

# Project 3

# Business cards

Timing: 5 to 8 hours

## Project overview

It can be exciting to get and use a business card, especially the first time. Often, however, people don't have control over the design of the card that represents them. In this project, students create a business card, and in the process, they learn about typography and layout design. Students also investigate how tone, audience, and purpose impact design decisions, whether they're representing themselves or an organization. Finally, students engage in a formal review and redesign process to help them improve and expand their design skills.

*Student product:* Business cards and PDF slideshow presentation

## Project objectives

At the completion of the project, students will have developed the following skills.

### Project management skills

- Planning and managing projects with multiple steps
- Incorporating different types of assets
- Conducting a review workshop
- Identifying audience(s)
- Selecting and using appropriate applications
- Practicing safe, responsible use of copyright information when using outside graphic elements

### Design skills

- Understanding the impact of typography
- Understanding the relationship between color, typography, layout, and tone
- Designing for readability
- Redesigning based on feedback
- Understanding different print formats
- Applying principles of print design
- Designing for audience(s)
- Creating an original work

### Research and communication skills

- Evaluating and analyzing business cards
- Providing insightful critiques and feedback
- Demonstrating personal responsibility by incorporating feedback
- Presenting a design layout to a group
- Planning strategies to guide inquiry
- Communicating business card redesign effectively to peers and instructors

### Technical skills

#### *Photoshop*

- Exporting to InDesign
- Applying filters, such as the Lighting Effect or Lens Flare

#### *InDesign*

- Understanding the InDesign interface
- Setting document properties, including dimensions and margins
- Adding and modifying text
- Using alignment tools, ruler, guides, and grid

#### *Acrobat*

- Creating PDF slideshows

## Project materials

- Adobe Photoshop CS4 Extended installed on all machines
- Adobe InDesign CS4 installed on all machines
- Adobe Acrobat 9 Professional installed on all machines
- Guide: Understanding typography concepts
- Presentation: Introduction to typography design
- Worksheet: Analyzing business cards
- Worksheet: Review and redesign of business cards
- Photoshop guide: How to resize and crop images (*from Project 1*)
- Photoshop guide: How to use filters
- InDesign guide: Overview of InDesign CS4 workspace
- InDesign guide: How to set up a document
- InDesign guide: How to use text
- InDesign guide: How to use the ruler, grid, guides, and the Align panel
- InDesign guide: How to prepare files for print
- Acrobat guide: How to create a PDF presentation

## Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS\*S Standards for Students
- Adobe Certified Associate, Visual Communication objectives

## Project steps

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### Planning and designing a business card

(Suggested time: 50–100 minutes)

1. Introduce the goals of the project:
  - Design and create a business card.
  - Understand typography and layout design.
  - Identify aspects of redesign and its importance in the design process.
2. Share examples of print business cards with students and discuss the following information about typography concepts:
  - Serifs: Short lines at the end of characters.
  - Kerning: Space between two letters; becomes very important with large typeface and might need to be adjusted manually.
  - Tracking or letter spacing: Adjusting overall space between all letters, not just pairs of letters.
  - Leading: Space between two lines of text; can affect readability.
  - Baseline shift: Lowest point of most letters (except those that go below it, such as “y” and “g”); can be used to create interest.

**Note:** You might want to gather business cards to share with the class or ask students to bring in their parents’ business cards for this activity.

*Guide:* Understanding typography concepts

3. Continue to view examples of business cards and turn the discussion toward typography, layout, and design principles. Encourage students to take notes and complete the Analyzing business cards worksheet. In your discussion, you might want to include the following:
  - Readability: Be aware of line length, spacing, correct hyphenation, causing reader fatigue by using too much colored text, caps, or curvy, swooshy type.
  - Visual Hierarchy: Create an organized system for comprehension and to emphasize certain information.
  - Fonts: For readability in print and online, compare sans serif to serif and consider size, font families, and the dangers of using too many font combinations.
  - Rule of thirds: Divide the page into thirds and place points of interest in the intersections of the lines such that objects such as images and page layouts are balanced and focused.
  - Alignment: Align everything to create cohesion and unity; use grids when possible.

