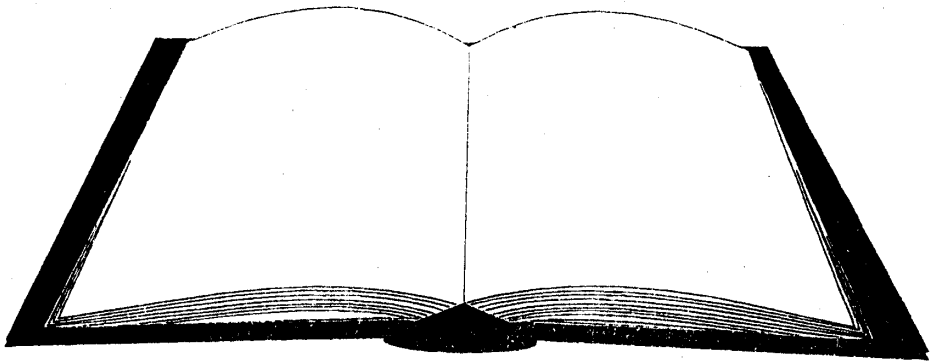


Student Authors Program

Writers



Spanning Time and Space

**High Desert Area
Young Authors' Conference
Coordinator's Handbook**

**Sponsoring District
Victor Valley Union High School District**

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**YOUNG AUTHORS INFORMATION
FOR ADMINISTRATORS AND TEACHERS**

The Following Pages Contain
High Desert Area
Young Author's Conference
Coordinator's Handbook

Harper's printing has permission to share this information with all schools in the U.S.A. Schools receiving this information may make any changes to suit their individual requirements.

Any questions pertaining to this booklet please call:

1-877-882-9912

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School Coordinators Responsibilities

- Duplicate materials for teachers.
- Meet with teachers to explain process for Student Authors Program.
- Enlist the help of parent groups to assist with expenses (book binding, copies, etc.) and to act as volunteers (proofreaders, judges, writing activity assistants).
- Remind teachers of the time line throughout the year.
- Collect all authors' books and money from the teachers.
- Prepare School Inventory List and double check everything before turning them in to Harper's.
- Make sure inventory and money match \$_____ per copy this year.
- Prepare one check for your school's entire binding order made payable to Harper's.
- Personally make arrangements for delivering books and check to Harper's on or before the turn in date.
- Make arrangements for the pick up of bound books on due date.
- Evaluate the activities and prepare the handbook for next year's school.
- Take pride in your enormous contribution to your students and to the art and skill of writing.

Teacher's Responsibilities

1. Attend meeting with school coordinator.
2. Become familiar with guidelines pertaining to Student Author's Program.
3. Encourage participation among students.
4. Teachers should develop class anthologies or collections and encourage individual student work.
5. Observe time line responsibilities.
6. Send letters to parents offering them the opportunity to purchase extra copies of books. Binding costs are \$_____ this year.
7. Order and handle book payments.
8. Prepare Class Inventory List and double check everything.
9. Deliver your class books to your school coordinator on time.
10. Contact your school coordinator if you have any suggestions or questions.

Guidelines

Make and pay for as many copies of each entry as you wish to have printed.

1. Each book must be original student work from the current school year.
2. The book, including illustrations, should be of sufficient length to merit binding. We suggest a minimum of ten pages (kindergarten).
3. All copies should be clear. They should be typed, computer printed at "highest quality," or neatly written in black ink.
4. Write on one side of the page only.
5. Illustrations should be black-lined and clean. One master copy should be made and kept to make additional copies, if needed. Individually color copies with colored pencil not crayons.
6. **The first page must have the title and author's name as it will appear on the cover.**
7. Neatness and the most accurate mechanics and conventions of language are essential.
8. Pages must be 8½ x 11 inches.
9. Leave a two-inch margin on the left side of the book so that binding does not cut off words or illustrations.
10. Leave a one-inch margin at top, right, and bottom.
11. Number all pages consecutively.
12. Do not use staples, paper clips or brads to secure the pages, please.
13. Place a blank white sheet at the beginning and end of each copy.
14. Use a piece of colored paper between individual copies.
15. Three copies of each class inventory list must accompany all of the class entries.
16. Remember, the printer does not copy the books; he only binds them. You must make all copies that you wish to have bound.
17. The teach and/or school coordinator must notify the authors and their parents that they have the option of purchasing additional books at \$ _____ per copy.

