



Course Syllabus

COURSE NUMBER: EDTC 5070	COURSE TITLE: Desktop Publishing	TERM Fall 09
SITE: Main Campus	INSTRUCTOR CONTACT INFORMATION: Ken Reiss reissk@webster.edu	CREDIT HOURS: 2

•This syllabus is subject to change at the discretion of the instructor.

1. COURSE DESCRIPTION:

This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom

1. LEARNING OUTCOMES

Course Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
To gain a working knowledge of the desktop publishing process	NETS 1a1, 1a2
To acquire at least a minimum level of competency in areas such as typography, page layout and design.	NETS 1a3
To create publications useful in the classroom environment for both student use and adult communications	This course will help the student use printed publications to increase communication and effectiveness NETS 1a3, 4a, 4C

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

<p>Week 1 Week 1 Introduction to Desktop publishing as a Process. Planning a publication. Managing large projects. Publishing for print versus in-class use. Graphics and desktop publishing. Publication purpose and effectiveness.</p>

Week 2

Tools and Palettes. Creating a publication. Publication settings. Working with objects. Creating type. Importing type from word processors. Type Styling options. Creating a small poster.

Week 3

Working with text. Formatting options: Leading, Margins and indents. Kerning. Scaling text. Paragraph formatting options. Guides. Creating a Brochure.

Week 4

Working with threaded text. Working with graphics. Importing graphics files, and formats accepted. Text wrap options. Creating a newsletter.

Week 5

Working with master pages Working with Grids. Creating frames. Essential design elements. Creating a booklet.

Week 6

Forms. Line tools. Step and repeat functions. Working with tabs. Creating a form for student activities.

Week 7

Layers. Working with objects. Data merge function. Exporting PDF and HTML files for web use.

Week 8

Final- Hands on project.

Expectations:

Students are expected to spend approximately 3 hours per week per credit hour on outside activities. That's a total of 6 hours average per week. Some weeks will be heavier than others and some exercises may take you longer than someone else. That time might break down as follows in a typical week:

Reading online materials, articles and other content	1-2 hours
Hands on Exercises and projects from the book or otherwise (sometimes these are turned in, sometimes something else will be turned in after completion of the book exercises)	2-3 hours
Completion of additional assignments for the week including participation in discussion groups, articles or written assignments	1-2 hours

Not all weeks will have all the components, so adjust accordingly.

Students are expected to have access to both book and software (see below under Resources) not later than the 2nd week of class. If you cannot complete that please contact the instructor immediately. It may be preferable for you to withdraw and retake the course when you have access to the software and book. Students are expected to keep up with the class and meet deadlines as set. It is very difficult to catch up once you fall behind.

4. RESOURCES:

Required Text(s)

Classroom:

Required Text(s): Adobe Classroom in a Book: InDesign CS3. Adobe Press ISBN 0-321-492013

If you are taking the class in the classroom, you will also need a mass storage device for storing class samples and assignments. Recommended options are:

USB Flash Drive – 128 MB Minimum

Zip Disk- 100 MB or 250 MB. MAC FORMAT

If you choose to purchase this before the first class please make sure it is Macintosh OS X compatible.

Software is provided in the classroom. It is not required that you have your own copy of the software.

Final Project Return: If you want your final project and assignments returned, you must provide a self addressed envelope with enough postage to cover mailing costs to you, and large enough to hold the documents. This should be turned in with the project or it will be assumed that you do not want them back and the papers destroyed after final grades are turned in.

OnLine:

Students taking the class online will need the software as well as the book.

SOFTWARE: You **MUST** have access to Adobe Indesign for this course. This is generally the most current version but check with your instructor for the specific version required in this section.

Pick ONE of the following:

Strongly Recommended: This is the version you will purchase if you buy it now.

Adobe InDesign CS4

Required Text(s): Adobe Classroom in a Book: InDesign CS4. Adobe Press ISBN 0-321- 573803

Acceptable:

Adobe InDesign CS3

Required Text(s): Adobe Classroom in a Book: InDesign CS3. Adobe Press ISBN 0-321-492013

Adobe InDesign CS2

Required Text(s): Adobe Classroom in a Book: InDesign CS2. Adobe Press ISBN 0-321-321855

Adobe InDesign CS

Required Text(s): Adobe Classroom in a Book: InDesign CS. Adobe Press ISBN 0-321-193776

If you're going to also take the Desktop Publishing course, I strongly recommend you purchase the Adobe Photoshop Design Collection from the bookstore. It provides Photoshop (this course) and InDesign (Desktop Publishing course) plus Illustrator and the full version of Acrobat for the same price as Photoshop and InDesign purchased separately.

