Chapter 7

Designing & Developing Resources: Print Materials

I’ve been using the computer to make handouts for class. They look “ok” but they lack pizazz. How can I add some life to my handouts?

Times, Helvetica, Arial. How do I decide what’s the best font for my booklet? When do I use bold, italic, and outline?

All the really professional looking materials have lines, boxes, and other graphics. How do I use these neat features to attract and not distract from my handouts?

Do these questions sound familiar? Possibly the most difficult part of creating effective and appealing computer-generated print materials has nothing to do with the computer. The design of materials, including the selection and use of text and graphic elements, takes planning and an eye for design. The planning part is easy. I’ll give you some simple guidelines to help you plan your document. The “eye for design” is a little bit more difficult. Again, I’ll provide you with some tips and techniques, but you’ll need to make the final “artistic” decision about what you think looks best on the page.

If all else fails, simply follow my two favorite principles: KISS and CCC. First, Keep It Simple, Stupid. If you don’t know what you’re doing, follow a model. Don’t try everything at once. This leads to the second saying: Clutter Creates Confusion. More is not usually better. Leave lots of white space on your page. Let your text and graphics breathe. The “Design Police” are not going to pick you up for a conservative handout.

This chapter will provide you with guidelines for the design of effective print materials. You’ll learn how to lay out an effective handout and about design specifications for your computer-generated materials. You’ll also learn about typography. In other
words, you’ll learn how to select and use fonts, type sizes, and

type styles. You’ll learn to select and place graphics in print ma-

terials. Finally, you’ll learn about printing and packaging mate-

rials. By the end of the chapter, you’ll be able to design effective

print materials.

After completing this chapter, you’ll be able to:

• Identify content characteristics.
• Identify reader characteristics.
• Discuss the use of reader and content characteristics in
 the design of print materials.
• Identify types of layouts.
• Select an appropriate layout.
• Select margins for a specific document.
• Distinguish between serif and sans serif fonts.
• Select appropriate fonts, sizes, and styles.
• Define and discuss the use of leading and justification.
• Discuss the selection and guidelines for placement of
 graphics.
• Distinguish between “cutesy” and professional graphics.
• Discuss the use of lines to isolate or draw attention to
 areas.
• Discuss guidelines for printing.
• Discuss options for packaging print materials.

**Desktop Publishing**

Desktop publishing is a process that allows you to combine text
and graphics to create documents with various layouts includ-
ing multiple columns and pages. All the stages of publishing
are completed right on the computer’s desktop. You no longer
need a photocopier, paste, scissors, clip art, a typewriter, and
a graphic artist to create professional quality documents from
draft to distribution. Of course, no one is requiring you to do
everything on the computer’s desktop. It’s still easier to tape or
paste on photographs after the document is complete. It’s also
less expensive to send your final copy to a printer for profes-
sional duplication rather than printing all the copies out on your
printer. However, for the most part, you can do all your work
directly on the computer’s desktop.

Regardless of whether you want to create a simple work-
sheet or a 10-page booklet, the computer can help you produce a
professional product. Although the computer software packages
now available are generally user-friendly, you still need basic
computer skills, in addition to skills in the use of word process-
ing, graphics, and page layout software. Along with computer
skills, you also need design skills including page layout, typog-
raphy, and graphic design. Sometimes a word processor will
meet your needs for developing a simple text-based handout. If your handout is mostly graphic in nature, a simple graphics package will work. However, if you want to develop a complex handout or a booklet, you may want to use a page layout program such as Adobe InDesign or QuarkXPress. Specific features of page layout programs include WYSIWYG (what-you-see-is-what-you-get) page layout, multiple column options, leading options, hyphenation and justification options, as well as graphics tools including cropping and resizing tools.

There’s lots of terminology associated with desktop publishing. A glossary and references in the area of desktop publishing are also found at the end of the book.

**Considering the audience and purpose**

When designing materials, consider their purpose and the audience who will be using them. Are you designing a worksheet for third graders, a letter for parents, or a committee report for the school board? Will the handout be used by children or their parents? Is the handout meant to be informational or instructional? For example, you might create a letter to parents about an upcoming field trip. You could also make a permission slip for the field trip and a "Thank You" card for the parent volunteers.

Fliers and newsletters are examples of informational print materials. Other handouts may be related to instructional activities. For example, tests and quizzes are common print materials. Although worksheets containing drill and practice problems or art activities are probably the most common handouts, there are many other uses for print materials in the classroom.

Before designing a handout, determine how and why it should be used. Without a practical purpose, you’re wasting paper and time in a classroom. Will students read it and toss it? If so, why hand it out in the first place? Each handout should relate to a particular learning outcome. Provide clear directions on handouts so that students will know their purpose.

Teachers love to provide students with lists of things including book titles, spelling words, vocabulary, important people, formulas, math problems, and important dates. When creating a list, ask yourself what students will do with it. Consider using it as part of a guide for student learning that might also include directions, anticipation questions, thinking strategies, and other information important to learning. Some ideas for effective print materials are described below:

**Anticipation Guide.** Sometimes you need a resource that will get students thinking about a lesson. Anticipation guides provide questions to help students think about particular elements of your lesson. These guides might include questions, lists of words, or a presentation outline.
Graphical Guide. Some students learn best through visuals. Graphical organizers such as pictures, diagrams, and concept webs bring what may seem like disjointed elements together. You might provide a diagram of a story’s structure or an information web of a topic. Timelines are a popular way to help students visualize historical events.

Project Guide. When faced with writing a term paper or developing a multimedia project, some students are lost without a clear set of expectations. An assignment guide can help a student through the process of designing, creating, presenting, and evaluating a project. This includes clear expectations, specific processes/products, and guidelines for assessment. Project checklists are also often included.

Reading Guide. As students read books or passages, they often get so caught up in the content that they forget to reflect on their reading. Reading guides can help focus learner attention by providing guiding questions related to the characters, setting, or plot of a reading. They may also include vocabulary lists, activities, and comprehension assistance.

Research Guide. When planning for a research project, some students need assistance with narrowing a topic, developing research questions, identifying key words, taking notes, and synthesizing information. You may want to provide research organizers to help students in their project planning. For example, the guide might include a sheet that contains the words Who, What, When, Where, How, and Why to help the student plan a newspaper article. Another project might include an empty chart that will help students in a comparison of political parties.

