EBUS 5060-7060 Desktop Publishing in Occupational Studies
CTL Components

Problem-based Learning

Performance-based tests are designed to evaluate the performances that students must demonstrate as evidence that they have mastered critical learning outcomes. The intent is to have these assessments serve as an integral part of learning and to enhance the development of autonomous and self-directed learners. Similarly, the performance-based tests are designed to send the message that "inequality is not an option" for student work, and to give students challenging and meaningful tasks that require them to use knowledge and demonstrate skills in productive and thoughtful ways. Performance-based tests will require students to demonstrate, while using the application software, mastery of the knowledge and skill areas presented in the lessons.

Project-based Learning

Students develop a Desktop Publishing design project of interest to them; however, each project must also be of use to an individual or group within a community. Student projects are assessed based on their creativity, usefulness, and illustration of effort. All projects are expected to exhibit use of the functions of desktop publishing software (PageMaker 6.5) and the principles of design. Specific expectations for projects are determined on an individual basis through consultations between the professor and students. See also, Service Learning.

Authentic Assessment

The rubric is one authentic assessment tool which is designed to simulate real life activity where students are engaged in solving real-life problems. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students are involved in the assessment process through both peer and self-assessment. Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common features which: a) focus on measuring a stated objective (performance, behavior, or quantity), b) use a range to rate performance, and c) contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met or mastered. Rubrics are used to assess the two performance-based tests and the DTP design project.

Service Learning

Students develop a Desktop Publishing design project of interest to them; however, each project must also be of use to an individual or group within a community. Student projects are assessed based on their creativity, usefulness, and illustration of effort. All projects are expected to exhibit use of the functions of desktop publishing software (PageMaker 6.5) and the principles of design. Specific expectations for projects are determined on an individual basis through consultations between the professor and students. See also, Service Learning.

2000 Fall Semester
EBUS 5060-7060 Desktop Publishing in Occupational Studies

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SYLLABUS

Course Description
Computer applications for electronic publishing, including elements of page design, effective publications, presentations, instructional materials, and instructional approaches for teaching desktop publishing in occupational studies *(2000-2001 Undergraduate Bulletin page 396 and 2000-2001 Graduate Bulletin pages 300-301)* 3 hours.

Overview
Desktop Publishing in Occupational Studies is designed to assist learners in developing their understanding and appreciation of microcomputer technology using the PC platform. Learners are provided an opportunity to develop skill in use of functions common to most desktop publishing software programs. An effort is made to place equal importance on concepts and applications. Concepts are the most enduring as the technology continually undergoes improvement and change, thereby changing the dynamics of interaction. Learners are encouraged to become "navigational" users who understand the concepts, and are able to transfer skills and knowledge acquired to teaching any of the predominant desktop publishing software packages. Concepts are applied and reinforced through demonstrations, self-paced tutorials, and opportunities for hands-on practice. All work is completed using PageMaker 6.5 and a word processing program (Microsoft Word 2000 or Corel WordPerfect 9).

Required Text and Materials
Adobe PageMaker 6.5 (1997). *Classroom in a Book,* San Jose, CA: Adobe Press. This textbook may be obtained through Amazon.com at http://www.amazon.com for $36.00, with a CD-ROM. Students should contact the facilitator individually, if an alternative is needed for purchase of the textbook. Students will need one zip disk for storage.

Objectives
- Upon successful completion of this course students should be able to:
- Recognize and appreciate the complexities of desktop publishing
- Demonstrate use of desktop publishing technology by creating and manipulating text and graphics.
- Demonstrate applications of desktop publishing by developing and designing a variety of effective publications.
- Integrate knowledge of components related to applications of desktop publishing and instruction such as composing, editing, word processing, and software troubleshooting.
- Develop, design, and format a variety of DTP formats used by graphic artists, designers, writers, editors, production artists, typesetters, or pre-press professionals.
- Identify common instructional approaches used for teaching skill-based courses, including desktop publishing.

WebCT Site
Each student will be assigned a user name and password access to the WebCT site for this course. Since this class meets only once a week, to remain current with class activities, each student is expected to access this site on a regular basis, from whatever location is available (e.g., home, lab). Messages, information or materials for assignments, links to Internet sites for use in assignments, and other important information/materials will be available from this site.

