ASSIGNMENT 3 (work with your base team)

Major Project: Print (B-brochure) plus Electronic (V-video or W-web site)

<table>
<thead>
<tr>
<th>DUE DATES:</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Web site groups only: web assessment</td>
<td>mini-grade</td>
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<tr>
<td>Video groups only: video assessment</td>
<td>mini-grade</td>
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<tr>
<td>Bring 5 project topic ideas</td>
<td>mini-grade</td>
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<tr>
<td>Overall Project idea paragraph</td>
<td>mini-grade</td>
<td></td>
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<tr>
<td>Phase I: Planning Document &amp; Design Concept</td>
<td>5%</td>
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<tr>
<td>Phase II-B: Detailed brochure text (peer review)</td>
<td>mini-grade</td>
<td></td>
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<tr>
<td>Phase II-B: Revised brochure text (instructor crit)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Phase II-V/W: Detailed script for video/web (peer review)</td>
<td>M-G</td>
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<tr>
<td>Phase II-V/W: Revised script for video/web (instructor crit)</td>
<td>5%</td>
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<tr>
<td>Phase III: Revised project planning document</td>
<td>15%</td>
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<tr>
<td>Phase III-B: Final completed brochure project: camera-ready brochure mockup w/ printer instructions, complete narrative, planning worksheet, self and peer critiques</td>
<td>15%</td>
<td></td>
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<tr>
<td>Phase III-V/W: Final completed video/web project: actual 15%</td>
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<td>15%</td>
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INTRODUCTION

We began this semester discussing the importance of integrating an organization or agency's communication needs through a "visitor information system" (VIS), which allows the various elements to be integrated and linked. Different media formats are used for different types of messages and purposes, and to address different market segments. For this project, you and your base team will develop two components of an information system, using one print genre (brochure) and one electronic genre (your group may choose either a short video production or a multiple-paged web site development; note that at least 2 groups in the class must produce a video). The two pieces (print plus electronic) should complement each other and be linked, but they should NOT fulfill the same need within the organization (i.e., you should NOT simply develop the same information and present it in two different formats).

PRINT (Part B: required by all): Brochures and other publications are used for a variety of reasons in park, recreation and natural resource fields, including:

- to promote an organization, agency or business,
- to promote or publicize a specific site, program or event,
- to provide information along trails or drives,
- as interpretive publications,
- to promote conferences, workshops or curricula,
- to help resource site users understand a specific management technique (such as controlled burns or raptor rehabilitation),
- to promote a new product or service.

Such brochures vary not only in purpose, but in format, length, style, depth of content, design, and target audience. The general purpose of brochures is to provide people with a variety of information (maps, resources available, program schedules, agency or business information, rules and regulations, interpretive information, etc.) in a concise manner and in a format that can be easily used by the recipient. Brochures should first attract the reader's attention, then provide accurate information (most needed by the reader at time of receipt) in a professional and attractive manner. (As you begin your design, remember that you are designing a BROCHURE, not a flier.)
ELECTRONIC (Option V): Use of video and television (especially local access TV) is extremely popular as a means of communicating with clients or community members. Videotapes can be used as in-house training materials. They can be loaned, sold or freely distributed as promotional or public relations material. They can be broadcast to educate, inform or "challenge to action" a target audience about specific issues, opportunities, or needs.

ELECTRONIC (Option W) Use of web sites is becoming increasingly popular as a means of communicating with clients or community members. As with the other media genres, they can be used for a variety of purposes: to promote, provide directions, provide interactive educational opportunities, give tours, show "how to do" something, register people for programs, sell products, etc. Remember that web sites are available to all types and ages of people, even those not part of your target audience. Also remember that not all people have ready access to (or the know-how to use) computers with internet access.