Buy the book for the version of the software that you have

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Class Assignments		30%
Final Project (Key Assessment)		50%
Participation		20%

6. GRADING SCALE:

A- 100-90%
B- 89%-80%
C-79%-70%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

Final project requirements:

The final project is to produce 12 pages that you would find useful in the classroom/administrative situation. This can be a 12 individual pages or assignment sheets, or one 12 page newsletter/booklet or any combination in between. The page count assumes 8.5 x 11 pages. If you want to do some other size, please talk to me first. For instance, 5.5 x 8.5 pages would require 24 pages to get the same amount of material. At least one of your documents must be at least 4 pages long. Other pieces may be more or less than that.

You must include at least 1 custom picture wrap (text wraps around a picture in an unusual way).

You must include at least one overlay (text on top of picture)

You must include at least one "form". The form could be an information gathering form or it could take the form of an answer sheet for a test or quiz.

Finally, you should turn in a paragraph or two detailing the following:

- 1) Any problems you had with the project.
- 2) Anything you are particularly pleased with in the project
- 3) A list of pointers to each of the above items. (custom wrap is on page 1, overlay is on page 6, etc).
- 4) Anything you were not happy with in the project
- 5) Your overall feeling about the success and print readiness of the project. If you had more time what might you do? How useful is this to you in your classroom? What kinds of publications might be of use in a classroom setting?

Primary focus for grading will be the “quality” of the publication... good use of graphics and text handling, as well as overall design. Does it deliver a clear message in a form that's easy to read and understand. Did you take full advantage of the page layout tools?

The use and positioning of graphics to complement your publications is also an important factor..

	Unsatisfactory/Nearing Proficiency	Proficient	Advanced
Relevance of Content to topic / Appropriate to the Classroom	Topic not apparent or not demonstrated in the images or content does not adhere to the selected topic or covers multiple unrelated topics.	Content is generally related to the topic selected.	Content is a well developed and complete presentation on the chosen topic ready for classroom use. Graphics are appropriate to topic.
Number of Pages Appropriate number of pages for size as required by the project	Less than 12 pages or equivalent. Pages do not demonstrate page layout skills.	12 pages that show the use of the software and its features.	12 well designed and press ready pages that demonstrate a command of the software.
Design Does the overall design contribute to the readability of the document? Does it invite reading or is it a struggle? Does the document appear ready for production as a commercial product? Are the specified requirements met?	The design makes it difficult to find information or to follow the flow of the document. Graphics appear to be dropped in as an afterthought or are missing/ inappropriate.	The design presents information in an easy to read format that is enhanced by appropriate pictures and graphic elements.	The design creates a publication that is inviting to read and easy to digest. Information is enhanced by the design and flow of text and graphics within the publication.
Typography Does the size and flow of the text contribute to readability? Are fonts appropriate for the size of column or the application? Are headlines and subheads treated appropriately? Does line and paragraph spacing contribute to readability?	Type is not appropriate for the use in the publication. Columns are not used or used ineffectively. Default typefaces and formatting are used or type inhibits readability. Single column or inappropriate use of columns for page size make reading difficult.	Type follows the rules for size and category for the intended use. Columns selected are appropriate to the size and design of the page.	Type selected is appropriate for the application. Sizes and styles are varied to enhance the communication and the document is easy or inviting to read.
Graphic Size and resolution Are the graphics used sized correctly? At appropriate resolution for their size? Is there pixelization or stretching of the graphics?	Images are stretched or distorted. Images are low resolution and showing pixelization.	Images are correctly sized based on their resolution and print at good quality. There is no pixelization or distortion of any images.	Images are print quality and sized appropriately using Photoshop. No stretching or distortion is present.