Study Guide. Students often have difficulty focusing their study efforts. A study guide can help direct student attention to particular aspects of a lesson through lists, formulas, diagrams, and other tools for organizing information.

Thinking Strategy Guide. Some students need help remembering mnemonic devices, reading strategies, or listening protocols. For example, SQ3R is a popular reading technique: Survey, Question, Read, Recite, and Review. Like “cheat sheets,” these reminder handouts provide help with things like formulas, special keys on a keyboard, or pronunciations.

Tutorial Guide. Step-by-step instruction is a useful approach for many types of learning. For example, when students are learning a new computer software package, it is helpful to have each procedure listed along with sample screens. Students often follow the steps to create an end product such as a word processed letter.

This type of learning guide is also helpful in areas that involve physical skills such as art, creative movement, science labs, and physical education. For instance, you may include
step-by-step instructions for creating a batik in art or doing a folk dance. These types of tutorials are helpful in learning many new concepts. When designing a guide, provide information, examples and nonexamples, followed by opportunities to practice.

Vocabulary Guide. It's helpful to provide students a list of the key words and phrases being used in a lesson. You may provide a list of words and ask students to write definitions. Or, you may want to distribute a completed guide to help students practice or review concepts.

Writing Guide. Logs, diaries, and journals are all tools to help students organize their thoughts and reflect on their experiences. You may wish to provide handouts that provide expectations or structure for these writing activities.

You don't need to create everything from scratch. For instance, you might find a really great map of Africa in a handout you used last year related to African imports and exports. This time you'd like to use the same map for a project dealing with identifying countries. You need the map, but not the heading or directions. Cut out the map and tape it onto a page with your new directions. Or, if you have a scanner you could digitize the picture and place it in your new handout. Don't reinvent the wheel, reuse and update old materials for new projects.

Figure 7-1 shows some examples of print documents.

Designing handouts for presentations
Handouts should compliment, not distract from your lesson. If you hand out a complex learning guide at the beginning of a lecture, the students won't know whether to read the document or listen to you. If you plan to distribute print materials at the beginning of the lesson, select materials that will attract attention to your information presentation and not distract from it. Ask yourself the following questions:

How will the materials be used?
Will the students be using the materials during your lesson as a guide or outline? Or, will they be referring to diagrams or other materials during the class?
Will the learners be taking notes on the handout?
Will the participants read or skim the materials?
What's the reading level of your learners?
Will the audience be asked to read or refer to the materials after they leave class?
Do the materials contain some kind of assignment that will need to be turned in later? If so, should this document be color-coded?
When will the materials be distributed?
Welcome to First Grade!

Dear Parents:

I hope you received your first grade packet in the mail. I’d like to add a few items to the required list. I look forward to meeting you at orientation.

- 1 box of facial tissue
- 1 box of markers
- 1 empty soup can
- 1 old, large T shirt

Sincerely,
Mrs. Franklin

Explore the World

Assignment
Create a PowerPoint presentation that explores a particular country. What would it be like to live in the country? What would you want to know before you went to visit the country?

Evaluation
Information
✓ Were the important cities identified?
✓ Was the climate described?
✓ Was geographic information provided?
✓ Were the people described?
✓ Was an overview of the history provided?

PowerPoint Presentation
✓ Does the project contain at least 15 slides?
✓ Are buttons used to connect the slides?
✓ Were sounds used effectively?
✓ Were graphics used effectively?

Fossil Fun

Stone imprints of ancient plants and animals are called fossils.

Use the following recipe to make your own fossil.

1. Dip a fresh leaf in vegetable oil.
2. Put the leaf on a piece of wax paper.
3. Press moist clay on top of the leaf.
4. After the clay hardens, remove the leaf.

Figure 7-1. Sample Print Documents.

Parts of the Heart

Label the parts of the heart using the word list below:

main vena cava
aorta
right atrium
left atrium
valve
right ventricle
left ventricle
pulmonary artery
Select one of the scenarios below and discuss the types of materials you might develop and use before, during, and after your lesson. When would they be distributed and how would they be used? What kinds might be useful? Discuss the purpose and general contents of the materials.

You’re teaching a freshman level Earth Science lesson about the forces that produce changes in the Earth’s physical appearance. These include external forces on the Earth’s surface from denudation (weathering, erosion, transport) and deposition (sediment accumulation by water, ice, wind, living particles, evaporation, organic matter) and internal forces from within the Earth’s crust such as earth movement and volcanic eruptions.

Your students are part of a beginner golf class. They are learning about the types of clubs including the putter, iron, and wood. In addition, you’d like them to be able to identify the parts of the club including the grip, shaft, head and face.

Your junior level class is reading the works of Edgar Allan Poe. They will be learning about the author and his life as well as reading a variety of his writings. They will be comparing his work to other authors they have read. In addition, students will be discussing what they like and dislike about the author's work.

Your third graders are learning how to write more complex sentences by combining sentences. They are learning to combine subjects (Blake and Brooke like pizza.), combine predicates (The cat meowed and walked away.), and combine modifiers (The tiger ran quickly and silently.).
When creating materials for classroom presentations, consider using outlines, summaries, and thumbnails to help focus the attention of your learners.

First, distribute an **outline** of main points of the lesson. This will provide an advanced organizer for the lesson and help your learners follow your key points. This type of handout is also useful prior to watching a video or using a website. You may want to provide extra room on this type of handout for people to add their own ideas.

Second, provide a **summary**. This includes more than a simple outline. It also includes some of the key ideas that students would likely want to write down such as quotations or formulas. Use care that you don’t provide too much information, because people will begin to read your handout instead of listening to you. Remember, this handout is still intended as an overview of your information. Use headings and subheadings to provide an easy-to-follow guide for your audience. Or, consider using a web format or diagram to help students visualize the information.

Third, provide “**thumbnails**” of your presentation or copies of your key visuals. Thumbnails are simply smaller copies of your key visuals. For example, instead of copying and distributing copies of each of your transparencies, reduce the size of the transparencies and print them four or eight per page to save space.