BECAUSE THIS IS A GROUP PROJECT, EACH PERSON MUST BE EQUALLY INVOLVED, THOUGH NOT EACH PERSON MUST DO EACH PART. All should be actively involved in discussions, writing, reviewing and editing the overall planning documents. Teams will each design and produce a brochure, then choose to produce either a video or web site. Again, all must be actively and equally involved, but it is up to your group to decide how you will delegate tasks, and how you will review and discuss each other's contributions.

Take advantage of each other's strengths, yet also allow opportunities for people to work in areas/skills unfamiliar to them. (Assign components of each phase--research, planning and production--to different people, then INTEGRATE the elements. When you work with a group, first listen to each person's ideas before making any evaluative comments. Then assess each idea. Good listening skills and compromise are critical to effective group work.)

If your group chooses Option V, this assignment will allow you to plan and produce, with your base team (a group of 3 people), a short video program that might be aired on a local access public television station and/or used by the organization (selected as your base team's project organization) as a training, public relations, outreach or promotional video, depending on the needs of your base team's selected organization. Your video program (on a topic to be chosen by your group as relevant to your target organization and its general information system needs, and linked with the group's brochure components) will be 10-12 minutes in length. (If you choose to produce some "bloopers," that is additional to the required time.) Prior to planning your own video, you will view and assess (in writing) a minimum of three previous student-produced videos, identifying effective and ineffective filming, text and production techniques.

We have a digital video camera and digital editing system (computer-based). Be sure to schedule a "learning" session PRIOR to beginning work on your actual video. Basic instructions are provided in a work manual & tutorial.

If your group chooses Option W, this assignment will allow you to plan, design and produce a multi-level, multi-page web site for your organization. This includes developing a concept map (to indicate the various conceptual components/pages and how they are linked). Prior to designing your own web site, you will explore and assess (in writing) a minimum of three multi-level web sites, identifying effective and ineffective design and layout strategies, and any special techniques/functions that may be incorporated into the web sites.

NOTE: Don't be discouraged if it takes multiple revisions and changes to get the brochure to look like you want it, or to get everything to fit. Even professionals go through MULTIPLE revisions. Also remember that your project planning documents and sub-project components should be more detailed and more carefully thought out at each succeeding stage of development.
OBJECTIVES
For this assignment, you will be working with your base team, preferably individuals in the same emphasis area as you and/or who have similar interests. With your entire base team, you will select a relevant real agency/organization/business with which to work. For this organization (and the overall PRINT plus ELECTRONIC project), you will research the important elements of the target audiences and the information system. After you and your team have selected an organization and done preliminary research, you will begin to identify the organization's information needs to determine which might be appropriately presented through a brochure and which through either a video or web site.

(If your team has three people, it will produce 1 brochure. If your team has four or five people, it will produce 2 brochures. If they are both designed for the same information need, they should be designed for different target audiences. OR If they are designed to meet different information needs or purposes, they may be designed for the same audience. However, both can be designed for both different information needs and audiences. In all cases, the brochure should be linked in some way (through the overall information system) to the electronic component of the assignment.)

Overall Project -- You will demonstrate your ability to:

1. Identify and describe a target audience (or sub-audiences) and write general goals for the entire project within the context of the organization’s information needs.
2. Develop and describe an overall information system that addresses the organization’s information needs, then describe how both the PRINT and the ELECTRONIC pieces fit within the information system.
3. Describe linkages between PRINT and ELECTRONIC pieces (& with any other important components of VIS).
4. Research and describe all relevant audience characteristics, needs, issues, concerns, etc.
5. Describe how you would accommodate persons with disabilities and include information about services for persons with disabilities.

