Desktop Publishing for Community and Social Justice Organizations

Karyn Hollis, Villanova University

This article describes how to set up a course in which students create publications for social justice organizations and non-profits. Careful planning is required, but the news articles, media releases, flyers and newsletters are often crucial to the success of these organizations, and therefore, student rewards are great.

As we search for ways to provide students with significant and socially beneficial writing experiences, creating publications for community and non-profit organizations seems the ideal project: students assist groups working for the public good and social justice; they learn about the realm of the non-profit sector in terms of civic engagement and career possibilities; and they gain professional-level publishing and writing experience. Indeed, having taught such a course for nine years, I can vouch for such impressive outcomes; however, they don't materialize without a great deal of advance preparation and close monitoring of students and their projects. Given the harried staff at non-profits and the over-committed students short on time and occasionally dedication, I've set up checks and balances in my course to keep students on target while enabling me to respond quickly to any problems that arise. When things go well, the achievements are immense, especially for the students, who begin to understand the discursive potential and problems of the human service sector in our society. The non-profits themselves attest to the many rewards of hosting a volunteer, from the practical assistance provided by a volunteer who can assume a variety of important but time consuming

writing tasks to the more significant satisfaction of introducing a young person to the life of social justice work.

Be forewarned, however, such a course is a big undertaking for the instructor. The teaching requirements are weighty. At a minimum, the instructor must master the software for publishing, image editing, and image creating; she needs to understand the principles of document design and news writing style; she must also maintain contact with the non-profits hosting student volunteers and be familiar with non-profit organization and culture.

Organizing the Course

I teach my "Desktop Publishing for Community and Social Justice Organizations" course in the fall semester, taking time over the summer to contact social service and community organizations about hosting a "writing volunteer" in the fall. With 15 students in the class, I need to contact twice that number of agencies in July to be sure I have enough hosts come September. Unfortunately, my university does not have an office that makes these connections for faculty, so I do the legwork myself and am always on the lookout for appropriate organizations. I find them through word of mouth, non-profit directories on the Internet, the phone book, and various campus volunteer offices. Of course, over the years I have built up a cadre of sites that host volunteers semester after semester, a much appreciated contribution to the success of the course.

Most students volunteer for organizations located close to our suburban campus, but they also work for groups in downtown Philadelphia and on-campus. Students have been paired with community centers, public art projects, senior and women's centers, neighborhood groups, hospices, environmental organizations, the YMCA, special needs schools, unions, religious congregations, and peace activists. The wide variety of organizations and locations helps in accommodating students with a diversity of social interests and transportation possibilities.

·⚜·

However, I encourage students to work off campus in the "real world" if possible where they will learn more about human service sector employment needs, deadlines, pressures, and satisfactions. Off campus work also impresses potential employers after graduation. An additional advantage is that work done well off campus builds good town/gown relationships.

Once an organization shows interest in hosting a student by answering my email, I send a longer reply which explains the course in greater detail (Appendix A). I also attach a timetable of our semester projects, and an "Information Sheet/Publication Order Form" (Appendix B) which asks for basic contact information and a description of any writing projects the non-profit might have for a writing volunteer. While I must admit that few hosts fill out the order form, when they do, the volunteer is much aided. I advise hosts that over the semester the class will progress from easy to more complex projects. The first assignment is a news article to be written using InDesign software but with minimal document design requirements. Next, students proceed to a media release on letterhead that they design. Later, students create a double-columned biographical/feature article with a photograph in the center of each page; thus with each assignment, design complexity increases slightly. During the second half of the course, students produce more complex publications using InDesign and Photoshop as they create a flyer, a brochure, and a newsletter based on design principles described in Robin Williams's The Non-Designers Design Book (see below).

When an organization returns the forms, I follow up with a short phone call to "seal the deal." I emphasize to hosts that although we aim to produce publications that will save them time and money, the student volunteer will nevertheless need guidance which requires a time commitment on the part of the staff. Before finally accepting a writing volunteer, I ask staff members to consider the following two questions: Can you provide the volunteer with adequate orientation

and supervision while on site? And, will you have the resources for photocopying, printing, and distributing any materials produced by the volunteer? If the answers to these questions are yes, we are ready to begin our partnership.