Some handouts are designed to be used after a lecture or during student participation. For example, you might want to wait until the end of the lesson to distribute the homework assignment. There are times when you want to provide copies of articles for further reading, vocabulary word sheets, or supplemental reading lists. Make certain these materials will really be useful to your students. They should reinforce your key points or go beyond what you were able to cover in your lesson. As you’re considering the duplication of supplemental handouts, make certain you adhere to the copyright laws regarding duplication of materials.

Distribute any materials that the students might need during your class at the beginning of the period. Handing out materials while you’re talking or discussing a topic can be time-consuming and distracting. Regardless of whether your class will be using your materials during or after the lesson, it’s a good idea to color-code handouts for easy identification.

Let’s say you’re doing a presentation on recycling. During your lesson, you want to refer to a map detailing the location of regional recycling facilities. If the students have a whole series of maps and diagrams, it may be easiest to refer to the green handout containing the map. This is also the case for handouts used after the presentation.
My students know that their assignments and checksheets are always printed on purple paper. They are required to turn in their “purple” sheet with their project. Among all the handouts they receive in class, it’s easy to pick out the purple assignment sheet. Although color-coding is fun, use caution when selecting colored paper. Print on colored paper can be difficult to read. Stick to the pastel colors or make certain that dark ink is being used in the duplication process. For example, black ink on red paper can be difficult to read. If your school won’t "spring" for colored paper, consider a consistent set of icons such as a pencil for homework assignments and a "thinking bubble" for reflection activities.

**Considering the content**

Once you’ve identified the types of handouts you’ll need, you’re ready to select the content. If you developed a complete lesson plan, you’re in great shape. You already have your content well organized. If you haven’t, I’d suggest you go back and consider the content and instructional strategies you plan to use in your lesson before continuing.

Your lesson plan should be organized in outline form. The information should be “chunked” into general and specific points. If you will be distributing an activity or lecture outline to students, the information you need may already be listed in your plan! Remember, however, that the outline should be able to stand alone as a guide for the class. In other words, the students must be provided with enough information to be able to follow the outline. You may want to share the outline with someone to determine whether it is easy to follow. Also, if you commit to a printed outline, you need to remember to follow the outline during the lecture. A presentation that does not follow the outline can be confusing and frustrating. Match your class notes and your handouts.

If you’ll be distributing a summary, you’ll need to elaborate on your lesson materials. Keep the general flow of your outline, but beef it up. Use clearly labeled headings and subheadings to guide the reader’s attention. Again, your talk should match your handouts if the students will be following along. Also consider readability. Even if you’re writing for adults, use a sixth-to eighth-grade reading level. People don’t like to strain their brains, especially if they are reading and listening to you at the same time. Just because your audience can read at the college level, doesn’t mean they “enjoy” reading at the college level all the time. If you’re producing something for leisure reading, younger children, or for parents or staff, make it easy and interesting to read.
Worksheets are popular handouts at all levels. When designing a worksheet, consider your students. The handout should contain effective directions and guidelines for performance. Consider the reading level of your children. First graders will need very different directions than sixth graders. Whenever possible, provide an example of what is expected such as a practice problem or sample sentence. Refrain from creating "busy work" handouts. Instead, concentrate on activities that will promote high level thinking, quality practice environments, and transfer of skills.

Supplemental types of materials such as guides and reports should also be carefully prepared with the audience in mind. If the students will be skimming or reading the information on their own, you’ll want to use a paragraph form that is easy to read. Again, use headings and subheadings in case the reader wishes to skim a particular area of interest. Visuals should be used whenever possible for information and appeal.

**Laying out the page**

Once you’ve decided on the purpose of your document, you’re ready to begin laying out the page. Page layout involves the arrangement of text and graphics on the page. If you don’t plan your page, you’ll end up with a hodge-podge of junk. Be careful not to get caught up with a “dull” layout. For example, avoid the “Print Shop Syndrome” where everything has bold borders, uppercase text, and a cutesy graphic (see Figure 7-2). A border doesn’t need to totally surround the page. Text should mix upper and lowercase letters. Select graphics carefully based on your content. Don’t let the graphics distract from the purpose of the handout. Figure 7-3 shows an assignment sheet that applies good design techniques.

Another common malady is “Newspaper Syndrome” (see Figure 7-4). With the advent of page layout programs such as Adobe **InDesign**, Microsoft **Publisher**, and many word processors such as Microsoft **Word**, it’s easy to produce multiple columns like newspapers. Often beginners produce handouts with a single header and three equally boring columns of tiny text. Just because features such as multiple columns are available doesn’t mean they must be used. Your design should be based on the type of print materials you’re creating. Including fewer columns and interesting, relevant graphics can add life to a project (see Figure 7-5).

The computer is an excellent tool for the layout and production of print materials. However the design principles you’ll be learning have been around for a long time. Your audience is a critical consideration in the design of effective and appealing computer-generated materials. You need to look through
Computer Project 1: "Newspaper Requirements"

To complete this project you and your partner must choose one of the suggested topics from the attached list or submit another for my approval. Each newspaper is to include only the first page. Your project will be complete when the following requirements have been met:

1. Submit a rough draft of information and pictures you plan to use.
2. Include at least one picture in your newspaper.
3. Answer the following questions about your topic somewhere in your newspaper.
   - Who and what is the news story about?
   - Where and when did the event happen?
   - How and why did the event happen?
4. Final draft must be computer generated.

Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough draft</td>
<td>5</td>
</tr>
<tr>
<td>Each question answered</td>
<td>2</td>
</tr>
<tr>
<td>Computer produced newsletter</td>
<td>25</td>
</tr>
</tbody>
</table>

Figure 7-2. "Print Shop Syndrome."

Figure 7-3. Better handout layout.

Figure 7-4. "Newspaper Syndrome."

Figure 7-5. Revised newspaper format.

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Figure 7-2. "Print Shop Syndrome."

Figure 7-3. Better handout layout.

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Figure 7-5. Revised newspaper format.
the eyes of your learner and consider how they’ll be using your materials. For example, most readers start by examining the upper-left corner of the page, then move their eyes across the top, then diagonally down to the bottom left and across the bottom. This is called the reading “Z” (see Figure 7-6). You need to keep this principle in mind when designing your page. The “Z” is the reason that most people put a headline across the top of the page, so it is the first thing that the reader sees. Since the header is critical, consider putting a catchy handout title across the top. If you have a series of handouts, use descriptive titles for each, such as Tornado Tips That Could Save Your Life or The Basement: Your Best Bet In A Tornado. Like the theme of your lesson, your handout titles should be stimulating and personal.

