

2005 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. Prerequisite: Permission of department, 3 hours. (UGA Bulletin: <http://bulletin.uga.edu/bulletin/courses/index.html>).

### Overview

Desktop Publishing in Occupational Studies is designed to assist learners in developing their understanding and appreciation of computer design applications using the PC platform. Learners are provided an opportunity to develop skill in use of functions common to most professional desktop publishing software programs. Since this course is primarily web-based, students are afforded an opportunity to develop skill in integration and use of Internet resources. 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 professional desktop publishing software packages. Concepts are applied and reinforced through self-paced tutorials and other hands-on experiences. All work **must** be completed using PageMaker 7.0 and a word processing program, preferably Microsoft Word 2003 (XP).

### Required Text and Materials

Adobe PageMaker 7.0 (2002). *Classroom in a Book*, San Jose, CA: Adobe Press. This textbook is a self-paced tutorial. The lab is equipped with the following items needed for this course: the Internet, Adobe PDF Reader, a computer with PageMaker 7.0 and MS Word 2003 (XP) installed, a printer, and storage media. Students who elect to work at other locations must have these same items available to them. Additionally, each student must have at least one zip disk, CD, or USB drive for storage. **Only documents produced in PageMaker 7.0 will be used for grading purposes.**

## **Objectives**

Upon successful completion of this course students should be able to:

1. Recognize and appreciate the complexities of desktop publishing
2. Demonstrate use of desktop publishing technology by creating and manipulating text and graphics.
3. Demonstrate applications of desktop publishing by developing and designing a variety of effective publications.
4. Integrate knowledge of components related to applications of desktop publishing and instruction such as composing, editing, word processing, and software troubleshooting.
5. Develop, design, and format a variety of DTP formats used by graphic artists, designers, writers, editors, production artists, typesetters, or pre-press professionals.
6. Identify common instructional approaches used for teaching skill-based courses, including desktop publishing.

## **Computer Lab and WebCT Site**

The 143 computer lab is available for student use on the days and at the times posted outside the lab door. If you plan to use the lab to complete assignments, please check the posting for availability. Each student must be able to access the Internet and the WebCT site for the course. Data files, libraries, and fonts needed for completing the lessons (tutorials) are available on the CD that comes with the textbook. These data files, libraries, and fonts are also available in the professor's outbox, along with a collection of templates. Other materials needed for the course such as assignments and data files for performance-based tests will also be available through the WebCT 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. 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 four assessments for students in this class: lessons (tutorials), class participation (bulletin board discussions), performance-based tests, and a DTP design project. Rubrics to be used by the professor for assessing the lessons, performance-based tests, and DTP design project will be available on the WebCT site for students to review.

### **Assessment 1: Lessons (Tutorials)**

The textbook contains ten lessons. The first six lessons will be completed in this course. Students will follow the step-by-step instructions to complete each lesson (tutorial) and submit them through the Assignments page on the WebCT site on the date/time specified. Students must name files in such a way as to make them clearly identifiable to the instructor. Therefore, it is suggested that you name the files as instructed in the textbook, but include your initials in the filename. For example: 01WorkMnw. Students must also zip files before submitting them. Instructions for zipping files are available on the WebCT site by clicking the “FYI” button. The zip file should also be named so that it is clearly identifiable. For example: WombleMN1. The professor will maintain an electronic folder containing all work submitted by each student.

The art files, text files, fonts, libraries, and training materials (i.e., tutorial movies) needed to complete the lessons (tutorials) are available on the textbook’s CD. Please proofread and edit your documents before submitting as you will be allowed only one submission for grading purposes. Each student must also prepare and submit a test document of his or her choosing to verify that his or her work can be retrieved by the professor in useable form. The test document must be produced using PageMaker 7.0 on the computer each student plans to use during the course. The test document must be submitted **by 9:00 p.m. on August 26, 2005. [30 percent]**