Syllabus and Course Components

My students need a lot of guidance and monitoring to do a good job for the organizations they are working for. Over the years I have fine-tuned my syllabus accordingly (Appendix C). Course schedule, guidelines and requirements are spelled out carefully. Students must meet face-to-face with their organizational contacts three times over the semester.

The course has three main components: the rhetoric and style of news and feature writing; desktop publishing and principles of document design; and the economics, politics, practice, and theory of community organizations and non-profits. Related to the latter is a unit I include on Catholic social teaching—which emphasizes a commitment to social justice. Also, each student is assigned to monitor an online journal or newsletter for non-profits. At nearly every class meeting, a student summarizes a pertinent news item gleaned from an assigned web page. (Appendix D).

It is also helpful for students to spend time doing a rhetorical analysis of the style, content, images, tone, and audience of any previously published organizational documents and written materials. In addition, students need to inquire about logos already in use as well as style sheets and preferred fonts.

Areas of Special Concern

We devote time to deconstructing and complicating the dichotomies of charity/justice and server/served, so that students become aware of the idealized and problematic notions they may carry with them to their organizations. Of course students writing for non-profits deal mostly with administrators and have little contact with clients, so we talk

about the limits of this situation. And to progress beyond them a bit, one writing assignment calls for a biographical feature article which includes an interview. When possible, I encourage students to write about one of their organization's clients. Other topics for reading and discussion include U.S. poverty and social problems and the intricacies of working with people from different class and racial backgrounds.

Software and Technology
Deciding on the right software for the course has not been easy. Ultimately, I have chosen to use InDesign publishing software because it has become the industry standard. Since InDesign is relatively expensive, we have put it on a Citrix server so that students can access the software from home. In addition, I teach Photoshop, the professional choice for graphics, artwork, and photography. The Photoshopped images students create are for use in InDesign documents. InDesign and Photoshop are on the computers in our classroom, and students have access to these computers part of the day. Also, Adobe also allows for free thirty day downloads, but of course the semester lasts three months. For teachers without these software options, I believe the course can be taught with Microsoft Publisher or even Word and an online version of Photoshop such as Splashup or Picnik. And since these programs are more commonly encountered, they sometimes help to avoid the problem discussed next.

Another software related problem concerns the fact that non-profits don't typically have either InDesign or Photoshop. When students produce publications for their organizations, therefore, they must send the documents as pdf files. This works well for the most part; however, since pdf files can't be edited, organizations have no way of changing any information should it become outdated, for example.

- It is important to teach the class in a computer classroom because of the centrality of software in the publishing and editing assignments. However, many such rooms discourage class discussion. I am fortunate

to have been able to design my computer room with pedagogical needs in mind. The computers are in a horseshoe-like arrangement around three walls of the room. In the center is a seminar table. With this configuration, the class can have engaging face-to-face discussions around the table and quickly move to the computers for writing and design. There is a projector attached to my computer for step-by-step demonstrations of InDesign and Photoshop creations as well as student projects, non-profit web pages and the like.

News Writing Pedagogy

It has been my experience that students need much practice perfecting the news writing style used for most of their writing projects. Time at the beginning of the course is spent improving writing and editing skills, including a grammar and punctuation review. Many class sessions will be conducted as workshops for sharing and critiquing student publications. Students have trouble writing concisely, using active verbs, being specific, and varying their sentence structure as well as the more mundane punctuation and grammar infelicities. They also need help with writing leads and with organizational concerns such as using the inverted pyramid structure to order the news from most to least important. Accordingly, I also devote class time to discussing the attributes of news and writing leads and headlines. I assign plenty of self–paced online news writing, style, and grammar exercises. All writing and publications are peer-critiqued and discussed in class before being revised.

