

• • TOP TEN TIPS for WRITING COPY • •

Fact Sheet

Goal • • *To summarize the elements of journalistic writing*

- 1 **Keep sentence structure simple**
Place subjects close to their verbs. Verbs and pronouns must agree in number with their subject.
- 2 **Avoid vague words**
Words such as "many," "a lot," "several," "some" or "a few" are weak and don't really tell your readers anything.
- 3 **Be specific and accurate**
Good copy includes specific, accurate details. Saying that a team had "a 7-3 season" tells your readers more than "The team had a winning season."
- 4 **Shorter paragraphs are more inviting**
Keep most of your paragraphs under 40 words. Readers are more likely to skip over big blocks of text.
- 5 **Keep your reader's attention**
Make copy easier to read by adding fact boxes, Q and A, bio boxes, timelines, quote collections and public opinion polls.
- 6 **Avoid using the phrase "this year" and the name of your school**
What other year besides the current year is being highlighted in the yearbook? What other school is being covered in your yearbook? Your readers already know the school name and the year.
- 7 **Write copy in the third person**
Keeping copy in the third person maintains objectivity. Third-person pronouns include "he," "she," "it," and "they." Avoid using first-person pronouns "I," "me," "us," and "we."
- 8 **Do not editorialize**
Using quotes is a good way to keep your copy objective. Have at least three sources in every story along with good quotes. Never make an opinion statement that cannot be attributed to a specific source.
- 9 **Follow your staff's style sheet**
Each staff should have a style sheet that lists the rules for using names, titles and figures as well as the rules for punctuation and capitalization. Consult the Associated Press Stylebook for the professional standard in journalistic style.
- 10 **Use the language of your readers**
Write the way you and your friends talk. If you don't talk in complex sentences seen in term papers, don't write them. Remember to avoid slang and to obey basic rules of grammar.

• • PREWRITING WORKSHEET • •

Worksheet

Goal • • *To brainstorm an angle, possible sources, interview questions and a lead for a piece of copy*

TOPIC _____

Find an Angle for Your Story

Brainstorm ideas or concepts associated with the broader topic.

Circle your most compelling idea. It will become your focus as you generate interview questions.

Develop a List of Possible Sources

List the people who would make good sources for this topic. Remember to balance your sources. Interview teachers and students, boys and girls. For clubs, interview the club leaders as well as the members; for sports, talk to the star players as well as the people who play second string.

People who can provide factual background information:

People who can provide reactions, impressions and opinions:

Brainstorm Close-Ended Questions

Close-ended questions will help you establish facts and background information. What information will you need to verify before you write your story?

Close-Ended Questions, Continued

Brainstorm Open-Ended Questions

Open-ended questions will help you gather people's reactions and impressions. Focus on writing "how" and "why" questions.

Conduct Your Interviews

Take careful notes and ask your sources to verify the accuracy of your direct quotations.

Revisit Your Angle

Read through your interview notes. Highlight or underline the information that best relates to the angle you brainstormed in the beginning. Do you have enough information to continue? Do you need to conduct more interviews? Do you need to change the angle of your story?

Draft Your Lead

Based on your angle and interview notes, choose an appropriate lead for your story. Begin your first draft by writing your lead below.

• • STYLE SHEET • •

Fact Sheet

Goal • • To introduce the guidelines of the journalistic writing style

Use this style sheet as a starting point for your staff. You will need to set rules that pertain to your school. Keep in mind that the ultimate goal when observing style rules is to be consistent within your publication. If you wish to keep a professional style guide on hand, check with Quill and Scroll or the Associated Press for their latest versions.

NAMES and TITLES

- Use Mr., Mrs., Ms. or the proper title with names of teachers and other adults: Mrs. Carol Amos; Athletic Director Bob DeLorenzo.
- The first time a name appears in a story, use the full name as the person signs it. Never use a single initial. Be sure names are spelled correctly.
- The first time a name appears in a story, identify the person with his or her proper title. Short titles usually precede the name, but longer titles usually follow the name. They are not capitalized unless they replace Mr., Mrs. or Ms.: Mr. John Myers, superintendent of schools; Student Body President Pete Fuscaldo.
- After the first time a name appears, use Mr., Mrs. or Ms. with the last name for adults. Use the first name for students, but the last name is preferred in sports stories.

CAPITALIZATION

Capitalize the following

- All proper nouns, months, days of the week and holidays.
- Names of sections of the country, but not directions: the Midwest, but he walked west.
- Short titles when they precede the names of adults: Principal Joe Johnson
- Full names of schools, clubs, organizations, streets, geographical areas or companies: North High School Chess Club, National Honor Society, First Street, Big Ten Conference, Westinghouse.
- Proper names for races and nationalities: American, Indian.
- Nicknames of athletic teams: Bearcats, Bees, Huskies.
- Principal words in titles of books, plays, movies or songs, including "a," "an" or "the" when they appear first in the title.

Do not capitalize the following

- School subjects except languages or specific course titles: algebra, journalism and language arts, but Algebra I, Journalism III and English.
- Personal titles used without names: The principal spoke.
- Street, company, club or other words unless they are part of a specific name: The Science Club met yesterday. The club elected officers.
- Abbreviations for the time of day: a.m., p.m.
- Seasons of the year: fall, summer.
- Academic departments except for words derived from proper nouns: English department, math department.
- Names of classes: ninth grade, senior.

ABBREVIATIONS

- Abbreviate Jr. and Sr. following a name. Do not use a comma between the last name and Jr. or Sr.: Thomas Myers Jr.
- Abbreviate long names of organizations or other familiar names when there can be no confusion. Use no spaces or periods: NHS, FBLA, DECA, FHA.
- Use the abbreviations Ave., Blvd. and St. only with a numbered address: 3514 Locust Ave. Spell them out without a number: Locust Avenue.
- Always use numerals for an address number: 9 Morningstar Lane.
- Spell out and capitalize First through Ninth when used as street names; use numerals with two letters for 10th and above: 137 Fifth St., 459 12th St.
- Do not use signs or abbreviations for percent, distances, weights or degrees.