ASSESSMENTS

Rubrics for Assessment

The rubric is one authentic assessment tool that is designed to simulate real-life activity where students are engaged in solving real-life problems. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students are involved in the assessment process through both peer and self-assessment. Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common features which: a) focus on measuring a stated objective (performance, behavior, or quantity), b) use a range to rate performance, and c) contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met or mastered. There will be three assessments for students in this class: lessons, two performance-based tests, and a DTP design project. Rubrics will be used to assess the two performance-based tests and the DTP design project. Rubrics will be used to evaluate all work and will be available on the WebCT site prior to each assessment.

Assessment 1: DTP Lessons/Performance-Based Tests

DTP Lessons. The following process will be observed in completion of each lesson in an effort to achieve an appropriate mix of theory-based and performance-based learning:

- When appropriate, the facilitator will demonstrate knowledge and skill areas presented in the lesson
- Students will complete the lesson using the step-by-step instructions in the textbook
- Students will include a document code on the lower left or right corner of each page in the lesson output (a document code would include your name and the name given to the work when stored on your disk: dc: mwomble/Flyer)
- Students will print and assemble, in the order presented in the textbook, all work for the completed lesson
- Students will engage in self/peer assessment (20%), with assistance from the facilitator, to examine the completed lesson, identify deficient knowledge/skill areas, then edit the lesson for reinforcement
- Students will take a performance-based test that focuses on the knowledge and skill areas presented in the lessons.

Assessment 2: Performance-Based Tests.

Students will complete the first six of ten lessons in the textbook, more if time permits. The lessons in the textbook will serve as the basis for two performance-based tests. Performance-based tests are designed to evaluate the performances that students must demonstrate as evidence that they have mastered critical learning outcomes. The intent is to have these assessments serve as an integral part of learning and to enhance the development of autonomous and self-directed learners. Similarly, the performance-based tests are designed to send the message that "inequality is not an option" for student work, and to give students challenging and meaningful tasks that require them to use knowledge and demonstrate skills in productive and thoughtful ways. Performance-based tests will require students to demonstrate, while using the application software, mastery of the knowledge and skill areas presented in the lessons. Performance-based tests must be completed on the day and at the time scheduled. **No makeup tests will be given**.

Assessment 3: DTP Design Project

Students will develop a DTP design project of interest to them; however, each project must also be of use to an individual or group within a community. Student projects will be assessed based on their creativity, usefulness, and illustration of effort. All projects are expected to exhibit use of PageMaker 6.5 functions and principles of design. Specific expectations for projects will be determined on an individual basis. Therefore, students must get approval from the facilitator before they begin their projects. Each student must submit a keyed one-page proposal that describes the planned DTP design project. Proposals are due on or before October 11. Students are encouraged to schedule an appointment with the facilitator to discuss the DTP design project prior to submitting the proposal for approval. Students should be prepared to discuss their planned strategies for developing the DTP design project. Students will submit one hard and soft copy *(disk)* of their completed DTP design projects. Students forfeit 10% of their total grade if the DTP design project has a focus different from that described in the approved proposal. A format for the DTP design project proposal will be available on the WebCT site.

EVALUATION

Self/Peer Assessments *(Lessons 1-6)*	20 percent

Performance-Based Tests	40 percent
DTP Design Project	40 percent

CLASS ATTENDANCE

"Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor" *(Undergraduate Bulletin, 2000-2001, page 40)*. More than two (2) absences during the semester are considered excessive.

CLASSROOM PROCEDURES

- Working on application assignments or printing assignments during the facilitator's demonstration is not permitted.
- Peer assistance is permitted; however, do not rely totally on your peers. All work is to be completed on an individual basis.
- Due to the nature of some assignments, you may not be able to complete all work during the regular class periods on Wednesday. Therefore, you may need to spend extra time in the lab or at home in order to meet the deadlines. Lab hours are posted outside the classroom door.
- No **INCOMPLETES** will be given.
- Please observe the attached *Schedule of Weekly Activities* for this course. If changes are necessary, they will be announced in class or posted to the bulletin board on the WebCT site.
- Do not hesitate to ask questions. Remember, the facilitator and lab assistant are here to help in any way possible. If you have any questions outside of class hours, you may call or send e-mail to the facilitator or lab assistant, post messages to the WebCT bulletin board, use the WebCT chat rooms, or come by the facilitator's office during office hours. E-mail contact and appointments are preferred.
- The door to the lab (Room 143) must be kept closed at all times during class.