*Presentation:* Introduction to typography design

*Worksheet:* Analyzing business cards

4. To help students begin planning their business cards, discuss how tone, audience, and purpose impact design and readability. Questions to propose and discuss include:
  - What information needs to be on the card?
  - What do you want to communicate about yourself or the organization?
  - Who is the intended audience?
  - What impact do you want the business cards to have when they are handed out?
  - What is the most important information to be conveyed?
  - How does your audience impact the font family you will use?
5. Applying what they know about graphic design, have students sketch their business cards and identify the content for the card (name, address, etc.) and any additional graphics elements they might include. Remind students to use their logos from Project 2 on their business cards. Remind students that if they use any outside graphics elements, they must use appropriate copyright and fair use guidelines.
6. Instruct students to use what they have learned about typography and layout design to identify possible fonts and colors. Remind them to assess how each decision they make will impact the overall tone and goals of their business card. Have students write out their goals and design decisions, explaining the design principles they are employing—have them fill out this information on the Review and redesign of business cards worksheet (the first questions in the “Meeting initial goals” and “Reflecting good design principles” sections).

*Worksheet:* Review and redesign of business cards

### **Building business card elements**

(Suggested time: 50–100 minutes)

7. Explain that students will first build the graphics elements they plan to use in Photoshop and then bring them into InDesign to assemble the business card. Explain that they will learn to work with filters in Photoshop to enhance their logos and any other graphics elements they plan to include.
8. To use their logos from the previous project might require resizing and enhancement to fit within the constraints of a printed business card. Describe the common business card size and its implications

for the logos or other graphics used on it. Explain that they will be given time to enhance their logos if they so choose.

*Photoshop guide:* How to resize and crop images (*from Project 1*)

**Note:** You might have students measure the size of the logos or other graphics elements used in the sample business cards to get a sense of general size possibilities.

9. Using the “I do, we do, you do” method, demonstrate how to use filters in Photoshop.

*Photoshop guide:* How to use filters

10. Allow students time to do some or all of the following to prepare the graphics elements in Photoshop:

- Further enhance their logo if necessary
- Resize, resample, or crop their logo if necessary
- Create or gather any additional graphics elements

**Note:** If students plan to use outside graphics elements, have them consider the copyright or fair use policy the graphics might be under and obtain permission to use them.

### **Building a business card**

(Suggested time: 100–150 minutes)

11. Once the graphics elements are prepped and ready to use, students begin to lay out and build the business card in InDesign. Introduce the basics of the InDesign interface.

12. Have students create the basic layout from their earlier sketch and incorporate the text content they planned. Using the “I do, we do, you do” method, demonstrate how to set up a document, create text, and use the grids, rulers, and guides in InDesign.

*InDesign guide:* Overview of InDesign CS4 workspace

*InDesign guide:* How to set up a document

*InDesign guide:* How to use text

*InDesign guide:* How to use the ruler, grid, guides, and the Align panel

**Note:** To ensure that all assets added to an InDesign document have the desired print or export settings, you might introduce and demonstrate continuous preflighting. Detailed instructions on setting up continuous preflighting are available in the *InDesign guide: How to prepare files for print*.

13. Finally, students import the graphics elements and logo. Using the “I do, we do, you do” method, demonstrate how to import files into InDesign. Instruct students to import their logo and any other graphics elements they created in Photoshop.

14. Allow students time to complete their business card layout and insert graphics elements in InDesign based on their initial sketches.

15. In pairs, have students review their business cards to be sure they met the initial goals. Have students take notes on the Review and redesign worksheet to assess the goals and gather feedback.

*Worksheet:* Review and redesign of business cards

16. Allow students time to redesign their business cards, if needed.

17. Once students have implemented any changes, they can print their cards. Using the “I do, we do, you do” method, demonstrate how to prepare the business cards for print in InDesign and have students print their business cards if resources allow.

*InDesign guide:* How to prepare files for print

**Note:** Design and cost constraints exist for commercial printing. You might discuss these constraints as they relate to this and future projects (for instance, printing in more than two colors is very costly and will impact color design decisions).