DATES and TIMES

- Dates are written one way only: July 28. Never July 28th, 28 July or the 28th of July.
- Never use the year for a date within the current year, nor for the preceding or coming year unless there would be confusion: December 12, last May 5, next June.
- Do not use o'clock to show time. Omit zeros when possible: 3:10 p.m., 2 p.m., noon.

NUMBERS

- Always use numerals for ages, dimensions, money, percentages, days of the month, degrees, hours of the day, scores, room numbers, page or chapter numbers and street numbers.
- Except for those in the preceding rule, spell out numbers one through nine and use numerals for numbers 10 and greater.
- For money under \$1, use numerals and the word cents; for \$1 or over, use the dollar sign. Omit zeroes when possible: 25 cents, \$10, \$1.50.
- Do not begin a sentence with a numeral. Spell it out or rewrite the sentence.

PUNCTUATION

Use a comma in the following instances

- To separate all words in a series: French, algebra, journalism and English. Do not use a comma before the "and."
- To set off appositives or nonessential phrases: Mr. Ray Smith, the journalism teacher, will be there.
- To set off nouns of address: Lisa, will you be there?
- To separate a quotation from the rest of the sentence: "I'll invite you," Mike said, "to my party."
- In addresses: Mrs. Gordon Blake, 233 South 17th St., Richmond, CA
- In numbers over 999, except for street numbers, telephone numbers or item numbers: 1,798 but 1305 First St.
- To connect two sentences with a coordinating conjunction (and, or, nor, so): I am not going to work today, and I do not plan to go tomorrow, either.
- After an introductory adverb or adjective clause: If you are interested, I will give you more information about yearbook camp.

Use a semicolon in the following instances

- To separate independent clauses not connected by a conjunction: He wrote the story; she typed it.
- Between main divisions of a list: Officers are Lisa Smith, president; Chuck Wilson, vice president; and Bill Callihan, secretary.

Use a colon in the following instances

- To introduce a series after the phrase "as follows" or "the following," but not after verbs such as "are" or "include." The club elected the following officers: President Kate Ashber and Secretary . . .
- In time of day, but not on the hour: 3:15 p.m., but 2 p.m.
- To separate minutes from seconds in sports times: 6:17.6.

Use an apostrophe in the following instances

- To form a possessive: Lisa's book. To form a possessive of a plural word not ending in "s," add an apostrophe and "s": children's toys. To form the possessive of a plural word ending in "s," add an apostrophe after the "s": students' notebooks.
- In contractions or to show omitted letters or figures: can't, don't, '84.
- In plurals of single letters and numerals: 3's, 7's, A's, F's.

Use quotation marks in the following instances

- To show the exact words of a speaker: "That was a great game," Tracy Russ said.
- If a quotation includes several paragraphs, use quotation marks at the beginning of each paragraph and at the end of the last.
- Periods and commas are always placed within the quotation marks. Start a new paragraph each time there is a change of speaker.

Use a hyphen in the following instances

- Use with compound adjectives, but not with the same words as nouns: 50-yard line, cherry-red dress; but he ran 50 yards, the dress was cherry red.
- Use in sports scores: West won, 6-3.
- Use between syllables only to divide words at the end of a line.

TITLES

Apply the guidelines listed below to the titles of books, movies, computer games, operas, plays, poems, songs, television shows, speeches and works of art.

- Capitalize the principal words, including prepositions of four or more letters.
- Capitalize articles - "a," "an," "the" - if they are the first or last word of a title.
- Put quotation marks around the names of all works except the Bible and reference works or catalogs:
"The Star-Spangled Banner," "Gone With the Wind," "For Whom the Bell Tolls" and "CBS Evening News."

• • USING the STYLE SHEET • •

Worksheet

Goal • • To use the style sheet to edit sample pieces of copy

Directions • • Using the style sheet provided by your adviser, edit the following paragraphs. Be prepared to share your changes with a partner or with the entire class.

From copy about drivers' education

Before they could take the state mandated driving test, sophomores had to take behind the wheel instruction. For a fee, students drove before or after school with an instructor 5 times. They learned three point turns road signs and defensive driving. The last session taught students highway driving. I thought the entire experience was intimidating Marie Smith said. It's much easier to learn to drive with my parents in the car than with some instructor I don't know very well.

From clubs copy

Ultimate frisbee lacross and paintball clubs provided a welcome alternative to the typical after-school club scene. The lacrosse club practiced on weekdays from four until six pm and sometimes on Saturday mornings. Ultimate frisbee met every Wednesday from three o'clock until four thirty, or they played until one team reached seven points. For safety reasons the paintball club did not participate in their sport on campus.

From academics copy

Tests were important tools used to measure how a student was doing and if they were learning the material. Some tests however came with higher stakes, the P.S.A.T., S.A.T., and A.C.T. were college entrance exams. I'm taking the P.S.A.T.'s to see what the S.A.T.'s are going to be like. Hopefully I will get a good score said Junior Tom Jones.

From swim and dive copy

The swim and dive team has been patiently awaiting it's return to domination in the District. This year, the team shook things up when new talent filled the spots left vacant by seniors. We have an extraordinary quality of newcomers this year including freshmen, said coach John Filbert.

• • WRITING HEADLINES • •

Fact Sheet

Goal • • To know the guidelines for writing a headline and subhead package

A headline grabs your attention, pulling you into the spread. The subhead, or secondary headline, provides additional information to identify the topic of the spread and to explain the headline. Together, the headline and subhead work as a single package.

