



Course Syllabus

COURSE NUMBER: EDTC 5070.01	COURSE TITLE: Desktop Publishing	TERM Summer 06
SITE: Main Campus	INSTRUCTOR CONTACT INFORMATION: Ken Reiss reissk@webster.edu 314-843-0660	CREDIT HOURS: 2

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

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	
To acquire at least a minimum level of competency in areas such as typography, page layout and design.	
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

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

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.

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.

2. RESOURCES:

You MUST have access to Adobe InDesign. If you are taking a classroom version of the class, the software will be provided on campus computers. You may need additional time either on campus or your own computer to complete projects.

If you are taking the online version of the class, you will need to provide your own copy or have access to one on another system. If you have to purchase the software, it is available at a educational discount direct from Adobe or many other software vendors.

Adobe Photoshop, Illustrator or other photo/graphics software may be helpful, but not required. Access to a digital camera or scanner is helpful but not required.

Required Text(s): Adobe Classroom in a Book: InDesign CS. Adobe Press ISBN 0-321-19377-6

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.

3. 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		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.

4. 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:

No Credit for the class. Reported to administration for possible further action.

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

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

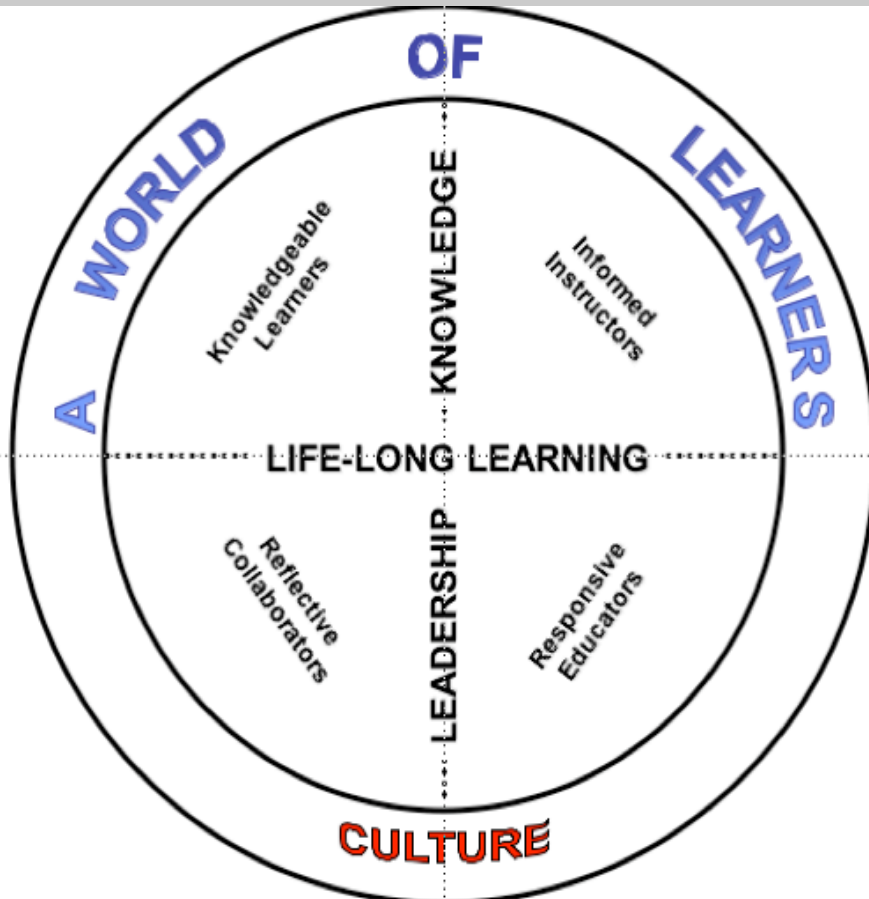
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence