

DEVELOP A PORTFOLIO

Organization Brochure

Overview

GOAL: Develop a tri-fold brochure to be used as a promotional piece for a business organization to which you belong or would like to join.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create brochures (single or multiple pages). G8	CA4, 2.1	Create a tri-fold brochure (front and back) as a promotional piece for an organization to which you belong or one you would like to join. Future Leaders of America or Phi Beta Lambda, if you plan to attend college, would be good choices. If Phi Beta Lambda is used, you may want to invite someone from a university (the adviser, officers, and/or members) to come speak to your class. Or you may wish to visit your local university to interview the officers. The measurement for the brochures will be 8 ½ x 11 in landscape orientation. Decide the layout for the tri-fold brochure and determine what will appear on each panel. Use columns, appropriate margins, and guttering for effective width and layout. Adjust the paragraph attributes, tabs, and indentations considering the width of	Use the <i>Organizational Brochure</i> assessment to evaluate the tri-fold brochure (front and back). Evaluate the brochure for effective use of margins, guttering, columns, text, text objects and associated features, headlines, captions, paragraph attributes, tabs, and indents. Evaluate the appropriateness and appropriate use of graphics and images in the brochure, the accuracy of the brochure, placement of folds on the printed copy, and file management.
Manage electronic files. A9	CA3, 1.8		
Set margins. B1	CA1, 2.1		
Create columns. B2	CA1, 2.1		
Set guttering. B3	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames). C3	CA1, 2.1		
Adjust paragraphs attributes. C4	CA1, 2.1		
Apply tabs and indents in text blocks. C5	CA1, 2.1		
Compose headlines and captions. C7	CA1, 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Format document for selected printer. F3	CA5, 2.1	each panel and/or layout and the text objects. Compose headlines and captions, use appropriate graphics, and use images and emblems of the organization for emphasis. Format the document to be printed front and back on the selected printer. Proofread and correct all errors in the brochure, then print. Practice good file management.	
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Zinna Bland; adapted and used with her permission.

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Teaching Points

Overview

Brochures are used to present promotional information that can create interest in organizations, institutions, and businesses. This assignment will allow students to create a tri-fold brochure (using an accordion fold) about a business organization in which they belong or one they would like to join.

Content Review

Review and/or demonstrate the following as needed:

1. Desktop publishing layout and design
2. Tri-fold brochure development
3. Tabs and indentations on brochures
4. Using text objects, headlines, and captions
5. Using and manipulating graphics and logos
6. Adjusting for grab area of the printer

Activity Preparation

Have students collect brochures for review and discussion or have a portfolio of examples for students to review and discuss.

Brainstorm with students the information to be included on each panel of a tri-fold brochure (front and back).

Discuss and demonstrate the use of columns, guttering, and margins in the layout and design for paragraph attributes, tabs, and indentations. Newspapers are also good examples for many of these concepts.

Provide a list of business organizations to be researched on the Internet or have students search the Internet for business organizations. Locate information on the goals, objectives, and activities of the organization for the brochure. Future Business Leaders of America, Phi Beta Lambda, American Institute of Certified Public Accountants, etc.

Discuss the use of headlines and captions, graphics, images, and logos to express and summarize information.

Discuss and demonstrate printer options for printing a tri-fold brochure (front and back).

Review methods of proofreading.

Review file management procedures.

Practice various types of folds, especially the accordion fold.

Resources

Supplies needed for the activity:

Computer

Desktop publishing software or advanced features of a word processing package

Internet connection

Paper

Printer (preferably color, duplex capabilities)

Listing of professional organizations

Websites (and/or key words to use for search):

<http://www4.district125.k12.il.us/Faculty/mfinlay/DTP/Proj/brochure.html>

Steps involved in making a tri-fold brochure, an assignment

<http://www.computorcompanion.com/LPMArticle.asp?ID=143>

Steps on how to create a tri-fold brochure using Word

<http://www.valdosta.edu/~jlcampbe/3020-5.html>

Article on “how to” with information on purpose, audience, etc.