Course Wiki

I have found that wikis (collaborative websites) are a tremendous resource in the writing classroom and for this course in particular. I use a free wiki hosting site, Wetpaint.com for this purpose. A wiki's public nature as an online publishing venue where students share work and organizational information leads to more polished and thoughtful prose. Because of their frequent interaction on social networking sites, students enjoy introducing themselves to each other on the wiki

accompanied by pictures and personal information. More importantly, students use the wiki to discuss class activities, create online blogs and journals, and post information about their organizations for class presentations.

Additionally, students keep a record or "log blog" on the class wiki of all contacts and attempted contacts with their organizations. They are required to make three face-to-face visits. They also include copies of any email communications they send or receive. Students are instructed to post the purpose of contact, topics discussed, plans made, agreements and deadlines decided on. I ask them to explain whether or not their contacts have been helpful and to note the progress they are making (or not making) on any writing projects undertaken. Also, they are to record their feelings about their work, any problems they may have encountered, questions they have, and any other thoughts or reflections. I warn students that emails or phone conversations do not count as face-to-face meetings. Log journals are evaluated three times over the semester.

Another useful wiki component are the "Writing Practice Pages" that can be set up for each student. These wiki pages allow for in-class writing practice visible to all for immediate comment and feedback. Again, all online wiki material can be viewed on students' home or classroom computers, as well as on the big screen projection from the instructor's computer.

Course Texts
Texts used correspond to the three areas of focus in the course:

- Brereton & Mansfield, Writing on the Job presents a useful guide to most of the writing genres we cover in the class; also has chapters on basic news writing and grammar.
- Robin Williams, The Non-Designer's Design Book offers easy to follow techniques for creating effective and forceful print designs.

- Loretta Pyles, Progressive Community Organizing: A Critical Approach for a Globalizing World. This wonderfully accessible and engaging book provides much material for rewarding discussions on both the theory and practice of community organizing.
- Lester M. Salamon in The Resilient Sector: The State of Nonprofit America offers an overview of the non-profit sector, its problems and potential.
- Andrea Lunsford, Easy Writer, a grammar handbook which corresponds to the online exercises assigned in the class and found on Bedford/St. Martin's Exercise Central web site.

Heading Off Potential Problems

As we all know, non-profit staffs are extremely busy. Students must therefore be persistent in attempts to arrange meetings and plan projects. Many times it will be up to the student to take the initiative in proposing publications. Sometimes students may even have to convince their "client" of the need for a particular publication. I encourage them to be enthusiastic and cordially insistent about their work. This too is part of a professional relationship in the publishing world. And since students are indeed working with professionals, they are expected to be professional themselves. They should, of course, arrive on time to any meetings, follow up communications when appropriate, and stay in touch with their contact person. I alert students to the fact that the contact person will be asked to evaluate their performance at the end of the semester.

As the course proceeds, I keep in touch with hosts by email and by checking the student log blogs on the class wiki (see above). I read and evaluate the log blogs three times over the semester, roughly corresponding to the three required onsite visits. This keeps students engaged and helps me head off any problems that may be brewing. I also have a writing workshop/social for organizational contacts

and students once a semester during class with a guest speaker and refreshments. This seems to be much appreciated by the professionals.

Another problematic area involves matching the requirements of an academic schedule to the publication needs of a non-profit organization. On the academic side, my students must proceed over the semester from easy assignments (news articles and flyers) to the more difficult (newsletter). This schedule may or may not coincide with a non-profit's publication needs. As indicated, I send organizational contacts a copy of our schedule for the semester in order that they know what we will be working on and when. I also tell students that if they wish, they may work on projects like newsletters for their organizations before we get to them on the class syllabus, but they must nevertheless adhere to the class schedule and syllabus in turning in all assignments on time. In other cases, organizations won't need a news article even though a student volunteer will have to write one because it is on our syllabus. Frankly, sometimes the class and organization schedules are so diverse that students must "invent" an assignment, i.e., write a news article about an event that has already taken place, for example. I have learned to tolerate such occasions. Undoubtedly, from an educational perspective, a student still benefits in many ways from the experience.

Finally, I have found that while the majority of students work hard for their organizations, a few may slack off over the semester. One last way I have arranged my course and syllabus to combat this problem is by stipulating that to earn an "A," students must produce two documents that are published and used by their organizations. To earn a "B," they must produce one such document.