### **Assessment 2: Class Participation (Bulletin Board Discussions)**

The bulletin board available on the WebCT site will be used for three class discussions during the semester. Topics and dates for these discussions are shown in the table below. Each student is expected to conduct online research of these topics, summarize findings, and make meaningful, individual contributions to the discussion. Each student is also expected to contribute at least three thoughtful responses to peers during each discussion. Details about the bulletin board discussions will be provided on the WebCT site at least a week prior to the date the bulletin board discussion is to take place, possibly earlier. **[15 percent]**

<b>Bulletin Board Discussion Topics</b>	
<b>Date</b>	<b>Topic</b>
September 14, 2005	Methods of Teaching Computer Applications Courses
October 12, 2005	Teaching Desktop Publishing in the Secondary School
November 16, 2005	Computer Applications Certifications

### **Assessment 3: 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.

The performance-based tests will require students to demonstrate, while using the application software, mastery of the knowledge and skill areas presented in the lessons. Therefore, two performance-based tests will be given, both covering the skills/knowledge developed while completing the lessons (tutorials). The data files and instructions needed for the performance-based tests will be available on the WebCT site for a 24-hour period (**8:00 a.m.-8:00 a.m.**) on the dates specified on the “Assignment” page. The completed performance-based tests must be submitted to the “Assignment” page in a zip file by 8:00 a.m. on the dates specified. **[30 percent]**

### **Assessment 4: DTP Design Project (Service Learning Agreement Required)**

Students will develop a DTP design project of interest to them; however, each project must also be of use and service to a community group and **must exclude family members**. Student projects will be assessed based on their creativity, usefulness, and illustration of effort. All projects are expected to exhibit use of PageMaker 7.0 functions as well as the basic principles of design. Specific expectations for projects will be determined on an individual basis. Therefore, students must obtain approval from the professor before beginning their projects. Each student must submit a keyed, one-page proposal that describes the planned DTP design project. Proposals are due on **September 14, 2005** and will be returned to students by **September 21, 2005**. Submit proposal to the instructor using UGA e-mail, not the WebCT assignment page. The rubric that will be used to grade the final DTP project will be available on the WebCT site.

Students are encouraged to discuss (by e-mail, telephone, or chatroom) their ideas for the DTP design project with the professor prior to submitting the proposal for approval. Once the DTP design project proposals are approved, students must download a copy of the **Service Learning Agreement (SLA)** form and obtain signatures from the appropriate contact person(s) at the organization or agency they will serve. The signed SLA form must be returned to the instructor no later than **September 28, 2005**. Students will submit one hard and soft (disk) copy 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. Completed DTP Design Projects are due on the last day of this class (December 7, 2005). **[25 percent]**

### SUMMARY OF ASSESSMENTS

Lessons (Tutorials)	30 percent
Bulletin Board Discussions	15 percent
Performance-Based Tests	30 percent
DTP Design Project	25 percent

### PARTICIPATION/ATTENDANCE/SUBMITTING WORK

This class is primarily web-based, however, we will meet in the River=s Crossing computer lab, Room 143 on the first day of class (Wednesday, August 24) and the last day of class (Wednesday, December 7) from 4:30 p.m.-7:15 p.m. Students are expected to participate in all bulletin board discussions and to submit work on the day and at the time specified. Students will **forfeit the grade** (receive a score of zero) for any late work since work will not be accepted after the due date and time.

### UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

### CLASSROOM PROCEDURES

1. Peer assistance is permitted; however, do not rely totally on your peers.
2. No **INCOMPLETES** will be given.
3. Please observe the WebCT “Assignments” page and Calendar for reminders of work due dates, performance-based tests, and bulletin board discussions.
4. The WebCT site’s bulletin board will be used to notify students of changes or to provide additional information, therefore, students should access the bulletin board on a regular basis (daily if possible) to stay current with class activities. UGA e-mail addresses may also be used to make announcement, therefore, students are expected to check their UGA e-mail on a regular basis as well.
5. Do not hesitate to ask questions by e-mail and direct them to the professor at [mwomble@uga.edu](mailto:mwomble@uga.edu) and undergraduates should contact Mr. Hanes at [hanesmt@uga.edu](mailto:hanesmt@uga.edu). Remember, the professor is available electronically to help in any way possible.
6. The door to the lab (Room 143) must be kept closed at all times.

*This syllabus is subject to change.*