Brochure: Once you have selected a specific need/topic for the brochure, you will design, write text for, select graphics, and produce a layout for the brochure (BROCHURE, not a flier). The minimum size should be 8 1/2 X 11 front/back with some type of fold, appropriate to the context and use of the brochure(s). After identifying a topic and describing the context (use) for the brochure, you will demonstrate your ability to:

1. Write specific measurable objectives for the brochure.
2. Research/collect all appropriate information needed for your publication (and cite your reference sources, including sources of graphics).
3. Design an attractive cover and layout format to capture a person’s (in target audience) attention.
4. Write appropriate text (in a form and style that will hold your reader's attention).
5. Select appropriate artwork, photography, and/or other graphics to complement, illustrate, or enhance the information given.
6. Develop layout design to accommodate text, graphics, white space.
7. Crop artwork or photos to the proper ratio scale for the space allocated in the brochure layout.
8. Select appropriate paper (weight, texture) and colors of both paper and ink to support design.
9. Produce camera-ready (actual brochure production is optional, but rewarding and appropriate for inclusion in your professional portfolio), complete with detailed instructions to the printer.

Electronic (video or web site): Once you have selected a specific need/topic for the video or web site, you will design, write text for, select visual images (video) or graphics (web site), and produce either a short video or a multi-level, multi-page web site.

1b. (For the video option): View and assess (in writing) at least 3 former student videos and evaluate (in writing) the effective and ineffective elements.
1c. (For the web site option): Explore and assess (in writing) at least 3 comparable (organization type, complexity) web sites and evaluate (in writing) the effective and ineffective elements.
2. Write specific measurable objectives for the video or web site.
3. Research/collect all appropriate information needed for your video or web site (and cite your reference sources, including sources of graphics).
4. Develop a conceptual design for either the video or web site (including a “grabber” introduction for the video or a “grabber” homepage for the web site) to capture a person's (in target audience) attention.
5. Write appropriate script and filming instructions (video) or text (web site).
6. Select appropriate artwork, photoshoot sites and techniques, and/or other graphics to complement, illustrate, or enhance the information given (as appropriate to the video or web site project selected).
7. Produce a complete project (film and edit for video production, develop a conceptual site map and produce an actual web site for the web project).
**TO TURN IN:** Parts of this major assignment are due as indicated in the following chart. However, you should NOT wait until the night before a given component is due to work on it.

**Give your group time to compile and review each other's work.**

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<thead>
<tr>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Web site analysis:</td>
<td>Each person (as appropriate to your group) bring written analysis of 2+ web sites or 2+ videos</td>
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<tr>
<td>Video analysis:</td>
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<tr>
<td>5 project ideas</td>
<td>Each person bring (written) 5 major project topic ideas (MG)</td>
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<tr>
<td>Idea paragraph</td>
<td>Descriptive paragraph describing focused topic of the project components (brochure and electronic), for whom they will be produced, why you want to develop those specific components (what is the audience need?) (MG)</td>
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<tr>
<td>Phase I:</td>
<td>Complete, well researched/developed information for items #1-9, <strong>INCLUDING</strong> an outline of content to be used for each (brochure + electronic) AND a discussion of the linkages between the two pieces (brochure + selected electronic piece); for brochure, also include a discussion of general design concept, including a physical preliminary &quot;design concept&quot; layout with main topics &amp; space allocations indicated (&quot;bubble design&quot; on folded paper, not details).</td>
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<td>Phase II-B:</td>
<td>Detailed brochure text (including headings and subheadings) [for in-class peer review/comment] Bring revised planning document (NG) to enable critique about match between brochure text and other planning elements (audience, objectives, information system, etc.) (MG)</td>
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<td>(instr. crit)</td>
<td>Revised detailed brochure text (including headings and subheadings) [for instructor critique]. Turn in revised planning document (NG) to enable critique about match between brochure text and other planning elements (audience, objectives, information system, etc.)</td>
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<tr>
<td>Phase II-V/W:</td>
<td>Detailed script for video or web site, <strong>PLUS</strong> site map for web or filming instructions for video (for peer critique); for video script, include complete script of interviews with questions &amp; interviewee responses (MG)</td>
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<tr>
<td>(peer crit)</td>
<td>Revised script for video or web site, <strong>PLUS</strong> site map for web or filming instructions for video (for instructor crit);</td>
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<td>Phase III:</td>
<td>Complete, final overall planning document (items 1-10)</td>
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<td>Phase III-B:</td>
<td>Complete brochure mockup, including all materials as described in following pages, <strong>PLUS</strong> self &amp; peer critiques</td>
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<tr>
<td>Phase III-V/W:</td>
<td>Final production of video or web site (to be shown in class), group critique of video (post-production), self- and peer-critiques turned in separately</td>
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**NOTE:** To double check what to turn in for each phase of assignment, see specific requirements on this summary chart. Remember **ALWAYS** to turn in previous phases and associated critique sheets with a given assignment.
OVERALL PROJECT DESCRIPTION