### **Redesigning and presenting a business card**

(Suggested time: 100–150 minutes)

18. Assign students to small groups and instruct them to select one business card design and create three redesign versions of each for the following scenarios:

- Serious
- Creative
- Entertaining

19. Allow student groups time to create the three business cards.

20. Instruct each group to prepare a presentation that will include a PDF slideshow of their three business cards in which they explain and identify the design elements they changed to redesign and change the tone of their original cards.

21. Demonstrate how to create a PDF slideshow, and allow each group time to prepare a slideshow with the original business card design and the three new designs.

*Acrobat guide:* How to create a PDF presentation

22. Ask groups to present their PDF slideshows and explain what design principles they used and decisions they made to change the tone of their business cards. Have students also explain the one key concept they learned in this project and what they would like to learn next.

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### **Extension activities**

- *Ancillary materials:* After students have completed their business cards, have them design and create the other materials they might need for the business, such as envelopes and letterheads for when they apply for jobs and provide their business cards. If they designed the business card for an organization, have them create ancillary materials the organization might need.
- *Real world experiences:* Recruit interested local businesses and organizations for which the student groups might create a business card design. Each group could act like its own design firm and create designs for the organization.
- *Reviewing with clients:* When working with clients each group could post their work to the web to conduct client reviews by creating PDF documents in Adobe Acrobat 9 Professional or uploading content onto a review website using Adobe Contribute CS4. Use the information from the School Setup Guide to set up and use Contribute: [www.adobe.com/education/instruction/adsc/](http://www.adobe.com/education/instruction/adsc/)

## Assessment

- Project rubric

## Background preparation resources

- Review the student step-by-step guides referenced in this project.
- For an overview of the interface and for more information on the technical aspects of Photoshop, see Photoshop Help.
- For an overview of the interface and for more information on the technical aspects of InDesign, see InDesign Help.
- You might supplement this project with the following design and typography books:
  - Lupton, E. (2004). *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*. New York: Princeton Architectural Press.
  - Lawler, B. (2006). *The Official Adobe Print Publishing Guide, Second Edition*. Berkeley: Adobe Press.
  - Williams, R. (2007). *Robin Williams Design Workshop, Second Edition*. Berkeley: Peachpit Press.

## Typography:

- A general introduction to typography on the web: [www.wpdffd.com/wpdtypo.htm](http://www.wpdffd.com/wpdtypo.htm)
- Guidelines for print typography: [www.utexas.edu/visualguidelines/vg\\_p\\_type.html](http://www.utexas.edu/visualguidelines/vg_p_type.html)
- How to work with text in Photoshop: [www.adobe.com/go/ps\\_dc\\_typo](http://www.adobe.com/go/ps_dc_typo)
- What typography is, featuring type used on letterhead, envelopes, business cards, flyers, and brochures:  
[www.vipprinting.com/typetips.html](http://www.vipprinting.com/typetips.html)
- The difference between type on the web and in print and how to bring the two together:  
[www.graphicpush.com/webpage-printing-typography-and-usability-considerations](http://www.graphicpush.com/webpage-printing-typography-and-usability-considerations)
- A tutorial on type and page layout: [www.typography-1st.com/typo/txt-lay.htm](http://www.typography-1st.com/typo/txt-lay.htm)
- Typography for web  
design: [www.markboulton.co.uk/journal/comments/five\\_simple\\_steps\\_to\\_better\\_typography/](http://www.markboulton.co.uk/journal/comments/five_simple_steps_to_better_typography/)

## Business card layout:

- Guidelines and templates for layout design: [www.utexas.edu/visualguidelines/vg\\_p\\_grid.html](http://www.utexas.edu/visualguidelines/vg_p_grid.html)
- General guidelines for page layout: [http://desktoppub.about.com/cs/pagelayout/f/layout\\_rules.htm](http://desktoppub.about.com/cs/pagelayout/f/layout_rules.htm)
- The 11 parts of a business card: [http://desktoppub.about.com/od/businesscards/a/bcard\\_parts.htm](http://desktoppub.about.com/od/businesscards/a/bcard_parts.htm)
- Links on business card layout, design, and tone: [http://desktoppub.about.com/od/businesscards/Business\\_Cards.htm](http://desktoppub.about.com/od/businesscards/Business_Cards.htm)
- Cost benefits and design considerations of business cards: <http://ezinearticles.com/?Business-Cards-Design-Guidelines&id=462128>