The Writing Process

Pre-writing

Motivate students. Use story starters, clustering, webbing, talking murals and oral language planning. Keep student writing in a portfolio throughout the year.

Rough Draft

Encourage writing fluency without too much emphasis on "correctness."

Revising and Rewriting

Use self and peer review techniques. Encourage making changes and improvements in the original draft. Students add details, dialogue and more vivid language. This version may be better organized than the first draft.

Editing

Correct for errors in grammar, punctuation, spelling and the other conventions of the language.

Final Draft

The final draft should be typed, word processed, or neatly written. This black-illustrated copy must follow the Galley Sheet Format on the following page and should be kept on file at the school.

Illustrations

Be sure to maintain the margins. Go over pencil in black ink and carefully erase all stray marks. Do not color illustrations until all copies have been made. The illustrations may be done by another student, and should be given credit on the title page. Warning: The binding process melts crayon drawings.

Types of Writing

All types of student writing are appropriate.

Poetry collection: romances, limericks, lyric, epic, ballad, haiku

Drama

Fiction: short story, novel, legends, myths, fairy tales

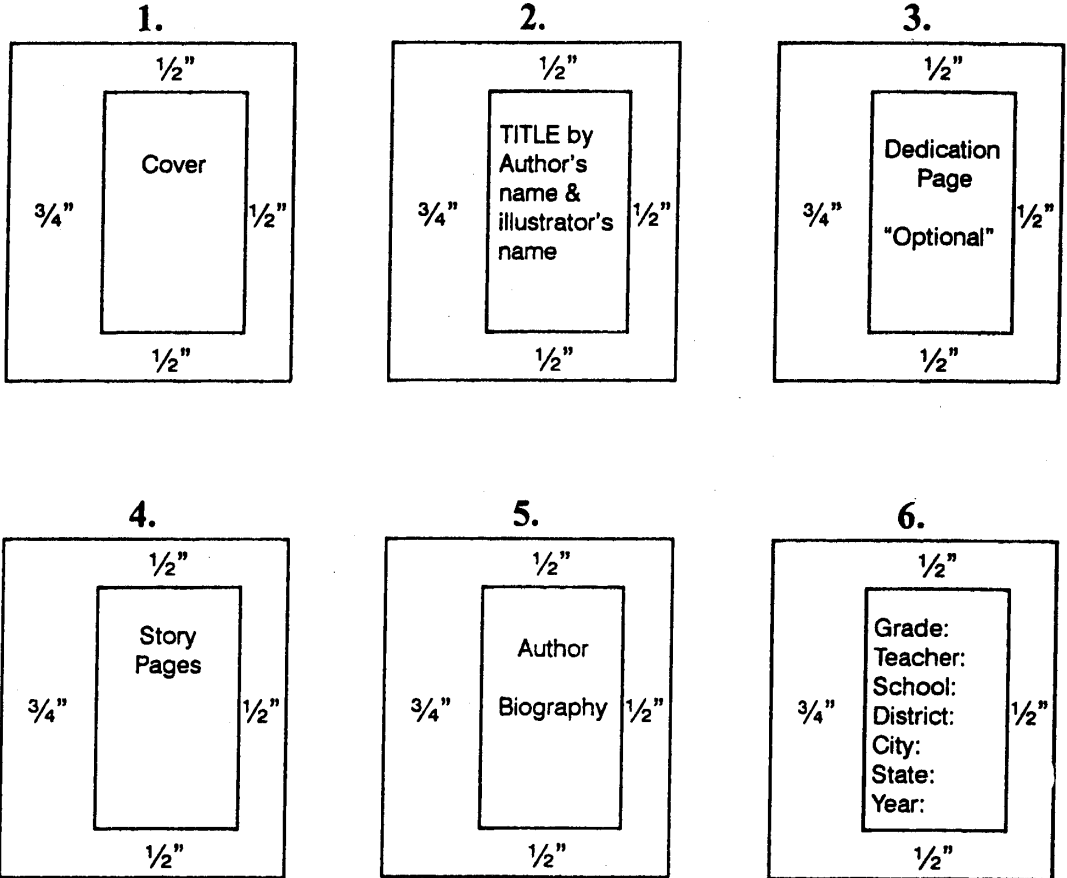
Non-fiction: biographies, essays, personal narratives.