An effective headline package meets four requirements

- 1 It identifies the content of the spread
- 2 It attracts the reader's attention
- 3 It reflects the mood of the spread
- 4 It ties into the action of the dominant photo

To write an effective headline package, try following these steps

- Read the copy: as you read, write out a list of key words and phrases.
- Describe the action in your dominant photo: does it match any of the words in your key word list?
- Choose your favorite key words and phrases from your list.
- From your favorites, write a first draft of your headline. Use literary techniques you learned in English class - alliteration, assonance, onomatopoeia, pun and rhyme - whenever possible.
- Reread your copy: what factual details from your copy will help you write your subhead?
- Draft your subhead: write a sentence that identifies key information from the spread.
- Pair your headline and subhead together: do they work together? The headline and subhead should be similar in tone - both should be playful, serious or informative.
- Edit the headline and subhead: eliminate unnecessary words or information. Make sure your verbs are strong and active. Write all headline packages in present tense.

Tools to Help You Write Headlines

- Dictionary
- Idiom Dictionary
- Rhyming Dictionary
- Thesaurus

Consider the following examples from West Henderson High School - Hendersonville, N.C.:



Gone Fishin'

Students enjoy global getaways for the summer

- Reflects action in the dominant photo; the subject of the photo is proudly holding a salmon he caught.
- Includes the topic of the spread, summer, in the subhead.
- Term "global getaways" highlights the diversity of the students' destinations.

Cost of car insurance and extras adds up for students

auto MOTIVE

Headline: Cost of car insurance and extras adds up for students

Subhead: "auto MOTIVE"

Text: For many students, the cost of owning a car is a significant financial burden. The price of a car, insurance, maintenance, and other expenses can add up quickly. Many students are motivated to earn money to cover these costs.

Text: The cost of car insurance is a major concern for many students. Insurance rates can be high, especially for young drivers. Other expenses like gas, parking, and maintenance also add to the total cost of ownership.

Text: Many students are motivated to earn money to cover these costs. They work part-time jobs, take on extra assignments, or participate in school activities to generate income.

Text: The financial pressure of owning a car can be overwhelming for many students. They must carefully budget and find ways to reduce expenses to make car ownership manageable.

Auto Motive

- Cost of cars, insurance and extras adds up for students
- "auto MOTIVE" reflects the topic of the spread, cars, but it also serves as a play on words - owning a car often motivates students to earn money.
 - Subhead lists the pitfalls of owning a car. These pitfalls are discussed in the copy.

WAVES OF CHANGE

of

New coach leads men's swim team to state championship

Headline: WAVES OF CHANGE

Subhead: New coach leads men's swim team to state championship

Text: A new coach has led the men's swim team to a state championship. The team's success is attributed to the coach's innovative training techniques and the team's hard work and dedication.

Text: The coach's change in strategy was a key factor in the team's success. He focused on improving the team's endurance and technique, which paid off at the state competition.

Text: The team's success is a testament to their hard work and the coach's leadership. They are proud to represent their school and their sport at the state level.

Waves of Change

- New coach leads men's swim team to state championship
- The key word in the headline, "change," is defined in the subhead. The coaching change led to the team going to state competition.
 - As a water-related word, "waves" ties the headline into the subject of swimming.

ONE STEP FURTHER

Returning players set their sights on the top prize

Headline: ONE STEP FURTHER

Subhead: Returning players set their sights on the top prize

Text: Returning players are determined to win the state championship. They have learned from their previous experience and are ready to take the next step towards victory.

Text: The team's goal is to advance to the state semifinals and win the championship. They are motivated by their previous success and their desire to represent their school at the highest level.

Text: The returning players are a key part of the team's success. They bring valuable experience and skill to the field, and they are committed to working hard to achieve their goals.

One Step Further

- Returning players set their sights on the top prize
- The previous year, the women's varsity soccer team advanced to the state semifinals, so "one step further" is the state championship.
 - The headline package clearly relates back to the copy, which focuses on the goal of state contention and the number of returning players.

Love of dance takes students to New York to participate in annual holiday event

COLD FEET

Headline: Love of dance takes students to New York to participate in annual holiday event

Subhead: COLD FEET

Text: The dance team is excited to participate in the annual holiday event in New York. They are looking forward to showcasing their skills and enjoying the festive atmosphere.

Text: The event is a two-sided experience. It allows the dancers to perform in a professional setting and also experience the reality of cold feet when marching in Macy's Thanksgiving Day Parade.

Text: The dance team is proud to represent their school and their state. They are committed to giving their best performance and making the most of the opportunity.

Cold Feet

- Love of dance takes students to New York to participate in annual holiday event
- "Cold Feet" is two-sided - it can reflect the dancers' nervousness at performing, and it can refer to the reality of cold feet when marching in Macy's Thanksgiving Day Parade.
 - Subhead provides facts that draw the reader into the copy.

• • WRITING CAPTIONS • •

Fact Sheet

Goal • • *To know the guidelines for writing an informative caption*

Your audience will read the captions in your yearbook more often than they will read the copy. People read the captions because, while “a picture is worth 1,000 words,” they will need at least a couple of sentences to remember the details of a particular scene. Below are the basic guidelines for writing an informative caption.

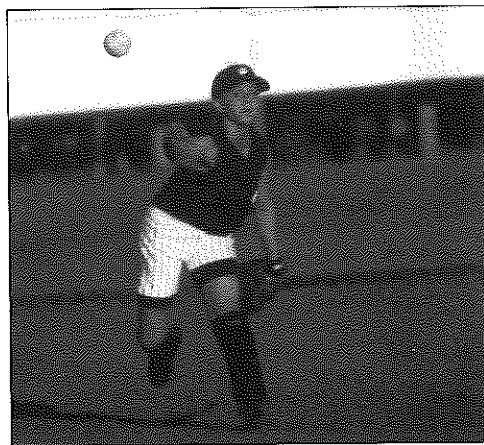
The first sentence

- The first two to five words will be the caption lead-in; these words will grab the reader’s attention and link the photo with the rest of the caption.
- Write the sentence in present tense.
- Identify the people and the action of the photograph.
- Avoid stating the obvious.
- Avoid starting the sentence with a person’s name.
- If there are more than seven people in the photo, identify the main participants.