## Graphic design:

- Review the Introduction to Graphic Design presentation.
- An article on design principles: [www.digital-web.com/articles/principles\\_of\\_design/](http://www.digital-web.com/articles/principles_of_design/)
- Before and after formats illustrating design principles: [http://desktoppub.about.com/od/designprinciples/1/aa\\_pod2.htm](http://desktoppub.about.com/od/designprinciples/1/aa_pod2.htm)
- A short introduction to graphic design theory, explaining the aspects of design to consider when composing a piece of fine art or producing a graphic layout: [www.usask.ca/education/coursework/skaalid/theory/cgdt/designtheory.htm](http://www.usask.ca/education/coursework/skaalid/theory/cgdt/designtheory.htm)
- A brief discussion of the main principles of design: <http://char.txa.cornell.edu/language/principi/principi.htm>
- The design process: [www.design-lib.com/guidelines-to-graphic-design-process-gd.php](http://www.design-lib.com/guidelines-to-graphic-design-process-gd.php)

## Key terms

- typography
- serifs
- kerning
- leading
- tracking
- baseline shift
- font families
- readability
- hierarchy
- alignment
- filters
- grids
- rulers

## ISTE NETS\*S Standards for Students

This project is aligned to the ISTE NETS\*S Technology Standards. Depending on the subject and content area the student selects you might research your own state content standards to see how this project aligns to your state requirements.

1. **Creativity and Innovation**  
Students demonstrate creative thinking, construct knowledge, and develop innovative products using technology. Students:
  - a. apply existing knowledge to generate new ideas, products and processes.
  - b. create original works as a means of personal or group expression.
2. **Communication and Collaboration**  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - d. contribute to project teams to produce original work and solve problems.
3. **Research and Information Fluency**  
Students apply digital tools to gather, evaluate, and use information using digital tools. Students:
  - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - c. evaluate and select information sources and technology tools based on appropriateness of specific task.
4. **Critical Thinking, Problem-Solving, and Decision-Making**  
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate technology tools. Students:
  - b. plan and manage activities to develop a solution or complete a project.
5. **Digital Citizenship**  
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, responsible use of information technology.
  - b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
6. **Technology Operations and Concepts**  
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
  - a. understand and use technology systems.
  - b. select and use applications effectively and productively.

## Adobe Certified Associate, Visual Communication objectives

- 2.1 Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print.
- 2.2 Demonstrate knowledge of design principles, elements, and image composition.
- 2.3 Demonstrate knowledge of typography.
- 4.3 Transform images.
- 4.7 Demonstrate knowledge of type.
- 4.8 Demonstrate knowledge of filters.
- 5.1 Demonstrate knowledge of preparing images for web, print, and video.

## Assessment

|                                 | <b>0 - Does not meet expectations</b> | <b>3 - Meets expectations</b>  | <b>5 - Exceeds expectations</b>  |
|---------------------------------|---------------------------------------|--|--|
| <b>Analyzing business cards</b> | Absent or incomplete.                 | Analyzing business cards worksheet is complete and draws examples from the class discussion, typography guide, and presentation on typography. | Analyzing business cards worksheet is clearly and thoughtfully completed. Worksheet includes specific and clear examples from the class discussion, typography guide, and presentation on typography. Worksheet also includes specific and clear examples from previous discussions, guides, and presentations on design principles, color theory, and layout. |