Class collections and anthologies are encouraged. The teacher's name will appear on the cover.

GALLEY SHEET FORMAT

Be sure to put a blank page at the front and one at the end of each book.

ORDER:



Don't forget to number all of the pages at the bottom & follow the margin guidelines!!

Parent Letter - English

Dear Parent,

Your child has embarked on an exciting journey. The destination is better writing. The route consists of step-by-step activities known as the Writing Process.

Because the writing process has many steps, you may be seeing one piece of writing in several stages or development.

1. Prewriting: students make lists, discuss pictures, and so on. Then they choose a topic.
2. First Draft: students get their ideas down on paper.
3. Revising: students discuss their work and make changes.
4. Editing: students look for spelling, punctuation, and capitalization errors.
5. Final copy: students make a clean, correct copy and share it.

What part do you as a parent play in this process? Your child needs your encouragement to participate fully in every step of this journey, from the unformed first draft to the corrected final copy. Don't allow your child to short-circuit the process. Don't expect spelling corrections on a first draft or neatness on a revision. Following the steps in the writing process always results in improved writing — and, almost always, in a very satisfying journey. We hope you will share in this journey with your child.

Sincerely,

Estimados Padres de Familia,

Su niño o niña se ha embarcado en un viaje emocionante. El destino es escribir mejor. La ruta consiste en llevar a cabo, paso a paso, unas actividades conocidas como el proceso de escribir.

Es posible que usted vea un mismo trabajo escrito en varias etapas de desarrollo, ya que el proceso de escribir tiene muchos pasos.

1. Antes de escribir: los estudiantes componen listas, hablan sobre ilustraciones y demás. Luego escogen un tema.
2. El primer borrador: los estudiantes escriben sus ideas.
3. La revisión: los estudiantes hablan sobre sus trabajos y hacen cambios.
4. La corrección: los estudiantes buscan errores de ortografía, puntuación, y el uso de las letras mayúsculas.
5. La copia final: los estudiantes hacen una copia final en limpio.

Como padre, ¿qué papel tiene usted en este viaje? Su niño o niña necesita de su estímulo para participar plenamente en cada paso de este viaje, desde el primer borrador, sin formar aun, hasta la copia final corregida. No espere la corrección de la ortografía en el primer borrador, o un trabajo limpio en una revisión. Seguir los pasos del proceso de escribir siempre resulta en una redacción mejordada, y casi siempre en un viaje de mayores satisfacciones. Esperamos que usted participe en este viaje con su niño o niña.