Another general layout consideration is the placement of key visuals on a page. Logic might tell you to put important pictures in the center of the page. Actually, you should aim for the upper-center or top 2/5ths of the page for graphics or key information. For example, you could place a picture of a tornado right below your headline to draw interest to your topic. Look at a newspaper or magazine and see where they place pictures. Normally the most important visual is just above the center of the page (see Figure 7-7). If not, they might be applying another rule of thumb called the “Rule of Thirds” or the “Ninths Rule”. Divide a page into nine parts like a tic-tac-toe board. The four intersections just off the center are good places to put important points (see Figure 7-8).

Once you have a general feel for the page, begin thinking about the placement of information. Consider the type of docu-

**Treehouse Tip**

The USA Today uses the reading Z. Notice the headlines across the top of each section of the paper.
ment you’re designing. An outline will provide key points separated by lots of white space. If you’re designing a report, you still need lots of white space between key points or sections. Paragraphs should be no more than eight to ten lines. Refer to your lesson plan to help you identify good places to “chunk” the information. The plan can also be used to extract key words for headings and subheadings.

Subheadings should be used for easy skimming. These headings should be active and concise. Headings such as *Recycling Saves Millions* and *How do I get started?* are descriptive and can draw attention. Rather than indenting subheadings, let them hang out. Headings can also be centered on the page or inset into a column. Examples are shown in Figures 7-9a and 7-9b. Headings should be easy to see and read. The font and size of your headings should be consistent throughout your document. In addition, the headings should be one-third larger than the body of the text. You’ll be learning more about the size of type in the next part of this chapter.

The addition of columns can add interest to your document. They can also be helpful in breaking up text on the page. Even if you don’t want your document to look like a “newsletter” or book, you may want to break up your text for other reasons. For example, you might want to provide a large margin on the left
Building Treehouses for Learning: Technology in Today’s Classrooms

Figure 7-9a. Standard headings.

Tornado Tips
That Can Save Your Life

Action for Tornado Watches
Whyn X cryzgy bwmyghxng gryykyd lxky ghxb pywply zlwzyb zbk hww X dx d xg. Xg ry ryzlly qkxg yzby. Ywk bxmply ryplycz lll ghy vwwylb znd bwmy wb ghy wghyr wwrdb gww. Gxhb xb z pprzrgrzph ghzg cwnqx nh gryykyd lygg yrxng bw ghzg ywkw xwll pzy zggyngxwn gww ghy wwrdb.

Action for Tornado Warnings

Figure 7-9b. Hanging indentation for heading.

Tornado Tips
That Can Save Your Life

Action for Tornado Watches
Whyn X cryzgy bwmyghxng gryykyd lxky ghxb pywply zlwzyb zbk hww X dx d xg. Xg ry ryzlly qkxg yzby. Ywk bxmply ryplycz lll ghy vwwylb znd bwmy wb ghy wghyr wwrdb gww. Gxhb xb z pprzrgrzph ghzg cwnqx nh gryykyd lygg yrxng bw ghzg ywkw xwll pzy zggyngxwn gww ghy wwrdb.

Action for Tornado Warnings
Xngwry ghy zcgkzl cwnqngb wfb ghy pprzrgrzph. Whyn X wrxy lky ghxb X gynyrzly gzyk wkg zll ghy vwwylb znd ryplycz ghym wxg. Ywk bxmply ryplycz lll ghy vwwylb znd bwmy wb ghy wghyr wwrdb gww. Gxhb xb z pprzrgrzph ghzg cwnqx nh gryykyd lygg yrxng bw ghzg ywkw xwll pzy zggyngxwn gww ghy wwrdb. X wrxy lky ghxb X gynyrzly gzyk wkg zll ghy vwwylb znd ryplycz ghym wxg. Ywk bxmply ryplycz lll ghy vwwylb znd bwmy wb ghy wghyr wwrdb gww.

Treehouse Tip
Leave lots of white space on your page.

side of the page, so the pages can be three-hole punched. You might also want to provide extra space on the left or right side for student notes. This empty space is still considered a column. Figures 7-10a and 7-10b show a page that is divided into three columns. The first column is used for highlighting key points, the next two columns contain a single column of text. The lines that you see are a grid or column guides. A grid helps you maintain adequate white space between columns. Mix column widths carefully. For example, if you want a narrow column for notes and a wide column of text, split the page into fourths with one column of one quarter page and the other, three quarters.

As with all the elements I’ll be discussing, consistency is the key to an attractive and effective document. Select and maintain column widths and margins throughout your document. When you place information in these columns, make certain that the columns are aligned across the page. Also, the more columns you include in your document, the smaller the type size you should select. In other words, match the width of the column to the font size. The standard is a maximum of 45 characters per column. As a result, you don’t want very small type running all the way across a page. If you had more than 45 characters, you’d want to either increase the size of the type or cut the page into columns. Since it’s difficult for many people to read small type, I recommend that you restrict yourself to three columns.
Since the introduction of word processing, people have been fascinated by the computer’s ability to justify margins. In other words, you can make both the right and left margins smooth. Although this looks pretty in books and official reports, it’s difficult to read (see Figure 7-11a). Use ragged right margins for easy reading and informality (see Figure 7-11b). Regardless of the justification you choose, make certain that you are consistent throughout the document. The same goes for tabs and indentation. Use tabs and indentation to set off paragraphs and call attention to lists. Most computer systems have specific rulers that are set up for tabbing, indentation, and justification. Don’t use the spacebar to move to the center of the document or to indent. This will create uneven spacing. Use the rulers that come with the page layout package to help you organize your space.

Widows and orphans are two of the most interesting publishing terms you’ll run across. These refer to the lone parts of sentences at the bottom and top of columns or pages (see Figure 7-12 a,b). A widow is a single line at the beginning of a sentence that appears at the bottom of a column or page. You can think of a widow as being without her children who are at the top of the next page. Orphans are the lonely ends of paragraphs at the top.
Figure 7-11a. Right and left justified.

Planning Your Future: Clerical Careers

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Figure 7-12a. The widow is highlighted.