|                                | <b>0 - Does not meet expectations</b> | <b>3 - Meets expectations</b>   | <b>5 - Exceeds expectations</b>   |
|--------------------------------|---------------------------------------|---|---|
| <b>Review and redesign</b>     | Absent or incomplete.                 | The review and redesign process analyzes and critiques whether the first version of the business card meets the initial goals, requires new goals, and reflects good design principles. The review and redesign process details changes needed for final business card. | The review and redesign process clearly and explicitly analyzes and critiques how the first version of the business card meets or does not meet the initial goals, whether the business card requires new goals, and how the business card reflects good design principles. The review and redesign process insightfully analyzes changes for the final business card and identifies new design principles and technological techniques to incorporate. |
| <b>Business card – content</b> | Absent or incomplete.                 | Business card incorporates a variety of assets and is designed for and communicates to multiple audiences. Any outside graphics elements are properly cited with copyright or fair use guidelines.  | Business card has a clear tone and purpose and effectively communicates information to multiple audiences. Any outside graphics elements are properly cited with copyright or fair use guidelines.  |
| <b>Business card – design</b>  |                                       | Business card incorporates the logo and uses appropriate typography design, layout design, and color selection. Business card assets employ use of filters, and graphics elements are properly aligned.   | Business card incorporates the logo and clearly and elegantly incorporates typography design, layout design, and color selection. In planning and designing the business card, appropriate technological techniques were employed, such as use of filters on graphics elements, proper alignment of graphics, and appropriate document dimensions, such as margins.   |

|                                   | <b>0 - Does not meet expectations</b> | <b>3 - Meets expectations</b>  | <b>5 - Exceeds expectations</b>   |
|-----------------------------------|---------------------------------------|--|---|
| <b>PDF slideshow presentation</b> | Absent, incomplete, or unfocused.     | Slideshow presentation includes an original business card. Slideshow presentation highlights three redesigned business cards with explanations and analysis of the design process, decisions, and implemented changes (typography design, color selection, layout design, technologies used, and so on) made to each card for use in a serious, creative, or entertaining situation. | Slideshow presentation includes an original business card. Slideshow presentation highlights three redesigned business cards with clear and detailed explanations and analysis (including examples such as sketches) of the design process, decisions, and implemented changes (typography design, color selection, layout design, technologies used, and so on) made to each card for use in a serious, creative, or entertaining situation. |
| <b>Teamwork</b>                   | Absent or incomplete.                 | Student collaborates with other students as required to provide feedback or assistance. Contributes equally to project work but makes minimal effort to help others build skills.  | Student collaborates freely with other students to provide feedback or assistance. Contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.  |

# INTRODUCTION TO TYPOGRAPHY DESIGN

# Goals of typographic design

- Typography plays an important role in how audiences perceive your document and its information.
- Good design is about
  - capturing your audience's interest and
  - helping your audience gather information quickly and accurately.
- Typography creates relationships between different types of information, both organizing this information and keeping it interesting.

# Design principles for typography

- **Legibility:** Making sure the audience can read and understand your text.
- **Similarity, alignment:** Using typography to create relationships between similar kinds of information.
- **Uniformity or consistency:** Repeating familiar elements to focus your audience's attention.
- **Contrast:** Creating interest and distinguishing different types of information with different typefaces. One element of contrast is hierarchy—making sure the audience understands that information has different levels of importance.

# Typography and legibility

- **Legibility** is a combination of factors:
  - Font family
  - Font size
  - Letter, word, and line spacing
  - Alignment

# Legibility and font families

## Online

## Print

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Serifs create distinctions between characters (uppercase "I" and lowercase "l")

Appears blurry

Helps the reader follow text easily

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Serif fonts have contrasting strokes and lines

Helps move reader's eye character to character

Helps move reader's eye character to character

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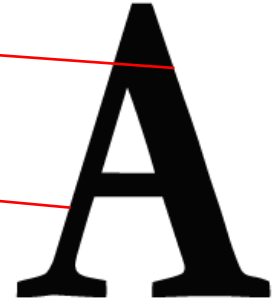
Sans serif fonts have uniform strokes throughout

Helps readers easily read text

Makes words in a sentence hard to follow

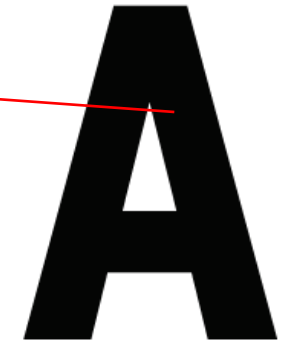
Stroke

Line



**Garamond**

Stroke



**Tahoma**

# Legibility and body text size

- Legibility of body text varies for different audiences:
  - Younger audiences may be able to read fonts sized at 8 or 9 points.
  - Older audiences may be able to read font sizes around 10 points or above.
  - Font sizes above 14 points break down the continuity of the text, making text appear too gray.

