

BAA Desktop Publishing 11

District Name: Coquitlam
District Number: SD #43
Developed by: Doug MacLean
Date Developed: April 2004
School Name: **Gleneagle** Secondary
Principal's Name: Dave Matheson

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: 

Course Name: Desktop Publishing

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction:120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Hardware

- PC or Mac computers (recommend at least 128 Mb RAM, 933 MHz)
- Scanner
- Digital Camera (and card reader for various memory cards)
- Laser Printer (and ideally a colour inkjet printer too)
- High-speed Internet and Local Area Network (LAN) connections
- CD burner (optional, but very useful for larger files)
- In-focus Projection Machine (optional, very helpful for teaching concepts)

Software *note: updates continually change - most recent versions are suggested*

- InDesign or PageMaker (or another text-based program)
- PhotoShop (or another image manipulating program)
- appropriate scanning software
- Freehand (or another image producing program... optional)

Miscellaneous

Strongly suggest the department/school purchases two types of books - ones specific to the selected software and ones giving general accepted principles of desktop publishing theory and practises.

Course Synopsis:

This course has been developed to support and encourage students to explore the practicality, creativeness and opportunities in the field of Desktop Publishing. Students learn to use state of the art computer software (InDesign, PhotoShop, Freehand) and hardware (digital cameras, scanners, CDs) as they follow the steps in creating many of the print media that professional companies use in the production of their day-to-day media. As a culmination of their work, students reflect on their work and are encouraged to take on a larger school (desktop publishing) project, such as the school parent newsletter or the drama production. This introductory course will take students through the whole production process - from thumbnail sketches to initial computer input to data manipulation to self-reflection/evaluation to modification to final output - the students will see and do the whole spectrum of desktop publishing. .

Rationale:

This course will give students a basic capability in the area of business publishing. The development of inexpensive microcomputer technology in the 1970s started a wave of technological change that has continued to grow and specialize into the new millennium, both in hardware and software. Businesses no longer have to deal with commercial graphics and printing industries for producing their print media. A small- to medium-sized business expects many of its employees to possess the skills necessary to do create and manipulate many of the in-house desktop publishing needs of the firm/department.

Inexpensive computer systems, equipped with graphics software and high quality input/output devices, such as laser printers and digital cameras, allow these businesses to handle most of their pre-press needs in-house. This desktop publishing phenomenon has revolutionized the way published materials are being produced. Students must be equipped with the tools to survive in such an environment.

Units and Exercises

Desktop Publishing 11 will be based on a progressive development process; students learn basic skills in lessons with focused instruction (step-by-step teacher instruction), and then work on a class work exercise to further refine their skills (student works primarily on their own with some teacher instruction). Students are then given assignments with (very) limited teacher involvement, followed by a test to assess the developed skills.

During the term students may be asked to work in teams on a group project(s). These groups may be within our own class or with other subject areas (English, Music...).

Two or three lessons are taught, and then one or two class works are given. The remainder of the lessons are taught, and then the remaining class works are completed. Upon completion of the lessons and class works, then an original assignment is given out. Once that unit has been completed, a unit test is done.

See order of lessons, class work, assignments and tests in table below.

Unit Descriptions:

Unit 1: Operating System **Time: 5 hours**

Students will become familiar with the computer system's hardware, school's intranet and LAN, operating system (Windows 2000), and computer lab expectations. They will practice using the equipment and doing basic operations like copying files, analyzing file types, logging on/off, retrieving files and dropping off files into appropriate folders.

Unit 2: InDesign - Introduction **Time: 20 hours**

Students will "get down to business" by working individually, and in teams, work through a series of lessons and class work that will help them complete simple InDesign skills using the basic (introductory) commands of the program. As confidence is increased, simple business documents will be brainstormed, proposed and completed. Throughout the process of creating new media, students will return to their previous lessons for guidance.

Unit 3: InDesign - Advanced **Time: 25 hours**

Students will continue to develop and hone their repertoire of InDesign skills and strategies.

Unit 4: PhotoShop **Time: 20 hours**

Students will be introduced to the concepts and skills of another software program, PhotoShop, which will enable them to manipulate graphic images like those from the Internet, digital cameras, CDs or scanners.

Unit 5: Integrated 1 - InDesign & PhotoShop **Time: 10 hours**

Students will integrate their skills in the two learned software packages to produce an even more professional business document.

Unit 6: Freehand **Time: 15 hours**

Students will be introduced to the concepts and skills of another software program, Freehand, which will enable them to draw designs and images like basic logos.

Unit 7: Integrated 2 - InDesign, PhotoShop & Freehand **Time: 15 hours**

Students will integrate their skills in the three learned software packages to produce an even more professional business document.

Unit 8: Final Project **Time: 10 hours**

Students will be responsible for brainstorming, planning/proposing and completing a large scale project that will demonstrate their overall knowledge and skill of all three softwares. Projects that outside of the normal business environment are encourage, as this will show transferability of the skill set to other disciplines, like Drama (script writing, poster, program and press release) or Counselling (Commencement Ceremony poster, program, agenda and job itinerary). Students will collaborate with teachers and/or administrators in order to complete the projects, and further develop their critiquing and evaluation skills when producing original work for people other than the instructor.