Examples of Student Work and Partnerships
One highly successful partnership last year was with Art-Reach, a Philadelphia non-profit aimed at increasing access to the arts for traditionally underserved audiences such as people with disabilities, people who cannot afford events, older citizens who lack transportation,

and the like. Art-Reach distributes donated and discounted tickets from performing-arts venues, museums and other cultural institutions to human-service agencies and schools, brings the arts directly to members through on-site performances and arts activities at participating agencies and schools, provides in-depth, participatory arts programs that address specific social needs, and give people with disabilities and their family and friends the information they need to attend cultural events. (Paraphrased from the Art-Reach website, http://www.art-reach.org/ARR_Mi.html).

The first assignment that my student, Margaret Mallon, produced for Art-Reach was a news article for the Art-Reach newsletter (Appendix E). In the flyer assignment Maggie incorporated the Art-Reach logo and designed and wrote an informational leaflet that went to regional arts organizations encouraging them to mention disability friendly venues in ads that go into the Philly Fun Guide. (See Art-Reach flyer below, Appendix F.)

Maggie Mallon also created a brochure describing the Art-Reach "Volunteer Ambassador Program" (Appendix G) and designed and created a newsletter with two other students in my class (Appendix H). Other students created brochures for the local YMCA (Appendix I) and the campus Bigs and Littles program (Appendix J).

Final Reflection Paper

As current service learning pedagogy emphasizes, students gain a lot by reflecting on their experiences. Hence I assign a reflection paper toward the end of the course which asks students to: 1) reflect on their role in fulfilling the organization's mission of social good, 2) discuss the kinds of problems encountered in working for the organization and how they were or were not overcome, and 3) describe how their organizational experience related to this class and the issues we read about and discussed over the semester.

The insights gleaned from these papers offer further proof of the value of the course if more is needed. In these papers, and also in the thank you notes that students write to their organizations at the end of the semester, students attest to their increased maturity and greater awareness of the urgency of the projects they have been a part of. The hosts are usually equally pleased and impressed with the volunteers. Sometimes students continue to volunteer or are even offered jobs at the non-profits. In any case, the benefits gained for both parties are impressive, and the payback may be a better-informed citizenry which supports community organizations and the non-profit sector, and understands their crucial endeavor for social good.

·⚜·

Works Cited

Brereton, John C and Margaret A. Mansfield. *Writing on the Job: A Norton Pocket Guide*. Updated edition. New York: W. W. Norton, 2000.

Lunsford, Andrea. *Easy Writer*. Boston: Bedford/St. Martin's, 2006.

Pyles, Loretta. *Progressive Community Organizing: A Critical Approach for a Globalizing World*. New York and London: Routledge, 2009.

Salamon, Lester M. *The Resilient Sector: The State of Nonprofit America*. Washington, D.C.: Brookings Institution Press, 2003.

Williams, Robin. *The Non-Designer's Design Book*. 2nd ed. Berkeley, CA: Peachpit Press, 2004.

Appendix A – Invitation to Host a Volunteer

Dear Non-Profit Professional:

As Director of the Writing and Rhetoric Concentration at Villanova University, I am writing to tell you about my "Desktop Publishing for Community Organizations" course which covers the basics of news writing and flyer, brochure and newsletter design. In the past (as you may well know), I have matched students with non-profit agencies and community organizations in the area. I would like to offer you the opportunity to host a "Villanova Writing Volunteer" this fall.

The benefits of the project are immense, especially for the students who begin to understand the possibilities and problems of community service and activism in our society. Hopefully your organization will also benefit from a volunteer who can assume some important but time consuming writing tasks.

I must point out, however, that matching an academic schedule with the needs of a non-profit organization can be difficult. Over the semester my class must proceed from easy assignments (flyer) to the more difficult (newsletter). This schedule may not coincide with your publication needs at all. If that turns out to the case, I am truly sorry. But from an educational perspective, a student would still benefit greatly from working at and observing your organization.

This year I will require that students visit your organization at least three times over the fall semester (September-December). They will study your workplace, assess writing needs, analyze the purpose of written materials you may need, and work out a schedule with you for writing, editing, printing and distributing publications.