Planning Your Future: Clerical Careers

lxky xg rgrgr kl.
X bygygr wrxgy mwrwy gyhy wr pywpwy wxll by zblly gw nxgcw ghxzg X wnlly hzyw gww pzzgrzpb. Ghxb xb whry x gyyg gwwgk. Hx hzyw gw ghnk wf mwrwy byngyncty znd pzzgrzpbph ghzg bzy bwwmyghxng.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Planning Your Future: Clerical Careers

lxky xg rgrgr kl.
X bygygr wrxgy mwrwy gyhy wr pywpwy wxll by zblly gw nxgcw ghxzg X wnlly hzyw gww pzzgrzpb. Ghxb xb whry x gyyg gwwgk. Hx hzyw gw ghnk wf mwrwy byngyncty znd pzzgrzpbph ghzg bzy bwwmyghxng.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.

Planning Your Future: Clerical Careers

lxky xg rgrgr kl.
X bygygr wrxgy mwrwy gyhy wr pywpwy wxll by zblly gw nxgcw ghxzg X wnlly hzyw gww pzzgrzpb. Ghxb xb whry x gyyg gwwgk. Hx hzyw gw ghnk wf mwrwy byngyncty znd pzzgrzpbph ghzg bzy bwwmyghxng.

Ghxb xb z pzrgrzpb ghzg cwngzx nb gryykrd lygg yxng bw ghgz ywk czn ryzd ghy wwrdb.
of a column or page. You want to avoid widows and orphans for two reasons. First, they make it difficult to understand the meaning of a paragraph because you just get started and have to turn the page, or you can’t complete the thought without turning the page. Second, widows and orphans don’t look good on the page, so get rid of them.

The easiest way to get rid of widows and orphans is by adding or deleting a couple words here and there. Although your text may be perfect, the addition or removal of a “very” or “really” probably won’t hurt the content. You can also adjust the column length or leading as I’ll discuss later in the chapter.

The final consideration in layout involves the overall “look” of your document. A common problem with the layout of handouts is crowding. White space is not something that must be filled. Whenever possible, leave a 1-inch margin around the page. Also, provide adequate spacing for headings, margins, columns, indents, and between lines. Create a distinctive “look” for your materials and keep this “look” consistent throughout the materials (see Figure 7-13). For example, a running header or footer could be used. Repeat other graphic elements like borders, vertical lines, and columns. These consistent elements shouldn’t overpower your document, they should add a professional flair. A simple running header that contains a line or logo, page information, or title can polish your document.

Treehouse Tip

Use the “Z”
Use the “Rule of Thirds”
Apply consistent margins/columns
Limit to 3 columns
Align columns
Don’t justify
Use ragged right
Avoid widows and orphans
Use active headings
Make headings 1/3 larger than body
Provide white space
Use a consistent style
Use a style sheet

Figure 7-13. A running header provides consistency
Most software packages have the option to establish styles for your project. A style sheet can help you maintain this consistency (see Figure 7-14). In addition to general layout information, this sheet is also useful for keeping track of information regarding headings and typography.

**Considering typography**

The key to typography is practicing restraint. It’s easy to get caught up in all the choices. You can make a heading Arial or Helvetica, bold or italic, 14 point or 18 point. The choices are endless. You’re much better off underdoing rather than overdoing it. In other words, stick to the simple guidelines I’ll be providing rather than trying everything. Otherwise, your document may end up looking like a ransom note of mismatched types and sizes. The typeface you choose can have a tremendous impact on the appearance of your document.

---

**Sample Font Set**

<table>
<thead>
<tr>
<th>Font</th>
<th>Sample Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arial</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Bookman</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Palatino</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Times</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Zapf Chancery</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td><strong>THE COW JUMPED OVER THE MOON.</strong></td>
<td>Bazooka</td>
</tr>
<tr>
<td><strong>The cow jumped over the moon.</strong></td>
<td>Tubular</td>
</tr>
</tbody>
</table>

---

*Figure 7-14. A sample style sheet.*

*Treehouse Tip*

Don't trust the font you see on the screen. Print it out and see how it looks on paper.

---

*Figure 7-15. Sample font set.*
Examine the example below and answer the following questions:

- Was adequate white space provided?
- Does the example use the reading "Z" or the "Rule of Thirds"?
- How are columns used in this example?
- Are the headings adequate? If not, develop revised headings.
- How was the example justified? What changes would you make in justification?
- Can you identify widows and/or orphans in the example? How would you eliminate them?
Typography is an important element of effective materials production. The size, shape, and spacing of letters are all part of typography. Font or typeface selection is the first critical aspect of typography. Hundreds of fonts are available and each is slightly different. They range from plain to formal and from traditional to contemporary as well as everything in between (see Figure 7-15).

**Font Families.** Fonts belong to families. You’ll want to stick to one type family for the body of your document and one for the headings. These type families fall into two categories, serif and sans serif as shown in Figure 7-16.

Serif fonts have “feet”. In other words, they have elaborate little “thingies” that help distinguish each letter. Originally, serifs were formed by vertical and horizontal brush strokes that varied in thickness. Old English-type fonts have a lot of these little “thingies”. Anyway, serifs help the eye form word pictures. Their “feet” help guide the reader’s eye from one letter to the next. Words like Illinois are easy to read with the serifs. However, without the serifs, the I’s and l’s would look alike. Serif fonts such as Palatino and Times are good for the body of a document.

Sans serif fonts don’t have any little “thingies”. They are “without feet” that help guide the eye. However, they are plain, smooth fonts that are great for headings and are easily read at a distance. Sans serif fonts such as Helvetica and Arial should be chosen for headings and subheadings. They’ll also be used later in the book for projected materials.

The fonts you choose are also related to the capabilities of the software and printer you’ll be using. For example, PostScript and TrueType are words you may have heard associated with fonts. Some older printers will only print in high quality if the fonts are "installed" on the printer. If the sizes are not installed, the fonts will look “jaggie” when they are printed. Check your printer manual for more information about fonts for your printer. In addition, you need to know about screen versus printer...

