

BAA Desktop Publishing 12

District Name: Coquitlam

District Number: SD #43

Developed by: Doug MacLean

Date Developed: March 2005

School Name: Gleneagle Secondary

Principal's Name: Dave Matheson

Board/Authority Approval Date: April 5, 2005

Board/Authority Signature:

Course Name: Desktop Publishing

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

Completion of Desktop Publishing 11 is recommended

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*

- print publishing software such as, InDesign or PageMaker
- digital imaging software such as PhotoShop
- appropriate scanning software
- digital illustration software such as Freehand or Illustrator

Miscellaneous:

Schools may consider the purchase of text based resources that would be include a text specific to the selected software and another that would provide general accepted principles of desktop publishing theory and practises.

Course Synopsis:

This course builds on the skills gained in Desktop Publishing 11 and provides students with a stronger focus on the unifying and publishing of projects. Students will explore various forms of print publishing and learn how to effectively design for each type. Course components include layout, design, photography, graphics, printing and colour management.

Rationale:

Many students want to start their own business or begin working in small business where marketing, newsletters, advertising and other print media are often done “in house”. These students will have design and computer skills that will enable them to contribute substantially to the success of their/that business venture or employment. It will assist them to have the visual skills to ably discern quality and exciting attention grabbing advertising. This advanced 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

Organizational Structure:

| Unit/Topic | Title | Time |
|--------------------|---|-------------|
| Unit 1 | Technology and Operating Systems | 5 hours |
| Unit 2 | Text and Graphics in digital publication design | 25 hours |
| Unit 3 | Digital Photo Editing | 25 hours |
| Unit 4 | Digital illustration | 15 hours |
| Unit 5 | Advanced Layout and Design | 50 hours |
| Total Hours | | 120 |

Unit Descriptions:

Unit 1: Technology and Operating Systems

Time: 5 hours

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

Curriculum Organizer: Understanding the Technological Environment

It is expected that the student will:

- differentiate between the concepts of a stand-alone workstation and printer-spooling, disk-sharing, and file-sharing computer systems
- practise handling Internet information in an ethical way
- demonstrate an awareness of the impact of electronic resources on education, careers, and recreation
- evaluate the impact of information technology tools on the workplace, on individuals, and on society
- compare the use of information technology in different job settings within the publishing community
- demonstrate an understanding of the work flow in the publishing environment

Curriculum Organizer: Application of Technology within a digital publishing environment

It is expected that the student will:

- demonstrate an ability to define the needs of users on a network
- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information
- demonstrate competence in using basic information technology tools
- demonstrate competence in the use of appropriate technologies such as digital cameras and scanners

Unit 2: Text and Graphics in digital publication design

Time: 25 hours

Students will build upon the basics taught in Desktop Publishing 11 and then demonstrate proficiency through more advanced lessons, class work and assignments in a digital publication design platform..

Curriculum Organizer: Development of The Creative Edge

It is expected that the student will:

- understand and apply characteristics of basic design principles
- develop awareness of two dimensional design
- develop skills in design/publication for print media
- develop awareness of design in society
- demonstrate an understanding of the design process that would include examining, designing, critiquing and responding
- describe a variety of digital-imaging tools and formats used by industry professionals
- use peripheral devices to capture source material for 2D media documents
- use various software tools to optimize digital content for display size, file size, quality, and ease of distribution
- demonstrate an understanding of the different platforms for the creation of digital publications

Curriculum Organizer: Application of Technology - Creative Problem Solving

It is expected that the student will:

- use peripheral devices to capture source material for 2D media documents
- create documents that demonstrate use of a variety of methods of photo retouching and manipulation
- describe publishing and production techniques necessary to ensure a quality product (e.g., page layout, colour separation, and spot colour)
- identify the steps (workflow) in 2D publishing and the associated skills needed at each step
- construct a complex document using a variety of page layout and graphic design concepts and tools

Unit 3: Photo Editing

Time: 25 hours

Students will review the basics taught in Desktop Publishing 11 and then proceed with more advanced lessons, class work and assignments in photographic image editing software.

Curriculum Organizer: Development of The Creative Edge

It is expected that the student will:

- demonstrate the software advantage vs hand manipulation
- demonstrate an understanding of colour vs black and white in the creation of the photographic image in publications
- demonstrate an understanding of the differences between paint and vector style of software – appropriate tools for appropriate use
- review the legal aspects of manipulated images
- select the file formats and size appropriate for digital images
- review the ethical issues relevant to misrepresenting the work of others by digital manipulation

Curriculum Organizer: Application of Technology - Creative Problem Solving

It is expected that the student will:

- use the tools available to set basic colour and graphic design characteristics of a file or document to aid viewing and clarify meaning
- use various software tools to optimize digital content for display size, file size, quality, and ease of distribution
- select graphic file formats appropriate for use in print.
- compose documents using advanced layering, masking, channels, and paths
- manipulate images using digital technologies
- demonstrate a clear understanding of the digital design process
- demonstrate an understanding of the use of appropriate images for publication

Unit 4: Digital illustration

Time: 15 hours

Although it will be used less than the other programs, students will review the basics taught in Desktop Publishing 11 and then proceed with more advanced lessons, class work and assignments in vector drawing software.

Curriculum Organizer: Development of The Creative Edge

It is expected that the student will:

- review the history of illustration in publications
- understand the different styles of illustration
- apply appropriate illustrations for publication
- understand the various types of illustrations suitable for publication
- understand file formats vs size vs use
- understand the legal aspects of ownership – image manipulation
- consider the ethical issues relevant to misrepresenting the work of others by digital manipulation

Curriculum Organizer: Application of Technology - Creative Problem Solving

It is expected that the student will:

- demonstrate an understanding of the principles of design – balance, contrast, unity, rhythm, proportion
- demonstrate the use of tools available to set basic colour and graphic design characteristics of a file or document to aid viewing and clarify meaning
- demonstrate the use of various software tools to optimize digital content for display size, file size, quality, and ease of distribution
- compose documents using advanced layering, masking, channels, and paths
- manipulate images using digital technologies
- select graphic file formats appropriate for use in print.

Unit 5: Advanced Layout and Design

Time: 50 hours

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

Curriculum Organizer: The Creative Edge – Marketing aspects

It is expected that the student will:

- demonstrate an understanding of the “quality versus compromise” dilemma as it exists in the business and advertising
- demonstrate an understanding that the “target market versus price strategy” will determine what quality is appropriate.

Curriculum Organizer: Application of Technology - Directed Assignment

It is expected that the student will:

- understand how ideas and material taken from other sources impact the design process
- create a plan for the development of print or web documents for publication
- describe the importance of design elements in the creation and development of print and web page templates
- research and assess various methods of delivering content on the Web, using both client-side and server-side technology
- collaborate with others to create unique web solutions for print publications
- describe and use a variety of tools available to create advanced web content, including layering, masking, and animation
- identify technical and non-technical skills of developers in the publishing industry
- apply design strategies to solve a design problem

Instructional Component: Units and Exercises:

Similar to Desktop Publishing 11, Desktop Publishing 12 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 semester/year, 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/teachers (English, Music, Career Resource Room...).

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 (very effective and well documented instructional tutorials online, example: adobe.com), 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

- **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