I am enclosing a tentative schedule of our publication projects over the semester. I am also sending a "Publication Order Form" to assess your publication needs. Obviously, the sooner we know about any specific publication needs you may have, the more likely we can work on them in class and meet your deadlines. Feel free to fill out as many Order Forms as you like.

Before accepting a writing volunteer, I would ask you to consider the following two questions: Can you provide the volunteer with adequate orientation and supervision while on site? And will you have the resources for photocopying, printing or internet publishing any materials produced by the volunteer? We will be using InDesign desktop publishing software, and since you may not own it, we will send all files as pdfs to facilitate printouts.

If you can answer yes to the above questions, please fill out the enclosed Information Form and Publication Order Form and return them to me as soon as possible. Also, any printed materials you can send us about your organization would be much appreciated.

Thank you for your time and attention. I hope you will be interested in working with a Villanova writing volunteer this fall. I feel sure than any partnership we establish will be fruitful and rewarding. If you have questions or concerns, please call me at (home) 610-642-0546 or (work) 610-519-7872 or send me an email: karyn.hollis@villanova.edu.

Fall classes begin Monday, August 24.

Sincerely,

Dr. Karyn Hollis

Appendix B—Publication Order Form for Community Organizations

Please list any documents you may want your writing volunteer to produce. Be as specific as you can when you describe the projects. If you have more than one project in mind, please photocopy the sheet and fill it out for each project. Then return to your student volunteer. Thank you.

1. Your Organization:_____
2. Address:_____
3. Contact person in organization:_____
4. Phone:_____
5. Fax Number:_____
6. E-mail address:_____
7. Web Page address:_____
8. Date:_____
9. Check types of writing volunteer might be involved in:

___Leaflets   ___Letters to the Editor

___News Article   ___Feature Story Interview

___Brochures   ___Press Releases, packets

___Newsletters   Other: _____

Describe each type of publication you will need in as much detail as possible:

Type of Publication:_____

10. Purpose of publication:_____

11. What will contents include:

    —Types of articles:

    —List important dates, times, locations of events to be publicized in document:

12. Where is information to be included in document to be obtained?

    ___Supplied by someone in organization? Who?

    ___Written by student intern?

    ___Articles written by organization's staff?

    ___Articles written by organization's clients

    ___Photographs needed? When, where, of what?

13. Who is the audience for the publication?

    —How many pieces/pages will be printed or designed?

    —How will they be distributed or published on an internet server?

14. Is there a logo or format that has become identified with the organization or publication that should be continued? If so, please describe and include a copy if possible.

15. Project Deadlines:Rough draft mock up needed by:_____

    —Final copy due date:_____

    —Distribution/mailing date:_____

Please include any additional information on the back of this form or below and return to your writing volunteer.

Thank you!

·𝒱𝒱·

Appendix C—Course Syllabus
Syllabus--Desktop Publishing for Community and Social Justice Organizations

This course focuses on the visual and written rhetoric used by organizations working for peace, the environment, social justice and the like, in Philadelphia, suburban communities, and occasionally on campus. Using desk-top publishing software, students will write and design flyers, brochures, newsletters, news articles and media releases for these organizations. Students taking the course must keep in close contact with the organization they are working for, making at least three on-site visits over the semester. In so doing, students will gain valuable "real world" writing experience while providing useful services to those who need them.

Students will also devote time reading and discussing the practice and theory of community organizing, the non-profit sector, poverty, and serving those of different class and racial backgrounds according to Catholic social teaching. Time at the beginning of the course will be spent improving writing and editing skills, including a basic grammar review. Many class sessions will be conducted as workshops for sharing and critiquing student writing and design.