<table>
<thead>
<tr>
<th>Serif Font</th>
<th>Sans Serif Font</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times</td>
<td>Arial</td>
</tr>
<tr>
<td>Aa</td>
<td>Aa</td>
</tr>
<tr>
<td>Bb</td>
<td>Bb</td>
</tr>
<tr>
<td>Cc</td>
<td>Cc</td>
</tr>
</tbody>
</table>

*Figure 7-16. Serif and sans serif fonts.*
Font Families

10 Point Type
The quick brown fox jumps over a lazy dog.

12 Point Type
The quick brown fox jumps over a lazy dog.

14 Point Type
The quick brown fox jumps over a lazy dog.

24 Point Type
The quick brown fox jumps over a lazy dog.

48 Point Type
The quick brown fox jumps over a lazy dog...

72 Point Type
The quick...
fonts. Some fonts look great on the screen, but crummy when printed. Try printing a variety of fonts and select those that print best.

**Font Sizes.** Choosing font sizes is important for readability. Establish a standard font size for your headings, subheadings, and the body of your document. Record these sizes on your style sheet (see Figure 7-14). This sheet will help you remember what fonts, styles, and sizes you’re using.

The size of the font is critical for readability. Type is measured in points (see Figure 7-17). The larger the point, the larger the size. There are 72 points in an inch. Most typewriters type in 10-12 point. Forget the teeny, tiny sizes (anything under 10 point). Small sizes are difficult to read. No one wants to read your handout with a magnifying glass. Even if you’re limited for space, your audience will appreciate fewer, more concise and readable statements, rather than twice as much information that is difficult to read. Most textbooks are written in 11 point, but 12 or 14 point is even easier to read. The 14 point type size is considered primary size type, but don’t think of it as “baby” type. All ages would prefer an easy to read size. Just because two fonts are the same “point” size doesn’t mean they’ll take up the same space on a page. For example, Bookman is a much wider font than Times. You can get fewer words on the page with Bookman than with Times as shown in Figure 7-18.

Leading relates to the space between lines. Before modern electronics and computers, actual pieces of lead separated the lines of type for the printer. Typewriters and early word processors only allowed single spacing and double spacing. Today, leading is much more precise and should be related to font size (see Figure 7-19). For example, 10 over 12 means a 10 point font with 2 points of leading (or 2 spaces). Generally, you can use the “default” spacing on your page layout program for adequate spacing. However you sometimes need to adjust the leading in headings (see Figure 7-20) or there will be too much space
Leading

Here is an illustration of leading. This is an example of 10 over 12. | Here is an illustration of leading. This is an example of 10 over 16. | Here is an illustration of leading. This is an example of 12 over 14.

Figure 7-19. Leading.

between lines. Try to be consistent with your choice of leading. Documents that vary the leading look patched together. Also, make sure that lines match across columns.

The style you select is also important. Styles are meant to add emphasis, not distract. Use styles carefully. Generally, don’t do more than two “things” to one character. For example, bold and italics are fine, but don’t add shadow and underline too.

Choose types styles carefully. Normal
Choose types styles carefully. Bold
Choose types styles carefully. Bold, Italic
Choose types styles carefully. Bold, Italic, Shadow

Also, be careful when using uppercase lettering. UPPERCASE LETTERS ARE DIFFICULT TO READ. Ninety-five percent of what we read is in lowercase. As a result, a paragraph that is written in uppercase letters is difficult to read. A standard mix of upper and lowercase letters is preferred. Restrict the use of uppercase to short phrases like WARNING.

Treehouse Tip

Choose serif font for the body
Choose sans serif font for headings
Select correct fonts for printer
Choose readable type styles
Use leading consistently
Mix upper and lowercase
Record type info on style sheet.

Leading in Headings

The Basement:
Your Best Bet in a Tornado

The Basement:
Your Best Bet in a Tornado

Figure 7-20. Leading in a headline. The first headline is 18/28. The second headline is 18/20.
Building Treehouses for Learning: Technology in Today's Classrooms

Building the Treehouse

Try It!

Examine the sample document. List and discuss strengths and weaknesses in the fonts, type sizes, type styles, and leading used.

The American Civil War:
A National Divided

In the Beginning
WhynXoryzzybmygghngrrggykdbky ghxbpywpwtyizwbzdkhwwXdxkxg.Xghy rzylyqxyzgzyby,Ywkbxmlplyrypzyzllgy vwwylbzndbwmywbgghywhyrwrd wb gww.Ghxbxbzpbzgrzphghgzgwnznb gryykdgyyynxngbwhgzhgywkkxilpzy zggyngxwn ghy wrrdb.

In the Middle
Xgnywyhghyzykgkltonwngngbwhphypz- rzgrzph WhynXxngxkxgkhyghxbXgynryzly gzywkgzlghyvwwylbdynplzcyyhy wxgh.Ywkbxmlplyrypzyzllgyvwwylb znd bwmy wb gh hywryr wrrdb gww.

Ghxb xbx z przgrzph gghq zwnngx nb gryykdgyyynxngbwhgzhgywkkxilpzy zggyngxwnwghywrrdb.Xwnxgylxy ghxb X gynryzly gzyk wkg.

In the End
WhynXoryzzybmygghngrrggykdbky ghxbpywpwtyizwbzdkhwwXdxkxg.Xghy rzylyqxyzgzyby,Ywkbxmlplyrypzyzllgy vwwylbzndbwmywbgghywhyrwrd wb gww.Ghxbxbzpbzgrzphghgzgwnznb gryykdgyyynxngbwhgzhgywkkxilpzy zggyngxwn ghy wrrdb.

The Aftermath
Xgnywyhghyzykgkltonwngngbwhphypz- rzgrzph WhynXxngxkxgkhyghxbXgynryzly gzywkgzlghyvwwylbdynplzcyyhy wxgh.Ywkbxmlplyrypzyzllgyvwwylb znd bwmy wb gh hywryr wrrdb gww.

Ghxb xbx z przgrzph gghq zwnngx nb gryykdgyyynxngbwhgzhgywkkxilpzy zggyngxwnwghywrrdb.Xwnxgylxy ghxb X gynryzly gzyk wkg.

Evaluating Type in Print Materials
Selecting and placing graphics
Visual elements can enhance a document. “Show and tell” is more effective than just “tell” alone. Graphics attract reader attention, support key points, and provide a visual form to support learning. Visuals can convey information quicker and more accurately than the written word. Use visuals to illustrate trends, comparisons, relationships, processes, and compositions.

