

Project #1: Campus Flyers

The Fine Art of Flyers

When students want to get the word out about campus events, what do they turn to when Facebook won't cut it? FLYERS! Even with hundreds of years of technological advances students on campus, here and around the world, still turn to good old-fashioned pen and paper when they want to get the word out on campus events.

In this project, you will look at examples of flyers around campus and find answers to questions such as:

- What are the purposes of a flyer?
- How well is the flyer designed?
- How much information should be on a flyer?
- Who are the target audiences of a flyer?
- Did the flyer serve its purpose or just waste some trees?

What is a Genre?

Have you ever noticed that some types of communication that are very effective in one situation are really inappropriate in others? Different types of writing work in different situations. A school research paper is different from a newspaper article; a note to a co-worker is different than a memo to a boss. What you would write to your grandmother about events on campus is different than what you'd text to your friends. This is why when we write we always consider the genre – *a type of writing that is appropriate for a situation*.

Likewise, communication that occurs in personal letters would be inappropriate for a business meetings -- no one wants to hear about a presenter's recent date or personal problems. This is because the genre -- the type of communication that is expected in the situation -- doesn't call for that information. Genres are all around us. Whenever we talk, write, or communicate in some way with another person, we are working within a genre.

The Writing Assignment: Analysis of a Campus Flyer

In this assignment, you are going to analyze flyers around campus and give a presentation (with a group of your peers) about what the flyer is trying to do, whom it is trying to reach, and how it talks to that audience.

Final Products:

- 1) An email written to the organization that created the flyer. The email needs to identify the defects you found, and why they are defects based on the qualities and characteristics discussed in class and how to make it better. Your email needs to focus on providing the organization constructive feedback, not just a list of everything they did wrong.
- 2) A redesigned flyer that addresses the problems you found in the original work.

- 3) You will also write a short reflective piece describing how you developed the email. In other words, I want to know about the process you went through in developing your final email and flyer. You will be doing this in class so do not stress about this. Focus on parts 1 and 2.

Grading:

Half of your evaluation will come from the process; the other half will focus on the product. See the attached rubric for specific areas and how they will be evaluated. As a part of this you will be asked to turn in all rough and revised documents along with your final product. **Don't throw anything away!**

Calendar:

Tuesday, September 9	Introduction to Project 1
Thursday, September 11	Come to class with a bad flyer and a written list of what you find bad about it.
Tuesday, September 16	*Peer Review Day* Come to class with an email draft and what changes you plan to make to the flyer.
Thursday, September 18	*Peer Review Day* Come to class with a finished first draft of the flyer.
Tuesday, October 2	Come to class with everything printed and in your folder, ready to turn in. This includes: Left Pocket: <ul style="list-style-type: none"> · The Original flyer · Draft of the new flyer · Peer review handouts · Draft of E-mail · Peer review handouts Right Pocket: <ul style="list-style-type: none"> · Final flyer · Final e-mail