# Legibility and spacing

- If letters, words, or lines are too close together, readers have a hard time because text blocks tend to look too dark.
- If letters, words, or lines are too far apart, readers have a hard time because blocks of text tend to look too light, causing readers to lose a sense of continuity.
- Spacing between words needs to be consistent to promote legibility; too much variation leads to eyestrain.

# Legibility and alignment

- Left-aligned text is most legible, because spacing between words is uniform.
- Justified text is also legible, though less so with shorter line lengths because it tends to create uneven spaces between words.

## Left Aligned

Alignment is an important consideration in typography. How you choose to align your text can affect both your design goals and the readability of the text.

## Justified

Alignment is an important consideration in typography. How you choose to align your text can affect both your design goals and the readability of the text.

# Legibility and alignment

- Center-aligned and right-aligned text is generally harder to read, because your readers' eyes are used to following text from left to right.

## Center Aligned

Alignment is an important consideration in typography. How you choose to align your text can affect both your design goals and the readability of the text.

## Right Aligned

Alignment is an important consideration in typography. How you choose to align your text can affect both your design goals and the readability of the text.

# Font families and audience

- Each font family has a different “personality.”
- Use different font families to evoke tone and mood.
  - An advertisement for a school, for example, might use an “elegant” font such as

Garamond

- An advertisement for a financial firm, on the other hand, might use a more “modern” font such as

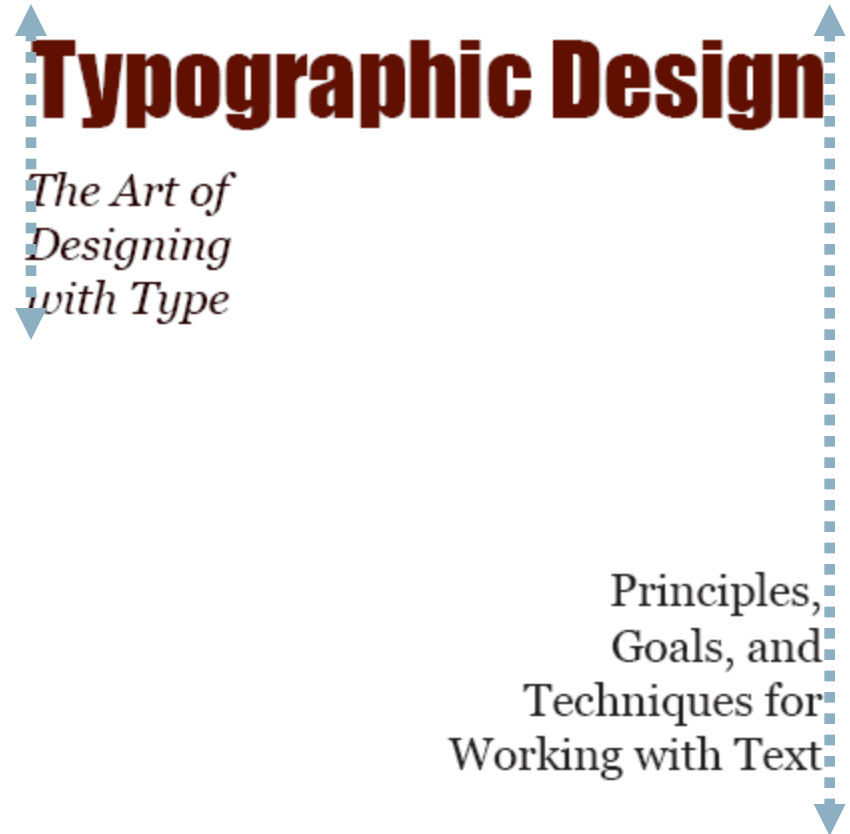
**Franklin Gothic**

# Font families for headings

- For body text, you may want to use something fairly conventional and legible.
- For headings, consider audience: teenagers respond to different fonts than businesspeople or academics.
- Choose font families that support your subject matter, or deliberately use a contrasting font to create interest.

