. | Minor improvement is needed with:  
   ___ spelling  
   ___ grammar  
   ___ punctuation  
   ___ capitalization | Some improvement is needed with:  
   ___ spelling  
   ___ grammar  
   ___ punctuation  
   ___ capitalization | Much improvement is needed with:  
   ___ spelling  
   ___ grammar  
   ___ punctuation  
   ___ capitalization | 1     |
| **Sentence Structure** | Writer demonstrated mastery with sentence fluency and use of transitional words and phrases throughout the writing. | Minor improvement is needed with:  
   ___ sentence fluency  
   ___ transitional words & phrases | Some improvement is needed with:  
   ___ sentence fluency  
   ___ transitional words & phrases | Much improvement is needed with:  
   ___ sentence fluency  
   ___ transitional words & phrases | 1     |
| **Development of Ideas** | Writer demonstrated mastery with development of ideas: prompt was properly addressed, critical thought was present, writing was coherent, & specific examples were used. | Minor improvement is needed with:  
   ___ addressing the prompt  
   ___ critical thought  
   ___ coherent writing  
   ___ ideas supported with specific examples | Some improvement is needed with:  
   ___ addressing the prompt  
   ___ critical thought  
   ___ coherent writing  
   ___ ideas supported with specific examples | Much improvement is needed with:  
   ___ addressing the prompt  
   ___ critical thought  
   ___ coherent writing  
   ___ ideas supported with specific examples | 1     |

**Total Score:**

**A score of 8 or lower requires remediation.**

(Please use the back of the page if more room is needed.)
# BUSINESS LETTER RUBRIC

## Rubric for Ad Solicitation Letter

<table>
<thead>
<tr>
<th>Criteria</th>
<th>weight</th>
<th>4 – Exemplary</th>
<th>3 – Accomplished</th>
<th>2 – Developing</th>
<th>1 – Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>25%</td>
<td>□ Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</td>
<td>□ Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</td>
<td>□ Some noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</td>
<td>□ Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>25%</td>
<td>□ Letter clearly states the purpose</td>
<td>□ Letter clearly states the purpose</td>
<td>□ Purpose of letter is unclear</td>
<td>□ Purpose of letter is unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Appropriate explanations or facts used to support the main idea</td>
<td>□ Some explanations or facts need to be used to support the main idea</td>
<td>□ Main idea is not supported by explanations or facts</td>
<td>□ Main idea is not supported by explanations or facts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Easy to follow</td>
<td>□ Somewhat hard to follow</td>
<td>□ Hard to follow</td>
<td>□ Hard to follow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Tone is appropriate for intended audience</td>
<td>□ Tone is generally appropriate for intended audience</td>
<td>□ Tone is too formal or too informal for intended audience</td>
<td>□ Tone is inappropriate for intended audience</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>25%</td>
<td>□ Typed, using correct spacing, font, and format</td>
<td>□ Letter typed with few problems in spacing, font, or format</td>
<td>□ Letter typed with frequent problems in spacing, font, or format</td>
<td>□ Letter not typed; wrong format used and hard to read</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>25%</td>
<td>□ Accurate use of punctuation and grammar</td>
<td>□ One or two mistakes in punctuation or grammar</td>
<td>□ More than two mistakes in punctuation or grammar</td>
<td>□ Incorrect use throughout the letter of punctuation or grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ No spelling errors</td>
<td>□ One or two spelling errors</td>
<td>□ More than two spelling errors</td>
<td>□ Frequent spelling errors distract from letter</td>
</tr>
</tbody>
</table>

**Final Score** __________/25
<table>
<thead>
<tr>
<th><strong>General Layout Rubric</strong></th>
<th><strong>Accomplished 4</strong></th>
<th><strong>Skilled 3</strong></th>
<th><strong>Developing 2</strong></th>
<th><strong>Needs Improvement 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly formatted folio (as instructed by teacher)</td>
<td>All items correctly implemented and formatted</td>
<td>Missing one element</td>
<td>Two errors or elements missing</td>
<td>Several errors in formatting</td>
</tr>
<tr>
<td>Dominant image used in the layout; other photos used in text to support story.</td>
<td>Effectively places dominant action photo in top story package; uses rule of thirds</td>
<td>Places dominant photo in top story package. Dev. action</td>
<td>Includes Dominant photo, but not in top story package or not strong action</td>
<td>Does not include a dominant photo; visuals compete for dominance</td>
</tr>
<tr>
<td>All photos framed</td>
<td>Uses 1-pt rule lines to accurately frame all photos as needed</td>
<td>Includes frames but deviates from format or alignment</td>
<td>Uses 1-pt rule to line/frame some items; lacks consistency</td>
<td>Does not frame all photos</td>
</tr>
<tr>
<td>Headlines</td>
<td>Effectively uses various headline styles while following correct format</td>
<td>Correctly formats headlines with minor errors but may not vary pt. size/style</td>
<td>Includes headlines that contain several errors in format</td>
<td>Does not follow correct format for writing headlines</td>
</tr>
<tr>
<td>Formatted Text</td>
<td>Incorporates all text for all items and correctly formats</td>
<td>Incorporates all text with minimal format errors</td>
<td>Several errors in text format</td>
<td>Serious errors in format; may jump text</td>
</tr>
<tr>
<td>Column Width</td>
<td>Effectively divided into 3-5 columns;</td>
<td>Minimal errors in column width or text in story packages</td>
<td>Errors with leading, columns,</td>
<td>Several errors with story not being divided into 3-5 columns</td>
</tr>
<tr>
<td>Well-balanced Modular Layout (Uses rectangles effectively)</td>
<td>Story packages include all necessary items and align at all sides; design well-balanced</td>
<td>Contain all necessary items but have minimal errors in alignment; design a bit awkward</td>
<td>Story packages contain most necessary elements but have significant errors with alignment or design</td>
<td>Story packages lack necessary items and have significant errors in alignment and design</td>
</tr>
<tr>
<td>Picas</td>
<td>Picas are effectively used between all elements on page</td>
<td>Picas correctly used between most elements on page</td>
<td>Picas are sometimes used to separate elements on page</td>
<td>Picas not used consistently to separate items on page</td>
</tr>
</tbody>
</table>

\[ \text{Name}\text{\underline{\space}}\text{\underline{\space}}\text{\underline{\space}}\text{\underline{\space}} \]

\[
\frac{\text{\underline{\space}}}{4} = \underline{\text{}\space}\]

**Paterson Public Schools**