It is important to select the right visual for the task. For example, you may want a more professional look rather than “cutesy” clip art for a serious presentation. Figure 7-21 shows two graphics for a government class presentation. The elephant and donkey would be good for a light look at the political parties. On the other hand, the line drawing of the capitol would be better for a serious discussion of the attributes of each party. Photographs should be used to present scientific proof, authenticate records, provide actual color, or create mood. Line drawings are good for controlling viewer perception and emphasizing key points. Before selecting a graphic, ask yourself:

- Is the graphic relevant, or just cute?
- Is it important to the presentation, or extra?
- Does it add information, duplicate information, or provide another way of looking at information?
- Does it present too much or too little information at once?
- Is it clear and self-explanatory?
- Would another form better express the intent?

In addition to selecting the right graphics for your presentation, you also need to place them appropriately. For example, if you’ll be using a “head and shoulders” photograph, the face should be turned toward the center of the page. Figure 7-22 shows a line drawing of a spider walking onto the page and off the page. You’ll want walking objects to move into the page rather than away.
Associate graphics with text through a caption, labels, or a citation in the text (see Figure 7-23). For example, you might label the parts of the human body or the steps in a process.

Be careful about the placement of graphics in text. Most page layout packages provide a “wrap-around” feature that wraps text around graphics. Make certain that the graphic doesn’t interfere with reading the information. Also, don’t put a graphic in the middle of the page and expect your reader to jump across it and continue reading as shown in Figure 7-24.

Graphics should reinforce the text, not distract from the text. You don’t want your reader asking himself or herself, what does this snowflake have to do with the article? Or, why is this dinosaur sitting in the corner of this page? A smiley face might be cute, but how does it relate to the article on tornadoes? Each graphic should have a purpose. A picture of a tornado directly under the title Tornado Tips is relevant and related to the topic (see Figure 7-25). A picture may draw attention to a topic even before the reader sees the headline.

Besides photographs and line drawings, pull-quotes are another way to focus attention on the page. They are particularly good at breaking up a boring page of text. Pull-quotes are phrases or short sentences taken from a block of text. For example, let’s say you have a boring looking review of literature to
Chapter 7 - Designing and Developing Resources: Print Materials

Figure 7-23. Graphic with parts labeled.

Figure 7-24. Incorrect use of text wrap feature.

Figure 7-25. Tornado graphic placed below title. Correct use of text wrap.
discuss. Rather than a full page of text, break up the page with a pull-quote. Select the most interesting phrase from the page. There must be some interesting statistic or tidbit of information. For example, “High school boys eat an average of 3 slices of pizza per week.” Take this quote, put it in a box, and place it in the center of the screen as shown in Figure 7-26.

Graphic elements such as dingbats, lines and shapes can enhance print documents. For example, dingbats can add interest, draw attention, or support key points in a list.

Your use of dingbats will depend on your audience. Are informal “cutesy” visuals desirable for interest and motivation, or is a more formal, professional approach more appropriate for the situation? For example, “fun” dingbats such as checkmarks, pointers, and stars can be used instead of the standard bullets in front of items in a list. As with type styles, the freedom to overuse these features can spell disaster.

Use care in selecting dingbats over numbering or lettering items. Numbering items generally indicates an order of importance or a ranking of some kind. Bulleted points can take away the idea of “order.” Your choice should depend on the type of list you’re developing. Figure 7-27 shows two lists with separate purposes. The pizza toppings represent the results of a survey where pepperoni was the number one choice. The list of ingredients, however, is not in any rank order.

Findings: Pizza Eating Habits

<table>
<thead>
<tr>
<th>Flkjsp rkj</th>
<th>bw ywk czn ryzd ghy wwr. Why n X cryzg y bwny ghxng gryy kyd bxky.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gxhxb xb z pzd dw grzph ghg czng x nb grykyd lygg yrxng bw ghzg ywk wxll psy zggy yngxwn gw.</td>
<td>Xgnwry ghy zcgkl cwnynggb wf ghy pzzgrzph.</td>
</tr>
<tr>
<td>Tgkj dlrp</td>
<td>X byggyr wrxgy mwry gxg hyry wr pywply wxll by zby gw nwxgy ghgzgx X wnl hyzvy gww. B rdpkky ghxb X gynyrzly gzyk.</td>
</tr>
</tbody>
</table>

High school boys eat an average of 3 slices of pizza per week.

Use of Dingbats

Top Pizza Toppings
1. Pepperoni
2. The Works
3. Sausage
4. Ham

Pizza Ingredients
✓ Pepperoni
✓ The Works
✓ Sausage
✓ Ham

Figure 7-26. Pull-quote.
Figure 7-27. Lists that are numbered and "dingbatted."
Simple boxes and lines can add a polished, professional look to your document. Lines can also isolate areas and highlight sections. Just don’t get carried away. Stick to simple boxes that let the contents “breathe.” Remember, when using any graphic element, use it consistently throughout your document. Overused or competing graphic devices can be distracting. Also, if you’re going to use a shadow box, make certain that it is a shadow. The sun generally rises and sets from above, right? Your shadow should fall below as shown in Figure 7-28.

Editing graphics can cause problems unless you’re careful. If you want to remove something, electronic whiteout is often useful. Electronic whiteout is nothing more than covering a spot with a white box without lines. If your page layout program has a cropping tool, this can also be used to eliminate unwanted areas of a graphic. Finally, be careful when resizing graphics. In most cases, you’ll want to proportionally resize the graphic, otherwise it will become distorted.

**Incorporating visual diagrams**

Sometimes it’s easier to explain an idea in pictures rather than words. A software package called **Inspiration** provides an easy-to-use tool for brainstorming, outlining, and presenting information in a visual way. Figure 7-29 shows a planning sheet of a weather unit. Inspiration documents also make nice handouts.

**Printing and packaging print materials**

Have you ever noticed that whenever you want to print a high-quality, final copy of something, the cartridge is almost dead or the printer paper is gone? As a word of advice, always keep a good cartridge in your desk along with a ream of paper. Also, have you noticed that a cartridge gets better after you’ve used it a few times? As another word of advice, keep a slightly used cartridge hidden.

Let’s say your document is ready to be printed, what do you do? First, get a cartridge as we’ve discussed. Next, locate some good paper. I advise you to buy some high quality paper for “special occasions” such as final copies. The paper you print

![Figure 7-28. Use of shadow boxes.](image-url)
Treehouse Tip

Use a quality printer for your final printout.

Figure 7-29. Inspiration document.

your original on makes a big difference when it is duplicated. Special laser printer paper or good quality printer paper is acceptable. Now, you’re ready to print your camera-ready copy.

All this really means is that you’re going to print the copy you’ll send to the printer. Before you send your materials to be printed, remember to make a photocopy. There’s always a chance your materials will be lost.

Print materials should be well-packaged for your audience. In other words, they should be collated and stapled. If you’re doing a professional presentation or a report, you need a cover. The cover should contain the title of your project, in addition to your name, address, and phone number. Select non-standard, high-quality paper. If you want to use a color, select a light color such as ivory, yellow, or grey. If you have multiple handouts, consider using different colors. Then, you can refer to the ivory sheet or the yellow sheet. If you’re doing an extended workshop
or course consider giving participants a folder and extra blank paper for notes. If you’re doing a unit with young children, let the students create a project folder out of construction paper.

**Conclusion**

Your print materials are a reflection of your professionalism. If you carefully select fonts, graphics, and layout elements, you’ll be able to produce letters, handouts, and other documents you can be proud to distribute.

Once you feel comfortable creating effective print materials, get your students involved. Start with simple documents such as a project using the word processor. Then, add visual elements. Figure 7-30a shows a Microsoft Word document with a photograph of a nest from a student field trip. As students gain more experience, add other elements. In the history project shown in Figure 7-30b, students created folded brochures on a topic related to the California Gold Rush.

---

**Treehouse Tip**

- Hide ribbons/cartridges
- Use high-quality paper
- Keep a photocopy
- Collate and staple everything
- Use light colored paper
- Put materials in folders

*Figure 7-30a,b. Student project.*
Examine the sample document. List and discuss strengths and weaknesses in the use of visual elements such as graphics.

1. The Adventures of Tom Sawyer
2. The Adventures of Huckleberry Finn
3. Life on the Mississippi

Pick your favorite book from the list above.

Evaluating Graphics in Print Materials
Building the Treehouse
Try It!

Examine the sample documents. They are intended to be part of a series of documents in a single unit. How would you make them look and "feel" part of a series rather than individual sheets of paper?

1. Healthy Foods
2. Fruits
   - Thys ys x dzcwmynt thxt Y xm gzyng tz txky thy vzwyls zwt zf sz thxt yt cxn’t by ryxd vyry yxsyly. Y’m gzyng tz rypyxt thy pxrxgrxph zvyr xnd zvyr xgxyn sz thxt Y’ll hxvy x lzt zf tyxt tz wzrk wyth. Y’m gzyng tz rypyxt

3. Meat
   - Thys ys x dzcwmynt thxt Y xm gzyng tz txky thy vzwyls zwt zf sz thxt yt cxn’t by ryxd vyry yxsyly. Y’m gzyng tz rypyxt thy pxrxgrxph zvyr xnd zvyr xgxyn sz thxt Y’ll hxvy x lzt zf tyxt tz wzrk wyth. Y’m gzyng tz rypyxt

4. Breads
   - Thys ys x dzcwmynt thxt Y xm gzyng tz txky thy vzwyls zwt zf sz thxt yt cxn’t by ryxd vyry yxsyly. Y’m gzyng tz rypyxt thy pxrxgrxph zvyr xnd zvyr xgxyn sz thxt Y’ll hxvy x lzt zf tyxt tz wzrk wyth. Y’m gzyng tz rypyxt thy pxrxgrxph. P lksy wyrf.
Visit a school and evaluate their print materials. Include the following items in your discussion.

✓ Explore the print materials found in the office, teacher's lounge, and classrooms. Are these mostly informational or instructional? What percent are computer produced?

✓ Examine at least 5 print materials (i.e., assignment sheets, worksheets, information sheets, letters to parents) that have been used in one classroom in the past couple weeks. Examine the page layout, use of directions, graphics, and typography. What do you think? Would you be proud to use these in your classroom? Why or why not? What percent of the materials were “commercial worksheets?” What’s the purpose of the materials? Are they contributing to a child’s understanding of a concept or are they mostly “busy work”?

✓ Examine the print materials teachers use in class. Are they “professional” looking?

Interview a student(s):
• What do they think about doing “worksheets?” Do they prefer written instructions, oral directions or both?

• If they had to describe themselves, would they rather “tell” you, “write” you a sentence, or “draw” you a picture? Ask them why they made that choice.
Building the Treehouse
Try It!

Remember the scenarios from earlier in the chapter on the topics of Earth forces, golf equipment, Edgar Allan Poe, and complex sentences? Take one of your ideas and create a "mock up" of a handout you might use. Note the font, font size, and type styles you'd use. Also, sketch graphics that might be included. Don't worry about the actual content, focus on the design aspects of the print materials.
Try It!

Produce computer-generated print materials to use with a lesson(s). Use a word processing, graphics, or page layout package for producing these materials. The print materials may be informational or instructional.

Ideas include:
- Information Sheets
- Reading Lists
- Worksheets
- Letters to Parents
- Tests
- Activities Sheets
- Vocabulary Sheets
- Anticipation/Study/Reading Guides
- Fliers
- Newsletter
- Checklists
- Guidebook/Manual/Steps in Process

Use the following criteria to evaluate each handout:

**Content**
Was the content, purpose, and use appropriate for the audience?
Was the handout matched to a specific objective(s) in the lesson plan?
Was the information well organized, well-written, and correct?

**Design**
Was the layout of the page including the heading and key points well designed?
Were serif and san serif fonts used appropriately?
Were type styles and sizes used consistently and effectively?

**Special Features**
Was justification used to place the heading to the left, center, or right?
Was indentation used to offset a series of points or indent a paragraph?
Did the line(s) or rectangles isolate, draw attention, or create unity on the page?
Is the type of graphic appropriate for the mood and content of the handout?
Is the entire graphic showing and well defined?
Is the graphic facing into the page rather than out?
Is the graphic positioned in a location that is effective, yet not distracting?