<p>Graphic Use Are the graphics used in a way that enhances the readability or communication of the document? Are captions provided where appropriate for explanation?</p>	<p>Graphics are scattered into the document in a way that interrupts the flow of the reader or distracts from the message of the page or document.</p>	<p>Graphics are placed on the page in a way that enhances the design and draws the eye into the page. Graphics are sized to supplement the text rather than interrupt it.</p>	<p>Graphics augment the message and enhance the readability of the document. Graphics invite the user to look and to investigate the text further.</p>
<p>Execution Are the concepts presented in the course adhered to? Does it look like a well thought out and executed document, or a ransom note pulled together at the last minute?</p>	<p>Documents that do not look like they belong together or are not enhanced by the software. Documents that would have been easier to do and better off in a word processing application.</p>	<p>Rules for columns, type and graphics are followed. Graphic elements are used to enhance the page and the software's features are shown to benefit the publication.</p>	<p>Well designed and implemented pages possibly enhanced with Photoshop edited graphics make for an enjoyable publication to read.</p>

RUBRIC**KEY ASSESSMENT****Student Name:****Assignment: Final Project**

Criteria	Unsatisfactory/ Nearing Proficiency	Proficient	Advanced	Points Earned
Relevance of Content to topic / Appropriate to the Classroom	0 Points - 5 Points	9 Points	10 Points	
Number of Pages Appropriate number of pages for size as required by the project	0 Points - 5 Points	9 Points	10 Points	
Design Does the overall design contribute to the readability of the document? Does it invite reading or is it a struggle? Does the document appear ready for production as a commercial product? Are the specified requirements met?	0 Points - 10 Points	19 Points	20 Points	
Typography Does the size and flow of the text contribute to readability? Are fonts appropriate for the size of column or the application? Are headlines and subheads treated appropriately? Does line and paragraph spacing contribute to readability?	0 Points - 10 Points	19 Points	20 Points	
Graphic Size and resolution Are the graphics used sized correctly? At appropriate resolution for their size? Is there pixelization or stretching of the graphics?	0 Points - 5 Points	9 Points	10 Points	

<p>Graphic Use Are the graphics used in a way that enhances the readability or communication of the document? Are captions provided where appropriate for explanation?</p>	<p>0 Points - 5 Points</p>	<p>19 Points</p>	<p>20 Points</p>	
<p>Execution Are the concepts presented in the course adhered to? Does it look like a well thought out and executed document, or a ransom note pulled together at the last minute?</p>	<p>0 Points - 5 Points</p>	<p>9 Points</p>	<p>10 Points</p>	
<p>Total Points</p>	<p>0 – 45 Possible</p>	<p>0 – 99 Possible</p>	<p>100 Possible</p>	
<p>Comments</p>				

Rubric ISTE 1A & IV A, C (For use in EDTC5070 Desktop Publishing)

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts.

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

NETS.T Standard	Performance Indicator	Measure	Pts	
I. a. 1	Demonstrate introductory knowledge of concepts related to technology as defined by NETS for students	State the application and definitions of keywords related to the use of technology based on NETS.	100% Accuracy	1 - 3
			70% Accuracy	
			< 69% Accuracy	
I. a. 2	Demonstrate introductory skills related to technology as defined by NETS for students	Expert use of multimedia input & output devices such as scanners, digital cameras, microphones to integrate audio & video media into artifact development.	10 pictures scanned/imported 10 minutes of audio/ video Used in educational publication/s	1 - 3
			6 - 9 pictures scanned/imported 6 - 9 minutes of audio/ video Used in educational publication/s	
			1 - 3 pictures scanned/imported 1 - 3 minutes of audio/ video Used in educational publication/s	
I. a. 3	Demonstrate introductory understanding of concepts related to technology as defined by NETS for students	Through the use of graphic organizers/concept maps, discussion forums and other electronic mechanisms students explain relationships amongst concepts related to technology in educational environments	10 nodes & 2 levels in organizer/map Writing is college level More than 500 words Writing is relevant to NETS technology concepts	1 - 3
			10 nodes & 2 levels in organizer/map Writing is college level Less than 500 words Marginally related to NETS technology concepts	
			10 nodes & 2 levels in organizer/map Writing is college level More than 300 words Not relevant to NETS technology concepts	
IV. a	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Integrate technology-based assessment strategies and tools into plans for evaluating specific learning activities.	Use technology to create rubrics or tests Develop tests or rubrics to assess technology based student work Create lesson plans/artifacts with rubrics or tests attached	1 - 3
IV. c	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	Use technology to locate, evaluate, and collect information from a variety of sources.	Use and develop high quality rubrics to evaluate quality and appropriateness of technology resources.	1 - 3