The second and any remaining sentences

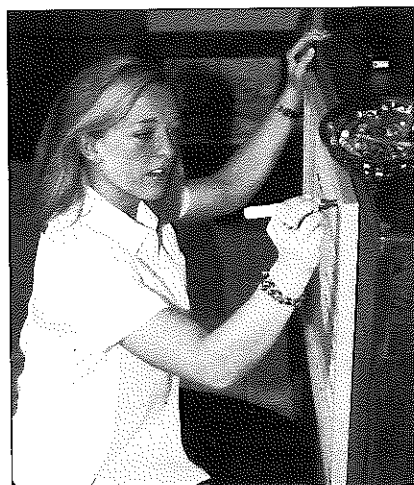
- Write the sentence(s) in past tense.
- Provide background information; consider the action before the photo and reactions after the event.
- Interview the people in the photograph to gain their perspective on the moment.

Consider these examples from Brookwood High School - Brookwood, Ala.:



After fielding a routine ground ball, shortstop Brooke Franklin releases her throw to first baseman Sandy Short in hopes of beating an Oak Grove runner. Brooke finished the season with 46 put-outs and 56 assists. Oak Grove visited the Panthers on March 14 and returned home after losing, 3-5.

- *Identifies action in the picture as well as action after the picture.*
- *Provides Brooke’s overall season statistics.*
- *Includes date and final outcome of the game.*



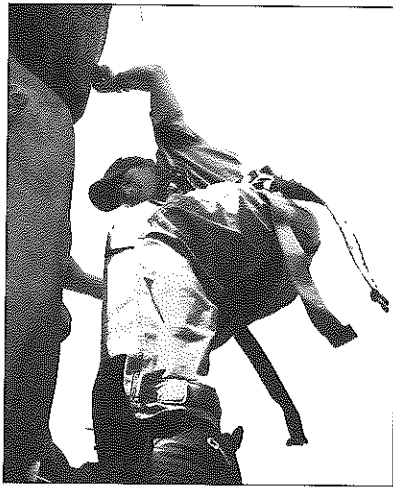
Kneeling in front of the hostess stand at the Plaza Café in Bucksville, Laura Mink writes the daily specials menu. Laura worked three days a week during the evening shift. “Lots of time when I come in, the day shift will have everything scattered. I like having my work space neatly organized so I can find what I need,” Laura said.

- *Identifies the person, the action and the place.*
- *Includes background about Lisa’s work schedule.*
- *Lisa’s quotation relates to the action of the photo.*



At Alabama Honor Band, Amber Twinn listens to Dr. Gerald Welker give directions. “As a sophomore, it was weird to beat out all the seniors for first place,” Amber said.

- *Identifies action as well as both people in the picture.*
- *Quotation highlights Amber’s reaction to being in the Alabama Honor Band.*



Being Brave. Searching for a footing notch, Josh Kizziah hangs suspended high above the ground. The National Guard brought “The Wall” to campus for the JROTC classes. Later, they returned and allowed anyone interested to try his or her luck. “I was happy about making it to the top. The first time I tried, I fell off,” Josh said. “I think bravery is a willingness to do dangerous things and not be easily scared.”

- *“Being Brave” serves as a separate caption lead-in.*
- *Josh’s quotation relates to the spread topic - bravery.*



Dipstick in hand, Chris Jones, 11, checks the oil in his Grand Prix. He invested over \$4,000 in new stereo equipment, an exhaust system and additions to his motor. “During the summer, I wash my car two or three times a week. I never let people in my car who have mud on their shoes,” Chris said.

- *Identifies the action as well as the person in the photo.*
- *Includes background information - \$4,000 investment - that is not evident by looking at the picture.*
- *Chris’s quotation relates to the spread topic, personal space.*

Additional guidelines for writing informative captions

- Vary the caption lead-ins on a single spread; you don’t want every caption on a spread to begin with an “-ing” word.
- Do not use “gag” or joke captions. They cause a variety of ethical and legal problems.
- Avoid editorializing. Allow the action in the photo and the background information to tell a complete, factual story.

• • VOCABULARY for DESIGN • •

Fact Sheet

Goal • • To introduce the vocabulary for design

In yearbook, two facing, side-by-side pages are a spread. A spread is designed as a single unit, and it's also known as a layout. Examine the sample spread below. Examples of the vocabulary are labeled, and their definitions are listed.

1 **Column Structure**
The structure created when the spread is divided into a number of equal divisions. Pictures, headlines, copy and captions are designed to fit within the columns. Column structure creates visual organization for the spread.

2 **Gutter** The fold between two pages where the pages are bound together.

3 **Dominant Photo** The largest photo on the spread, at least two to two-and-a-half times larger than any other photo on the spread. In many cases, the dominant photo crosses the gutter.

4 **Candid Photo** An unposed photo. Most spreads have at least five to seven candid photos. Some spreads have more than ten candid.

5 **Bleed Photo** A photo that breaks the spread's external margin and runs to the edge of the page.

6 **Internal Margin** The one-pica spacing between all of the elements on a spread. A pica is the equivalent of one-sixth of an inch, and it is the unit of measure used in graphic design.

7 **External Margin** The white space around the outside of the spread. All layouts should have a consistent external margin.