Atentamente,

JUDGING SHEET

Book Title: _____ Author _____
Grade _____ Teacher _____

Creativity

Judge #1

Judge #2

- 5 interesting, terrific ideas, original
- 4 slightly less interesting, still original
- 3 average, could stand some improvement
- 2 needs work to make interesting or original
- 1 not original or interesting

Craft

- 5 excellent organization, many details
- 4 good organization, needs some details, better choice of words
- 3 some organization problems, details missing or non-interesting word choices
- 2 major organization problems, vital details missing, poor word choices
- 1 no organization or form whatsoever

Mechanics

- 5 excellent grammar and punctuation, no errors, follows galley sheet guidelines
- 4 only one or two mechanical errors
- 3 needs some fix-up work
- 2 grave errors or messy appearance
- 1 illegible or unreadable

TOTAL

JUDGE 1 AND JUDGE 2 TOTAL

JUDGING SHEET

Book Title: _____ Author _____
Grade _____ Teacher _____

Creativity Judge #1 Judge #2

5 interesting, terrific ideas, original
4 slightly less interesting, still original
3 average, could stand some improvement
2 needs work to make interesting or original
1 not original or interesting _____

Organization

5 excellent organization (i.e. story sequence), many details
4 good organization, needs some details, better choice of words
3 some organization problems, details missing or non-interesting word choices
2 major organization problems, vital details missing, poor word choices
1 no organization or form whatsoever _____

Mechanics

5 excellent grammar and punctuation, no errors, follows galley sheet guidelines
4 only one or two mechanical errors
3 needs some fix-up work
2 grave errors or messy appearance
1 illegible or unreadable _____

Illustrations

5 proportionate, neat, adds to or fits text, imaginative, original
4 slightly less imaginative, original, neat, etc.
3 average, could stand some improvement
2 needs work to make interesting, original
1 not original or interesting _____

TOTAL _____

TOTAL POINTS _____ AVERAGE _____

INVITATION LETTER - SAMPLE

Dear Parent or Guardian,

Your child has recently participated in a writing program designed to develop his/her writing skills. To encourage them to participate and enhance the child's self esteem we are offering hard cover books with personalized gold foil stamping on the front cover to bind their stories in.

If you wish to purchase any bound copies, please return the lower portion of this letter no later than _____. Please include \$ _____ for each book you wish to purchase. **This price is for Binding and Foil Stamping ONLY.** Copy service is available at an additional charge listed below.

Additional Copies of INSIDE pages

8½" x 11"

| | |
|----------------|------------------|
| 20# White Bond | \$.04 per page* |
| 60# White Bond | \$.05 per page* |
| 60# Acid Free | \$.05 per page* |

Canon Color Laser Copies

8½" x 11"

8½" x 11" Copies/Inserts on
Acid Free paper \$.50 per page*

*Tax Where Applicable

Sincerely,

I would like to purchase _____ bound copies of _____
(Child's Name)

book. I have enclosed \$ _____

Parent's Signature

NOTE: This letter is usually printed on school letterhead. Changes should be made to accommodate your school needs.

SCHOOL INVENTORY LIST

A complete list must accompany your School's set of writing entries.

Total number of inventory pages _____
 (Make additional copies as needed). Please list both authors' names if
 coauthored. DO NOT list the illustrator's name:

School Coordinator _____ Phone _____
 Teacher _____ Phone _____
 School _____ Phone _____

| Please use only ONE (1) space for each title or description | | | | | | Sponsor School use only | |
|---|-----------------------------|----------------|----------------------------|---------|-------|----------------------------|--|
| Book Title | Author/Class Group Title | Grade Level | # of copies to be bound | Teacher | ret'd | rec'd | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |

Please number each inventory page: PAGE _____ TOTAL: _____

School Coordinators: Turn in three copies of this inventory with your books and total payment.

| Book Title | Author/Class Group Title | Grade Level | # of copies to be bound | Teacher | ret'd | rec'd |
|------------|--------------------------|-------------|-------------------------|---------|-------|-------|
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |

Please number each inventory page: PAGE _____

TOTAL:

| |
|--|
| |
|--|

Inventory List of Student WHO WILL Receive Books

School _____ Coordinator _____

| STUDENT'S NAME | SCHOOL | TEACHER | |
|----------------|--------|---------|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

Turn this in to your school coordinator.