<http://www.desktoppublishing.com/open.html>

A site with many informative links for desktop publishing

<http://desktoppub.about.com/?once=true&>

Article on Desktop Publishing

Key words: *tri-fold brochure, desktop publishing*

Books, articles, and other resources:

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Obtain books, videos, and other materials from Resources@MCCE
<http://www.resources.mcce.org>.

Design Principles for Desktop Publishers

Lichty, Tom

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

Desktop Publishing: Getting the Message Out

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.

Cleland, Jane K.

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

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Assignment

Activity Preparation and Assignment

In this assignment you will collect information about a professional organization to which you belong or one you would like to join and create a tri-fold brochure.

Use the following guidelines to create your brochure:

1. Research a professional business organization to which you belong or one you would like to join and gather information to use in a promotional brochure (goals, objectives, events, etc.).
2. Collect images, logos, graphics, and pictures that can be used to express the content of the information.
3. Sketch the layout for each panel for the tri-fold brochure (front and back presentation) for an accordion-style fold.
4. Preview collected brochures and/or newspapers and magazines for ideas on columns, guttering, and margins for paragraph attributes, tabs, and indentations. Also review text objects and associated features before starting the keying of your brochure. Observe the use and placement of graphics and the way the text wraps around the graphics. Watch for good and poor usage of these concepts.
5. Set your layout and input your text, graphics, and text attributes for your brochure according to the sketched copy. Apply good layout and design practices to your brochure. Observe good text-to-graphic placement and usage. Make sure the graphic remains proportionally shaped.
6. The set up should be on an 8 ½ x 11 sheet in landscape orientation.
7. Use appropriate headliners and captions.
8. Proofread each page (front and back) and print a black-and-white copy.
9. Proofread the black-and-white copy, observe the layout and design elements, and mark any errors or elements that will need to be changed.
10. Make all corrections and double check. Print a color copy, front and back, and fold it accordion style.
11. Submit the brochure and sketch for evaluation and grading.
12. Obtain a print screen of the folder in Details view and submit it with the project.

Resources

Websites (and/or key words to use for search):

<http://www4.district125.k12.il.us/Faculty/mfinlay/DTP/Proj/brochure.html>

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Steps on how to create a tri-fold brochure using Word

<http://www.valdosta.edu/~jlcampbe/3020-5.html>

Article with “how to” information on purpose, audience, etc.

Key words: *tri-fold brochure, desktop publishing*

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Organization Brochure Assessment

Directions: On a scale from 10 (high) to 0 (low/not effective), evaluate each area using the criteria specified.

Criteria	10-9	8-7	6-5	4-0
Layout and Design (10) <input type="checkbox"/> Margins spaced appropriately <input type="checkbox"/> Gutters sized appropriately <input type="checkbox"/> Columns effectively used <input type="checkbox"/> Brochure attractive, creative and informational				
Text (10) <input type="checkbox"/> Text objects and associated features acceptable <input type="checkbox"/> Headlines and captions expressive <input type="checkbox"/> Text used effectively with graphics				
Paragraphs (10) <input type="checkbox"/> Paragraph attributes appropriate <input type="checkbox"/> Tabs and indentations consistent and spaced efficiently				
Graphics (10) <input type="checkbox"/> Appropriately used <input type="checkbox"/> Logos, if used, are correctly applied <input type="checkbox"/> Effectively used <input type="checkbox"/> Proportionally shaped—not distorted				
Presentation (10) <input type="checkbox"/> Multiple-page presentation effective <input type="checkbox"/> Front panels match back panels appropriately <input type="checkbox"/> Accordion fold used correctly <input type="checkbox"/> Printing correct/accurate for folds and panels <input type="checkbox"/> Ideas developed and easy to follow				

Student _____

Due Date _____

Date Submitted _____

Criteria	10-9	8-7	6-5	4-0
File Management (10) <input type="checkbox"/> Print screen submitted <input type="checkbox"/> Files included in Details view				
Subtotal				
<i>Deduct 1 point for each uncorrected error =</i>				
Total Points =				