The following is the list of skills and their exercise components:

I'M 1	Lessons		Class work		Assignments		Tests	
	30 hours		45 hours		40 hours		10 hours	
Operating System	Complete the "Windows 2000" Operating Systems practical exercise						T 1	Operating Systems Test
InDesign: Introduction	L 1	Basics Lines & Shapes	C 1	Lines, Shapes & Forms	A 1	Yellow Pages Ad	T 2	InDesign: Basics
	L 2	Shapes & Forms	C 2	Text & Shapes				
	L 3	Text Boxes & Styles	C 3	Text & Styles				
	L 4	Text Controls						
	L 5	Layer Tabs						
InDesign: Advanced	L 6	Images & Quality	C 4	Images & Wrapping	A2	Table of Contents	T 3	InDesign: Text & Wrapping
	L 7	Text Wrapping	C 5	Text & Images			T 4	InDesign: Final
	L 8	Print Screens & Cropping	C 6	Text Frames				
	L 9	Working with Columns	C 7	Masking & Master Pages				
PhotoShop	L 10	Layers & Opacity	C 8	Create Your Own	A3	Personal Collage	T 5	PhotoShop: Final
	L 11	Layers & Transformations	C 9	Transformations				
	L 12	Stamp & Smudge	C 10	Colourize B/W Image				
	L 13	Masking & Filters						
Integrated 1			C 11	Masking & Exporting	A4	Calendar		
					A5	Dust-Jacket & Book		
Freehand	L 14	Basic Elements	C 12	Understanding Tools	A6	Personal Ligatures	T 6	Practical: Final
	L 15	Layers & Tracing	C 13	Layers & Tracing	A7	Starbucks Table-top Advertisement		
	L 16	Drawing Tools	C 14	Paths & Operations				
	L 17	Paths & Operations	C 15	Logo Copying				
Integrated 2 <i>Ideally in conjunction with another dept.</i>					A 8	Creative Writing Anthology (see Eng. Dept) or Recipe Book (staff cookbook)		
					A9	CD or VHS Design (see Music and/or Multi-media Depts)		
					A 10	Product Launch (see Marketing class)		

Final Project							T 7	Final Practical "Test" (All Software & Skills)
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Curriculum Organizers and Learning Outcomes:

The student will

- develop understanding of the basic tasks of any business and the publishing needs that result from these tasks
- develop understanding of the traditional production methods for published material and how electronic tools have been designed to perform those same tasks/functions
- develop a working knowledge of elements of graphic design and layout
- develop an understanding of basic typography
- develop a working knowledge of the various hardware components of an electronic desktop publishing computer system
- develop working skills in electronic text generation techniques
- develop working skills in electronic image generation and manipulation techniques
- develop a working knowledge of accessing and transferring business information from business programs to the appropriate desktop publishing tools
- develop an understanding of the basics of data communications for transmitting work to electronic graphics service (printing) bureaus
- apply skills developed in accessing electronically generated business information, graphics design, the use of computer hardware/software, electronic image generation/manipulation, electronic text generation, and electronic page layout in original production projects
- self-critique original production projects

Instructional Component:

This course differs from many traditional classroom-based courses, as it will be project oriented. The hands-on approach will result in the production of a number of business-simulated publications, as well as the possibility of publishing actual school communication projects (potential examples: newspaper, small school brochures, parent newsletter, music CD covers).

Methods of instructing will include: direct instruction, indirect instruction, interactive instruction, independent instruction, modelling, practical creativity, brainstorming, group work, analysis of commercial desktop publishing, and analysis of own/classmates' desktop publishing.

Instruction is broken into 4 components: lessons, class work, assignments and tests.

"Lessons" will be taught in a very step-by-step manner. The lessons are meant to provide a very strong and solid foundation for developing new ideas and techniques.

"Class work" is a time for students to try the ideas and techniques learned in the lessons on their own. Teacher guidance is provided, but students are encouraged to work on applying the previously learned skills on their own initiative.

"Assignments" are projects that demand the student to apply skills learned in lessons and class work on an original piece of work. The teacher plays a minor (technical) role in assisting and directing the student through the project. Students do confer with the teacher for developing ideas and strategies, but the onus is on the student to work independently, becoming more self-reliant in the production process.

"Tests" are used for ensuring that the student has met the intended learning outcomes. Most tests are hands-on (practical) exams that are completed with the aid of the computer system.

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- Computer, digital camera, scanner equipment manuals
- Software manuals
- Visit to local service bureau and/or guest speaker from publishing house
- Articles and information about desktop publishing on internet
- Resource books on desktop publishing
- Appropriate files (and folders) of necessary "lesson" and "class work" data
- Teacher-student chat lines (e-mail) for online conferencing