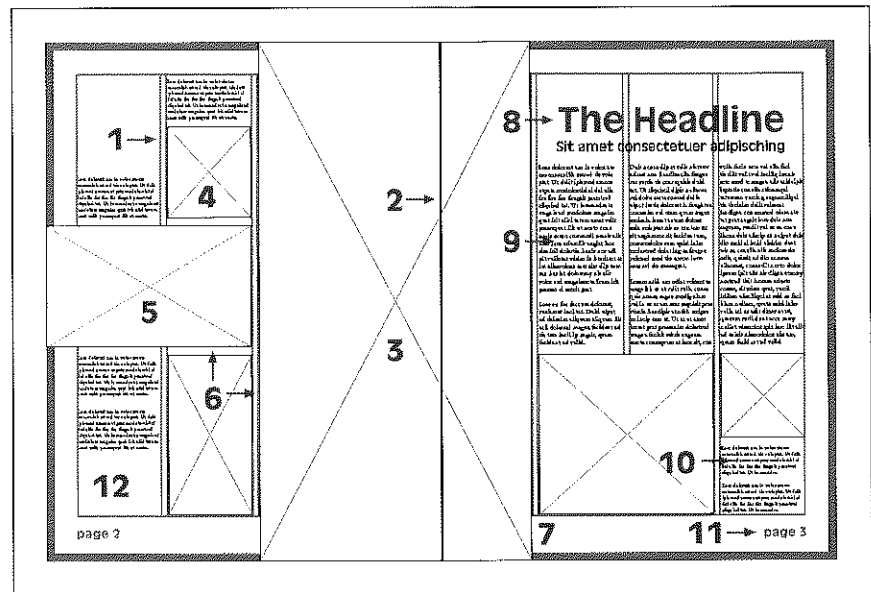
8 **Headline** A line of large type used to gain the reader's attention; the title of the copy or story.

9 **Copy** The story. The copy and the headline are placed together as a single unit. Copy is typically broken into columns to make it easier to read.

10 **Caption** The copy that describes a picture. Captions are placed next to the pictures they describe.

11 **Folio** The page number and spread identification which are usually positioned in the bottom corner of each page.

12 **White Space** Empty area of a spread that is not covered by type or pictures. White space is kept to the corners of a spread.



• • STEP-BY-STEP COLUMN DESIGN • •

Fact Sheet

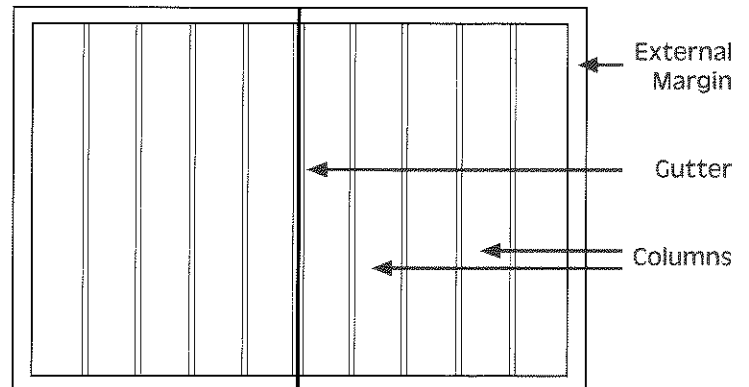
Goal • • To demonstrate the steps for designing a 10-column spread

Goal • • To identify the common pitfalls of column design

Step 1

Decide on your columns.

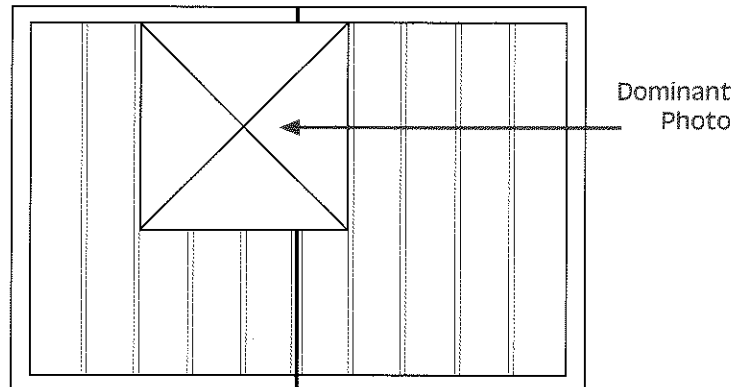
Determine how many columns you will have on your spread. Use three, four or five columns per page when you begin. All copy and captions will be one column wide, and all photographs will align with the width of the columns. The columns are one pica apart.



Step 2

Place the dominant photo.

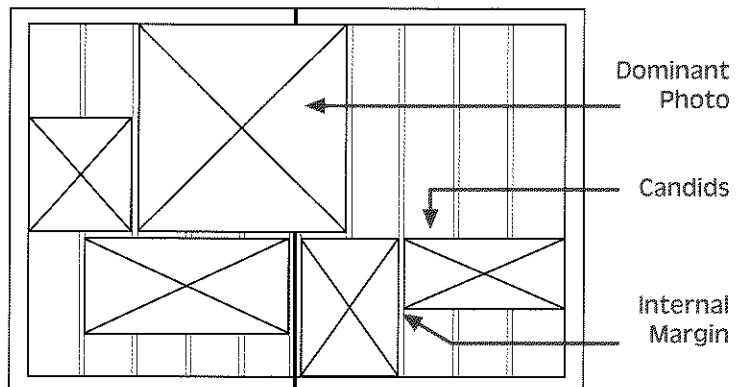
The dominant photo is two to two-and-a-half times larger than any other photo on the spread. The dominant usually crosses the gutter. The dominant photo helps to unify the two pages of the spread.



Step 3

Place the remaining candid photos.

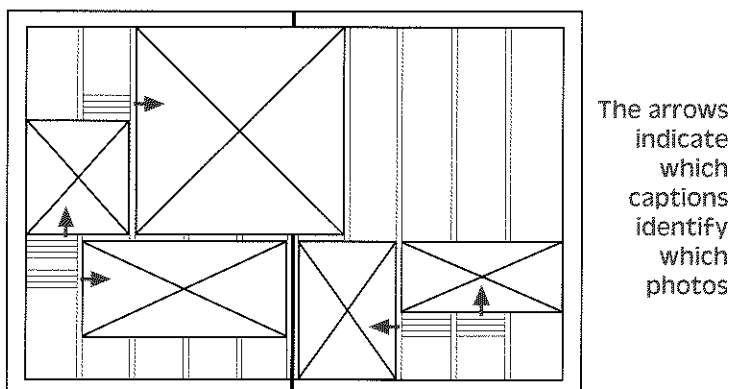
A typical spread has five to seven additional photos of varying shapes and sizes. Place these additional photos around the dominant photo. Use a consistent internal margin of one pica to separate the photos. Make sure the photos touch the external margins on the page. Remember to leave room for the copy and headline.