# Similarity and alignment

- Aligned text creates a line in your design; such lines help readers draw connections between different parts of a document.



# Uniformity and font families

- To maintain overall uniformity, limit the number of different font families per page to one or two.
- Use the same font for headings and body text to produce a uniform look; this is known as *concordance*.

# Contrast and font families

- Using the same font family throughout creates uniformity but may make documents seem “flat” or uninteresting.
- You can add interest by contrasting the display type and body type.

# Contrast and font families

- To create **contrast**, you could use two font families, one serif and one sans serif.

## Typographic Design

*The Art of  
Designing  
with Type*

Principles,  
Goals, and  
Techniques for  
Working with Text

Heading is set in  
Impact—a sans  
serif font

Subheading is  
set in Georgia—a  
serif font

# Conflict and font families

- To avoid **conflict**, many designers avoid using two font families of the same variety, such as two serif fonts.

## Typographic Design

*The Art of  
Designing  
with Type*

Principles,  
Goals, and  
Techniques for  
Working with Text

Heading is set in  
Palatino—a serif  
font

Subheading is  
set in Georgia—  
also a serif font

# Contrast and tracking

- Tracking refers to the space between **all** of the letters in a line.
- Font families have built-in tracking that works well for body text.
- For headings, you can change tracking to create contrast.

## TYPOGRAPHIC DESIGN

*The Art of  
Designing  
with Type*

Principles,  
Goals, and  
Techniques for  
Working with Text

Heading is set  
with wide  
tracking

# Contrast and baseline shift

- Designers shift baseline to create interest:

Dropping the first letter adds a playful look.

Sometimes

Moving other letters around creates a “jittery” effect.

Shaking

# Hierarchy and typography

- Use typography to guide readers through the levels of your document.
- Use different headings by changing font family, font type, font size, font color.
- To promote uniformity and help your audiences navigate, keep typographic choices consistent for each subsection throughout the document.

# Hierarchy and typography

- **Hierarchy** helps your audience distinguish between levels of information, such as headings versus body text.
- Many documents are divided into hierarchical sections:

Main title

Section

Subsection

Or

Book

Chapter

Subheading

Sub-subheading

# Example of hierarchy

Top-level headings can use unconventional fonts

**Top Level Heading**

Different levels use different font sizes, font families, font colors, and leading.

**Second Level Heading**

Volute feum ing ex eugue tisisim  
zzril ut velessisil ip exer iusto odion  
eum quis nos aut aliscipit etue modo  
dolor ipisit ver susci endre mod tio et  
adio et iriliqui tisi.

These headings look the same because they express the same level of hierarchy

**Third Level Heading**

Obor sim zzrit alissi tis dunt wis ea  
feuisi et, se velesequam veliquipis ad  
eniat iriusci liquissim alissecte vero  
conse velenim dolent nos aliquat  
nostrud et, velessi ting ea alisi.  
Il et ad magna augait am non eum-  
modo consequat.

**Third Level Heading**

Nullan vent in vel irilit ilisim nis  
nummy nummolobor si bla core tat  
alis eugait volobore molutat eliquat.  
Sum velessequi blaore dolor sum zz-  
rillan velis eu faccum non eum valor  
iril ecte

# Summary

- Typography can play a key role in design.
- Good typography starts with font family; choose these to meet your design goals, but keep them limited.
- Use text alignment to create relationships between different kinds of information.
- Create contrast by using a serif font for headings and a sans serif font for body text (or vice versa). You can also use italics, bold, tracking, or color to create contrast.
- Use contrast to indicate hierarchy.