Course Aims:
- Students will increase their understanding of the non-profit sector, its problems and potential
- Students will learn basic principles of print design
- Students will master news writing and feature writing style
- Students will learn InDesign and Photoshop software
- Students will produce flyers, brochures, and newsletters
- Students will improve oral presentation skills
- Students will review conventions of grammar and punctuation
- Students will learn about Catholic principles of social justice

Required Texts and Software
Brereton & Mansfield, *Writing on the Job*
Loretta Pyles, *Progressive Community Organizing*
Andrea Lunsford, *Easy Writer*
Lester M. Salamon, *The Resilient Sector*
Robin Williams, *The Non-Designers Design Book*
Adobe InDesign – available in e-media room and on Citrix server
Adobe Photoshop – available in e-media room and on Citrix server

Grades
Writing assignments Average grade	40%
Professionalism & Class Participation	20%
Mid-term Exam grade	10%
Final Exam grade	20%
Grammar & Newswriting Exercises;	10%
Log Blog, Portfolio	

Additional Requirements
- To Earn an "A" = Students must have TWO assignments published or used by their organization as well as earning an "A" average as outlined above.
- To Earn a "B" = Students must have ONE assignment published or used by their organization as well as earning a "B" average as outlined above.

Course Schedule
Day 1 •Overview of Course
   •Post Student Introductions to Wiki on "Class Personalities & Pics" page.
Day 2 •Organizations to be assigned in class--call for an appointment immediately.
   •"Organizational Information Sheet" Take the sheet with you to your meeting and fill out
   •Discussion: Charity vs Justice and Server vs Served

- Begin Online Grammar Exercises

Day 3 • Read and discuss Brereton & Mansfield, "Introduction and Writing Process"
- Read Pyles Chapter 1
- Aristotle's Rhetorical Triangle--keep it in mind when creating your publications
- Getting familiar with InDesign
- Online Grammar Exercises due
- Go to the wiki and start your log blog.

Day 4 • Arrange first meeting with your non-profit organization if you haven't already.
- Fill out and post the "Organizational Identification Worksheet" to the wiki.
- Invite Organizations to Workshop/Social on Wednesday, October 1--during class
- Also ask organizational contact for information for upcoming assignments:
  - o Assignment 1—News Article
  - o Assignment 2—Media Release
  - o Assignment 3—Feature/Biographical article, with photo
  (Assignments 1-3 Should be saved as possible copy for brochure and newsletter, Assignments 5 and 6)
- Begin news writing exercises, 1 and 2: "Writing concisely"
- Practice Writing Headlines--PowerPoint
- Read Salamon, Chapters 1 and 2
- InDesign workshop

Day 5 • Read Brereton, Chapter 2, "News Stories" and Chapter 11, "Editing"
- Online Grammar Exercises due
- Read Pyles, Chapter 2
- In class practice on wiki practice pages: writing leads

- Assignment #1--News Article: Begin a news article as defined by Brereton & Mansfield about your association. The article should be 250-500 words, double-spaced, using InDesign in designated layout.

Day 6
- Read Brereton, Chapter 10, "Writer's Guide" Chapter 11, "Editing"
- InDesign Workshop
- Read Pyles, Chapter 3
- Read Salamon, Chapter 3
- More on writing leads
- Student class presentations on organizations from Wiki
- Online Grammar Exercises due
- News writing exercises 3 and 4 due, "Using active verbs"
- Assignment #1, first version due. Bring one hard InDesign copy to class for peer editing.

Day 7
- Peer Editing Sheet for Assn #1 (Print out and bring to class)
- Practice writing leads in class on wiki
- Present Organizations from wiki
- Online Grammar Exercises
- Non-profit news presentation – Click here for The Non-Profit Times
- Turn in news writing Exercises, 3 and 4: "Writing with Precision and Clarity"

Day 8
- Assignment #2: Media release of upcoming organizational news or event. 300-500 words. Use InDesign and designated layout.
- Online Grammar Exercises
- Read Brereton, Chapter 4, "Press Releases and Press Kits"
- Optional--email InDesign file of Assn #1 to Dr. Hollis for anonymous class editing session.
- News writing exercises 5 and 6, "Eliminating Cliches," and "Sexist Language"

- Present organizations from Wiki
- Photoshop & InDesign -- Letterhead design for media release--Assn#2
- Non-profit news presentation – Click here for Pennsylvania Association of Non-Profit Organizations

Day 9 • Assignment #1 due -- News Article
- All graded assignments are to be revised for placement in portfolio--due November 5.
- Non-profit news presentation – Click here for Philadelphia Foundation
- InDesign with graphics
- Read Pyles, Chapter 4
- Present organizations from wiki
- Online Grammar Exercises due
- News writing exercise 7 due, "Writing concise sentences"
- Log Blog Check and Grading--Please be up to date. Your first meeting with your contact should be described as well as plans for the news article.
- Schedule 2nd meeting with your organization for this week or next.