Step 4

Place the captions.

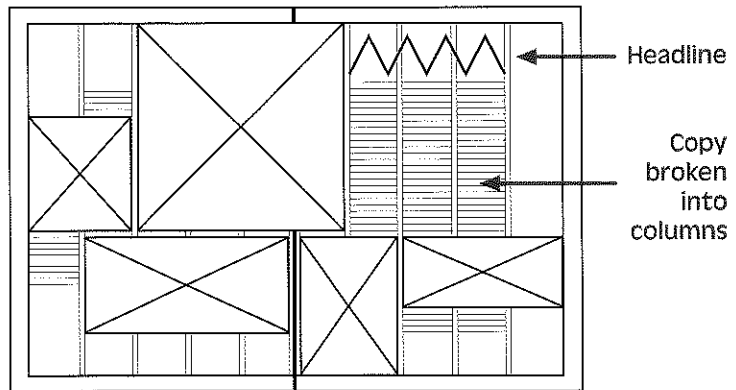
Each photo needs a caption. Place each caption so that it "touches" the photograph it describes. Captions can be placed above, below or next to the photos. Never place more than two captions together.



Step 5

Place the copy and headline.

The copy and headline are a single, rectangular unit. They should be placed in one of the four corners of the spread.

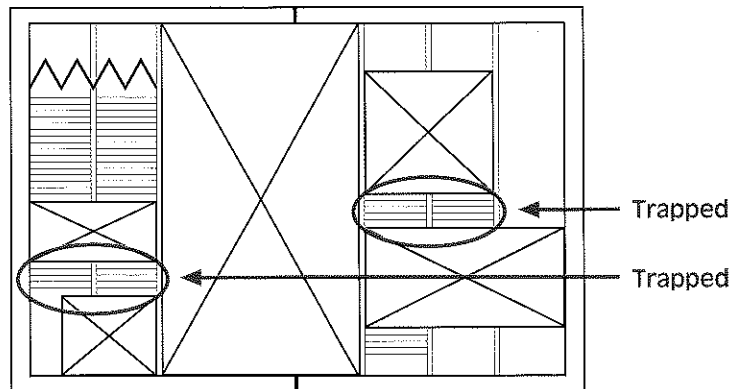


THREE COMMON PITFALLS OF DESIGN

Pitfall 1

Trapped Captions

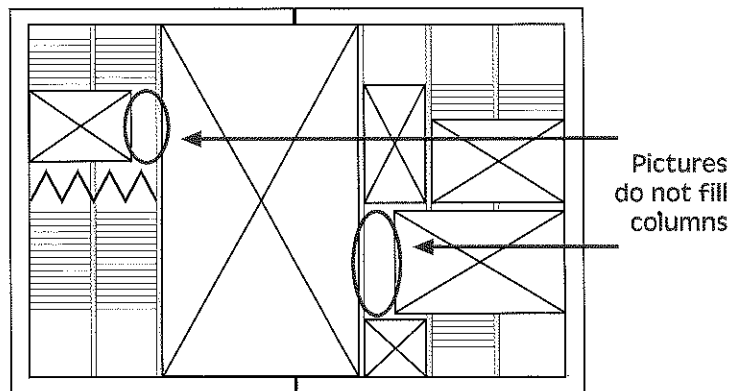
Captions should be placed to the outside of the spread. Captions should never be sandwiched between two or more photos or between the copy block and a photo. To avoid this pitfall, place captions after all of the photos have been arranged.



Pitfall 2

Elements do not fill the columns, creating more than one pica of white space between elements.

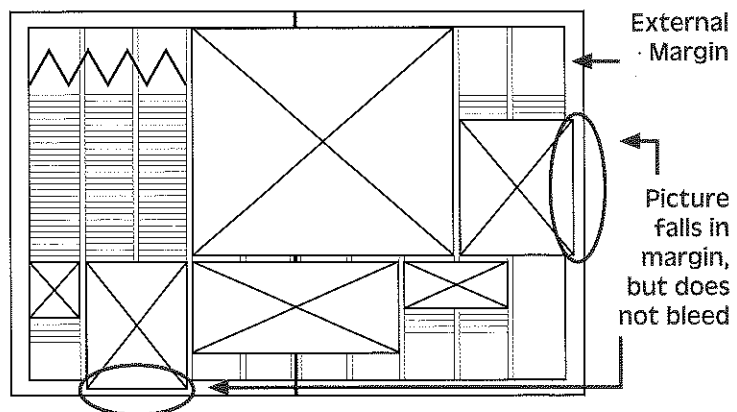
When you begin designing on paper, you may find it helpful to fill in the one pica between columns with a highlighter. That visual cue will remind you to extend the width of your photos to the highlighted column marker.



Pitfall 3

Elements violate the external margin.

There are two common problems with the external margin. First, when you bleed a photo, you may not extend the photo to the outside of the bleed line. The bleed line is the dark gray one-pica line to the outside of spreads on the computer, and it is the dark one-pica line on Making It Final sheets. You might also place other elements in the external margin. On the computer, the design should stay within the colored margin guides surrounding each page of the spread. On Making It Final forms, you should place elements within the shaded picas. The white picas indicate the external margin.



• • STUDENT CHECKLIST for COLUMN DESIGN • •

Assignment

Goal • • To design a 10-column spread using a checklist as a guide

Directions • • Design a 10-column layout with a horizontal or a vertical dominant photograph. Be sure to include a copy block with a headline, five to seven candid photos, and a caption for each photo. As you work on your design, use the checklist below to guide you. You may design your layout on paper or on desktop.

Checklist for Photos

- The layout includes a dominant photo. The dominant is two to two-and-a-half times larger than any other photo on the spread. The dominant may or may not cross the gutter.
- The layout includes five to seven candid photos.
- Photos vary in shape and size. No two photos are the same.
- If a photo bleeds, it extends to the outside edge of the bleed line.

Checklist for Copy and Captions

- The copy and the headline package are placed together in one of the corners of the spread.
- The copy block is broken into columns.
- Every photo has a caption.
- Every caption is placed next to, above or below the photo it describes.
- Every caption is placed to the outside of the spread. No caption is trapped between two or more photos.
- No more than two captions are stacked on top of one another.
- Each caption is one column in width.

Checklist for White Space

- One pica separates all elements on the spread, maintaining the internal margin.
- The external margin is maintained.
- Any extra white space is left to the outside of the spread.

• • REVISING COLUMN DESIGNS • •

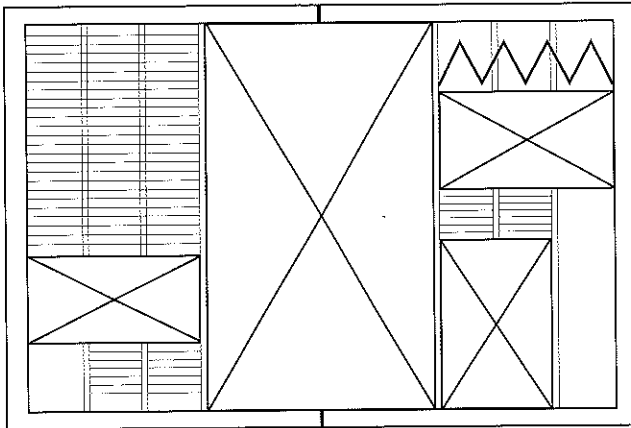
Worksheet

Goal • • To identify mistakes in practice spreads

Goal • • To revise practice spreads

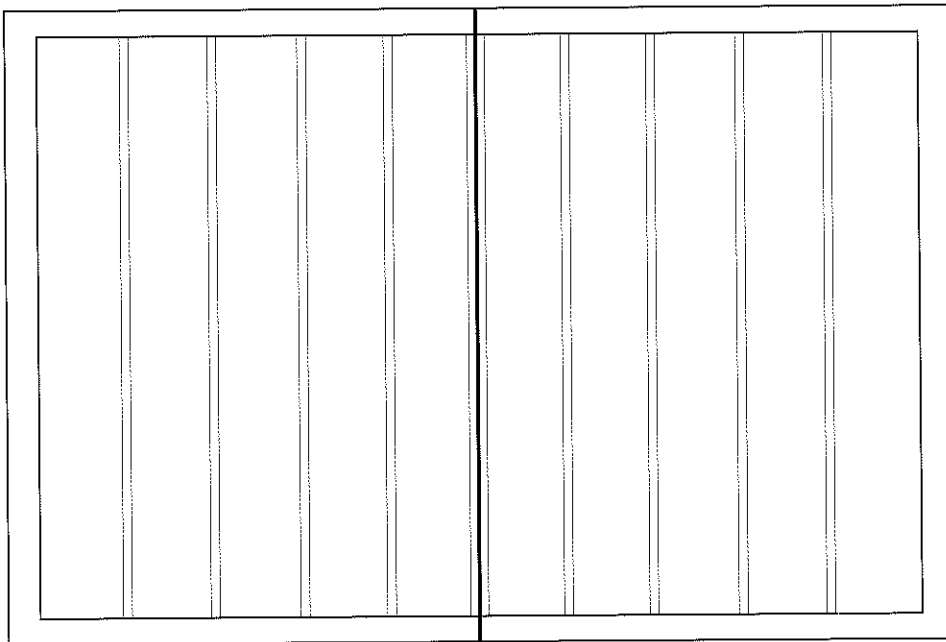
Directions • • Study the spreads below, and identify any problems. Then, redraw the layout in the space provided, and list the revisions you made.

