

- sidebar — A smaller story contained within a larger story. Usually boxed off with some type of frame.
- spread — Two facing pages in a publication.
- white space — The areas of the page without any text or graphics. Used as an element of design.
- widow — A single word or short line that is at the end of the paragraph. Should be edited out if it falls at the top or bottom of a page.

Concepts Reinforced

- Problem solving skills
- Writing skills
- Design skills
- Photographic skills

Equipment/Supplies

- Blank layout sheets or blank paper
- Glue
- Photographs
- Black Construction Paper (for picture areas)
- Darkroom facilities and photographic materials

Other possible equipment/supplies

- Computer
- Appropriate Software Programs
 - Word Processing (Microsoft Word®, PFS: Professional Write®, etc.)
 - Desktop Publishing (Aldus PageMaker®, PFS: First Publisher®, etc.)

Procedure

For this assignment, you and your partner(s) will be assembling a brochure to advertise the Communication Graphics program offered by the Arlington Independent School District. At the end of this six weeks, brochures from all four high schools will be judged by an independent jury to select the best design, the best copy and the best photographs to be printed in the brochure.

The following stipulations must be met in the design of the brochure:

- The format for the brochure will be an 8 1/2 x 11 or 8 1/2 x 14 inch page.
- The paper can be printed on both sides.
- Students should submit both a flat copy of the brochure as well as a folded example (if applicable).
- At least four picture blocks (one for each school) should be included.
- Each student should submit one 8x10 print (unmounted) for judging.
- The print could be a photograph of some type of Communication Graphic product.

1. The first step in the production of a brochure is learning some of the basic principles of persuasive writing, page layout and design, and possibly use of the computer and software programs. Students should examine other brochures or advertisements to study ways to sell or market a service or product. In addition, students should acquaint themselves with the vocabulary words listed above. The students should find examples of well-written ads from newspapers or magazines or examples of brochures as reference materials.

2. Once the student has some basic skills in these areas, the next step is to define the purpose of the brochure. Who is the audience going to be and what type of information would they be interested in seeing?
3. Students should brainstorm for selling points to be included in the brochure. Why should a student take the class?
4. The copy, photographic assignments (either as illustrations for stories or as independent images,) graphics and illustrations should be assigned to members of the group. In addition, students should begin designing a rough layout for the brochure. The students should look for other brochures whose design they like, not to copy, but to give the group ideas on what they might do.
5. The rough layout should include a design for the cover, the basic column format for the brochure and approximate spacing for copy, headlines, photographs, illustrations and captions (where applicable).
6. Once the copy has been written and typed out (or into a computer) the pages should be formally layed out, with copy placed in its proper positions on the page. Photographs, headlines, illustrations and captions should also be placed into their correct areas on the layout.
7. After producing a final print-out of the newsletter, or if no computer is available, after typing out the stories and pasting them down, the students should paste down any graphics (photos or illustrations) that they plan to use.

Support Materials

1. Parker, Roger C. *The Makeover Book*. Chapel Hill, N.C.: Ventana Press, 1989.
2. Shushan, Ronnie, and Wright, Don. *Desktop Publishing By Design*. Redmond, WA: Microsoft Press, 1989.
3. Magazines, newspapers, other organizational newsletters.