Day 10 • 1st version, Assn#2 due -- 300-500 words. Use InDesign, print out a copy and bring to class for peer editing.
- Click here for Peer editing sheet for Assn#2
- Non-profit news presentation – Click here for Chronicle of Philanthropy

Day 11 • Speaker: writing for non-profits; invite your non-profit staff
- Bring edited papers to class with editing sheet and return to writer.
- Online Grammar Exercises due
- Make 2nd visit to your organization this or-next week. Ask about a biographical feature article.

- Take/obtain photos for the article--perhaps at your first f2f meeting or a 2nd one.

Day 12 • Assignment #2 due – Media release
- Begin Assignment #3 -- Feature/Biographical Sketch/ Interview--Write a 250-500 word article according to guidelines in Brereton for the genre. Use InDesign and designated layout.
- Read Brereton, Chapter 2, "Feature Stories"
- Read Salamon, Chapter 4
- Non-profit News presentation-- Chick here for Stanford Social Innovation Review
- Read Putnam, "Bowling Alone"
- Online Grammar Exercises--All exercises are due today. You cannot take the Mid-Term unless all exercises are finished.
- Sample media releases
- Mid-Term Exam Study Guide

Day 13 • Mid Term Exam--You must finish all grammar exercises before you will be allowed to take the mid-term.

Day 14 • Fall Break

Day 15 • 1st Version, Assn# 3 due-- Bring one print out of your media release to class for peer editing. Email yourself a copy of your media release for in-class editing on computers.
- Editing Sheet Assn#3
- Read Pyles, Chapter 5
- Non-Profit news presentation – Click here for The Philanthropy Journal

Day 16 • Assignment #4--Flyer with graphic: advertise an event or activity
- Bring edited papers Assn #3 to class with editing sheet and return to writer.

- 2. Log Blog Check and Grading--Please have them up to date.
- Non-profit news presentation – Click here for Network for Good
- Looking at sample flyers.
- Read Salamon, Chapter 5
- Read Brereton, Chapter 5a - "Flyers"
- Read Williams, Design Book, Chapter 1-6, "Design Principles,"

Day 17
- Assignment #3--DUE (Media Release) Send final, revised version as InDesign file to Dr. Hollis and to yourself. Turn in hard copy of 1st version and editor's sheet in class. Graded assignments are to be revised for placement in portfolio--due November 2.
- Make appointment for 3rd visit with your organization
- Read Pyles Chapter 6
- Non-profit news presentation – Click here for Non-Profit Online News
- InDesign Workshop on Assignment #4-Flyer
- Come to class with a sketch (mock up) of the Flyer you will put into InDesign
- Read Williams, Design Book, Chapter 7, "Extra Tips and Tricks"

Day 18
- 1st Version, Assn#4 due--Bring copy for peer editing.
- Editing Sheet, Assn#4
- Read Salaman, Chapter 6
- Non-Profit news presentation – Click here for Philanthropy News Digest

Day 19
- Bring edited flyers to class with editing sheet and return to writer.
- Assignment #5 -- 6 Sided Brochure, Self-Mailer --You may use copy from Assns #1-4 for this

- Non-profit news presentation – Click here for Non-Profit Quarterly
- Read Brereton, Chapter 5b, "Brochures"
- Read Williams, "Brochures"
- Read Pyles, Chapter 7
- Critiquing sample brochures

Day 20 • Assignment #4—Flyer due. Turn in final hard copy, 1st version and editor's sheet.
- Read Pyles, Chapter 8
- Non-profit news presentation – Click here for The Non-Profit Times
- Workshop on Brochure -- Design a brochure that you can "pitch" to your organization. What do they need? Figure it out and give it to them! I expect to read about your brochure proposal in your log blog. Let me me know what your contact thought of your ideas or publication.
- You may use copy from assignments 1, 2 & 3 in this brochure--unless your contact has requested other content.