Incorrect Spread 1



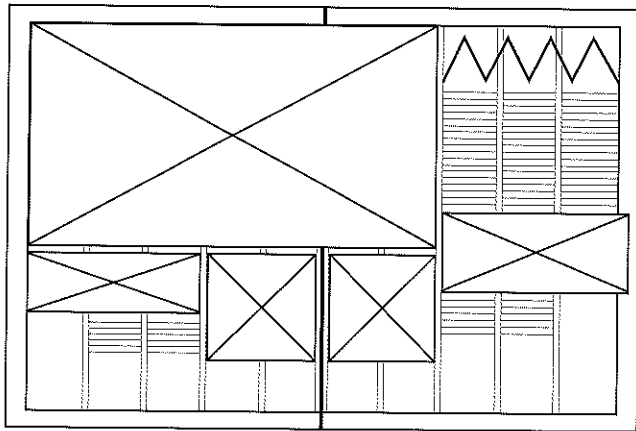
Problems

Revised Spread 1



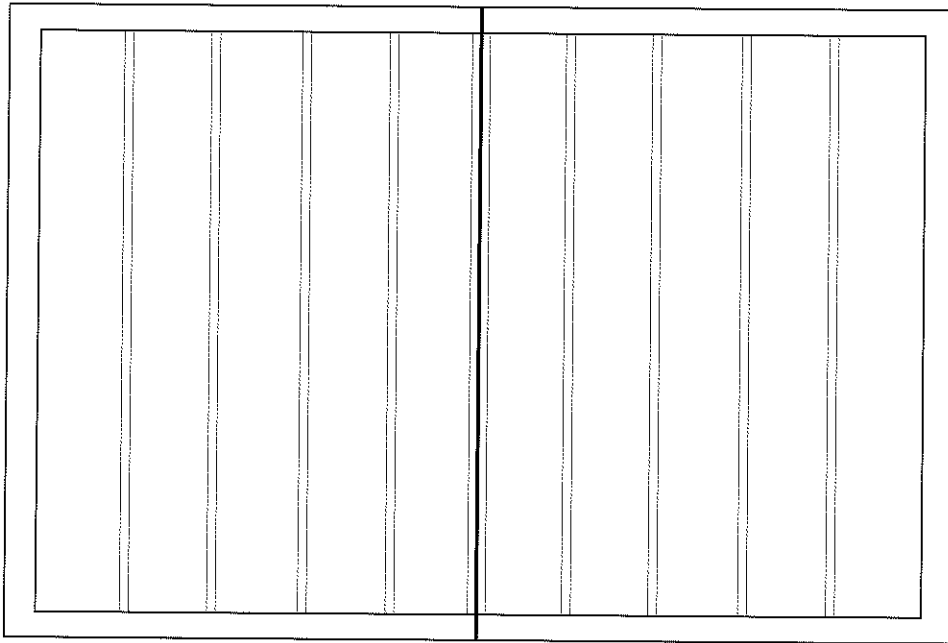
Revisions

Incorrect Spread 2



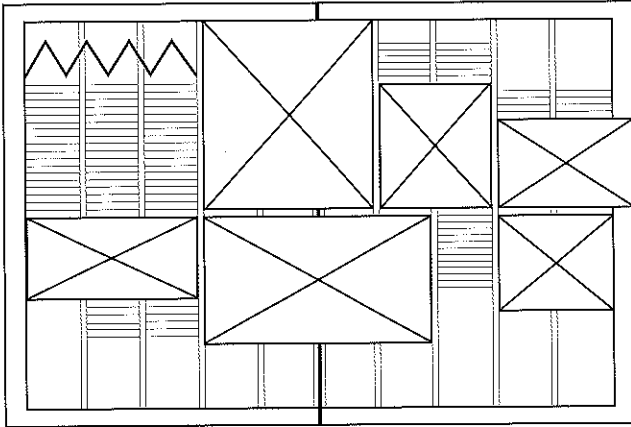
Problems

Revised Spread 2



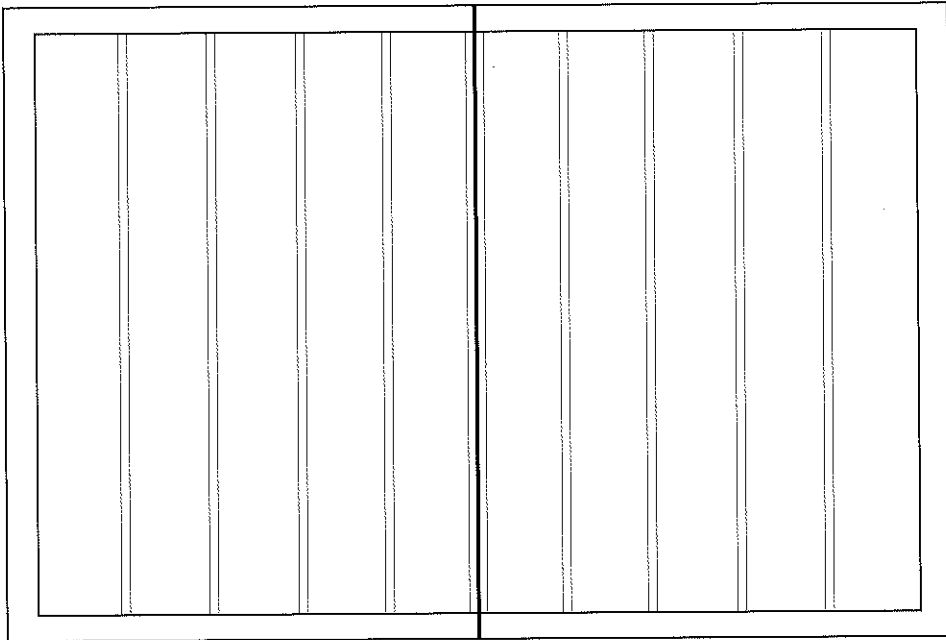
Revisions

Incorrect Spread 3



Problems

Revised Spread 3



Revisions

• • GRAPHIC ELEMENTS and TYPE • •

Fact Sheet

Goal • • To introduce a variety of graphic elements and type treatments

Designers add graphic elements and type treatments to their spreads to create variety and interest for the reader. Typically, yearbook staffs will choose one or two graphic elements and type treatments to create a visual look for their theme. Then, the staffs find different ways to incorporate those elements and treatments into all of their designs across the sections. Below are listed the definitions and examples for basic graphic elements and type treatments.

BASIC GRAPHIC ELEMENTS

Gray Screens

A percentage of black ink (a gray screen) gives the effect of adding color to a spread. Designers use gray screens for rule lines, for initial letters or in headlines. Screens can also create a background for a spread or part of a spread.

EXAMPLE

These screens give the impression of color to your black and white spread. In this example, the thin bars above and below the large box are printed in 60% black. The box is 20% black. On the computer, you can change the percentage of black in the colors palette.

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Rule Lines

Lines of varying widths can be used graphically to link or to separate elements on a spread. Rule lines may be printed in black or color ink. Designers tend to use one width of rule line throughout a publication. If you choose to use thin lines in your theme designs, you should continue to design with thin lines throughout your book.

1-point rule

2-point rule

4-point rule

6-point rule

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Spot Color

A second applied color is added to a black-and-white page. Spot color is used to highlight headlines, rule lines, initial letters and copy or caption starters. Spot color can be screened to produce lighter shades just as black can be screened to produce shades of gray.

For Interest and Emphasis

- Spot color creates variety for staffs that cannot afford four-color pages. However, designers should use spot color sparingly.