NOTE: For assignment details and what to turn in for each phase, see specific requirements on preceding page. Remember always to turn in previous phases and critique sheets with a given assignment.

Before working on individual components of the project, your entire base team should analyze the potential, compatibility, feasibility and "group member likability" of each of the ideas submitted by group members. With each person bringing in 5 potential project ideas, your group should have 15 to 20 from which to choose. Present EACH of the ideas, then assess each for various qualities before deciding on your project idea. You will be spending a LOT of time and energy on this project, so it should be something about which each group member can get excited.

Develop your overall planning document first (see information presented immediately following). Information specific to the individual media pieces are presented after the general project information. While some of the overall concepts are reiterated in each of the subsections for specific media pieces, they are done to reinforce the general planning process. However, you do not need to fully write the information twice; refer back to overall content when appropriate.

PHASE I (overall project): You will be required to turn in a typed planning document for the entire project, first an initial detailed PD for peer critique, then a revised PD for instructor critique; ultimately, you will turn in a polished, revised final PD near the end of the semester. The PD should include (refer to more detailed instructions for these components in the "talk" assignment and in Professional Presentations book):

1. **Topic:** identified and focused, with a brief statement about the specific purpose of the brochure and the electronic media piece (indicate whether video or web site)

2. **Target Audience:** Who is your target audience? In your description, include a geographic target area as well as a description of other characteristics (this will affect not only how you present the information, but how you will distribute the media pieces). Also consider/discuss the following types of things: What are specific characteristics [demo-graphic, social, emotional, cultural, cognitive, etc.], experiences and knowledge, attitudes, values, and concerns/fears of the audience you should keep in mind when you are writing for them? What kinds of information will they be searching for related to your topic?

   Be sure to also discuss the specific implications of these factors for what and HOW you present the information, how you will distribute the information, design of your projects, and any other possible areas of impact. For more information about implications, see TALK assignment.

   Additionally, describe in general how you researched your specific audience (this must be MORE THAN simply personal knowledge or experience, although personal experience can be included). You also will list each source in detail in your "list of reference materials," # 8, and will specify the kinds of information you got from each source.

3. **Justification:**
   a. **OVERALL:**
      • Write a justification for the overall project content,
      • Then write a specific justification for each of the pieces (brochure plus video or web site):

      Describe the rationale for why you are preparing each media piece (brochure and electronic piece) for your specified audience. Start by describing a specific need or condition of your audience or society, then discuss how the brochure and electronic piece will help meet this need. Differentiate the roles of the brochure and the electronic media pieces. Discuss why your audience should receive this information. What are the benefits to the audience, society, the environment, your agency or organization, and/or others (as appropriate to your project)? Write from an audience/community need perspective (not yours).

   b. **FOR THE BROCHURE PIECE:** Write a justification for the brochure format you choose (see helpful hints and “justification worksheet”): Why is a brochure the best media format in which
to present this type of information? Why are you using the specific size, fold format and other characteristics you have selected?

c. **FOR THE ELECTRONIC MEDIA PIECE:**
   - First, identify whether you have selected the video or the web site format.
   - Then write a justification for why you chose that particular **format**: Why is that format the best media format in which to present this type of information to this specific audience? Consider and describe strengths and weaknesses of each format type, as well as distribution system, ability to carefully target (reach) your selected audience, and the audience’s receptivity/ability to use the particular media format.