Day 21 • 1st Version Assn. #5 Brochure due -- Email yourself your brochure as a InDesign file for computer critique in class; peer editing finish at home
- Read Pyles, Chapter 9
- Brochure editing sheet
- Wikipedia Public Domain Images
- Non-Profit news presentation – Click here for Philadelphia Foundation

Day 22 • Return peer editing Assn #5 to writers
- In-Class critique of brochures—bring 8 copies
- Read Pyles, Chapter 10
- Non-profit news presentation -- Click here for Chronicle of Philanthropy

- Organizing Assignment #6 -- Four Page Newsletter-- Again, copy from earlier assignments can be used for this one

Day 23 • Assignment #5 Brochure, Final Version Due--6-sided, self-mailing brochure with editing Sheets
- Print out color copy and turn in to Dr. Hollis
- Assignment # 6 - Newsletter Workshop
- Sample Newsletter Makeovers
- Read Pyles, Chapter 11
- Non-Profit news presentation-- Click here for The Philanthropy Journal
- Visit organization this week or next. Get newsletter information and say goodbye! --Take brochure and other printouts for them.

Day 24 • Assignment # 6 - Newsletter Workshop
- Non-Profit news presentation -- Click here for Stanford Social Innovation Review
- 3. Log Blog Check and Grading--Please have them up to date.

Day 25 • Thanksgiving Vacation

Day 26 • The Problem with Commodification of Public Life: Read Henry Giroux, "Neo-Liberalism and the Demise of Democracy: Resurecting Hope in Dark Times"
- Non-Profit news presentation -- Click here for Network for Good
- 3. Log Journals Due -- Should have report on 3rd f2f visit and other contacts.

Day 27 • Assn # 6 - Newsletter Workshop
- Assn # 6 - Newsletter Workshop
- Read Pyles, Chapter 12
- Non-Profit news presentation -- Click here for Non-Profit Quarterly

Day 28 • Study Guide for Final Exam

- Assn # 6 - Newsletter Workshop
- Begin Reflection Paper

Day 29
- Assn #6, Newsletter due -- Print out to turn in
- Print out corrected copies of Flyer, Brochure and Newsletter for organizations
- Thank you's to organizations
- Continue work on reflection paper

Day 30
- Final Exam
- Complete portfolio due (Assignments 1-6) --Visual check in class. Make this nice. It can become your "clip book" for a future employer to appreciate. For grading purposes, please include the graded version of each assignment and one last final, polished copy. Also, please print out extra copies in color of your brochure and newsletter. I want to send them to your organizations with your thank you letter.
- Reflection paper due

Appendix D—Online Non-Profit Journals and Newsletters

Chronicle of Philanthropy -- http://philanthropy.com/
Network for Good -- http://www.fundraising123.org
Non-Profit Online News -- http://news.gilbert.org/
Non-Profit Quarterly -- http://www.nonprofitquarterly.org/
Non-Profit Times -- http://www.nptimes.com/
Pennsylvania Association of Non-Profit Organizations -- http://www.pano.org/
Philadelphia Foundation -- https://www.philafound.org/default.aspx
Philanthropy Journal -- http://www.philanthropyjournal.org/
Philanthropy News Digest -- http://foundationcenter.org/pnd/
Stanford Social Innovation Review -- http://www.ssireview.org/

·⚜·

Appendix E, F, G, H, I, J– Samples of Student Work

Appendix E: Margaret Mallon's News Article for Art-Reach
Appendix F: Margaret Mallon's Flyer for Art-Reach
Appendix G: Margaret Mallon's Brochure for Art-Reach
Appendix H: Margaret Mallon's Newsletter for Art-Reach
Appendix I: James Farwell's Brochure for the YMCA
Appendix J: Kathleen McFadden for the Bigs and Littles

Materials will be made available on the Reflections webpage/reflections.syr.edu.