4. **Objectives:**
   First list goals appropriate for the entire project (these may be more general than the objectives specific to each media piece).

   Then list the objectives specific to the brochure, then those specific to the video or web site. Clearly label each group of goals or objectives.

   Write behavioral and/or learning objectives [what you hope to accomplish through . . . or what the readers should be able to do after "reading/watching your media pieces"] so that the purpose of each piece is focused and clear. If you wish, you may also include emotional and/or learning objectives, but you must have **at least one** measurable, behavioral objective for each media piece. Remember to include in each objective **Audience, Behavior, Condition, and Degree**. Write EACH objective, which includes all 4 elements **(not each of the ABCD elements)**, as a separate statement. Number them. (See *Professional Presentations* for examples.)

   Label each objective by type (behavioral, learning, emotional).

   Be sure that objectives relate to your MEDIA PIECE, not to the project, program or facility presented in the media pieces.

5. **Context and Role in Visitor Information System (VIS):** First, discuss the overall information system for the organization and describe where in the information system each of the media pieces "fits." What special niche does each piece fill? Explain how the three pieces (2 brochures plus video or web site) are linked to each other, and to information that the audience receives before and after they receive each piece.

   Then, for each media piece (write separate sections), discuss why it (brochure; video or web site) is the best choice of media for presenting this information to your selected target audience. For each, what does that media format do that other sources or media formats do not? How is the information in each piece similar to or different from the other information your target audience receives from different elements/sources in the VIS? Where else do people get related information? What other information does the organization or agency present to the public, especially related to your project topics?

   When, where, and how will the target audience receive/use the brochure? the video/web site? What kinds of information does the audience need at the time for each of the pieces? What is the distribution system for the brochure and video (if web site, how will people "find" that site? what are the appropriate linkages?) Discuss the implications of context elements for content and format of each of the brochure and video/web site pieces. Remember to include a discussion of how the media pieces are linked.
6. **Accommodations for Persons with Disabilities:** Discuss the following two issues related to accommodating persons with disabilities for each of your media pieces:

a. Describe what CONTENT you will include in the brochures and electronic pieces to address special concerns (related to your project topic) of persons with various types of disabilities.

b. Describe how you will accommodate persons with disabilities so that they can benefit from your brochures and electronic media piece (include things ranging from context/setting accommodations, dissemination of the information, how you will promote the availability of the pieces to persons with disabilities, alternatives or adaptations of your media pieces, etc.)

7. **List of References and Resources:** List all sources of information used for research (content of media pieces and target audience characteristics) and as sources for graphics or other information. For detailed guidelines, see *Professional Presentations* booklet; you may need to refer to more complete style guides for some types of sources.

Some of your referenced information may come from interviews, brochures or other sources that are more difficult to reference. Identify all relevant information about sources you use -- for both your topic and your selected target audience. Use style guidelines when possible; for others, provide critical information. For example, for interviews, provide the persons' names, their position (relative to the relevant information), when you interviewed them, and what you interviewed them about. (If you have questions about format, ASK.)

Also, when you refer to similar brochures, videos, web sites from other places, or from the same place or organization / on the same topic, be sure to include them in the packet you turn in.

Describe the type of information you got from each source. Be specific.

8. **Outline of Content:** Develop an outline of the critical information that you plan to include in each of your media pieces (should match other elements of planning document, including the objectives). Be sure to label each outline as to which media piece it belongs.

9. **Design Concept:** For the brochure, develop a "bubble diagram" to show how you might allocate brochure space to different major sections of information and graphics. Use a piece of paper the size you plan to use, and folded the way you think you will fold it. General design concept (size, fold pattern, special design links) should be evident (though no details and no specific text copy are required). Identify locations of major types of information. See description on assignment summary page for brochures for more details.

*Remember, design and layout probably will change several times before you finish the project. This bubble diagram is just to get you started.*