

2002 Fall Semester
EBUS 5060-7060 Desktop Publishing in Occupational Studies
Dr. Myra N. Womble
mwomble@arches.uga.edu
207 River's Crossing
542-4091

MASTER 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 (2001-2002 Undergraduate Bulletin page 406 and 2001-2002 Graduate Bulletin page 347) 3 hours.

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 a part of this course is 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 is completed using PageMaker 7.0 and a word processing program (Microsoft Word 2002 (XP) or Corel WordPerfect 9).

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 installed, and a printer. Students who elect to work at other locations on dates designated for web-based instruction must have these same items available to them. Additionally, each student must have at least one zip disk for storage.

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.

Topical Outline

Page assembly

- Keying text into a publication
- Drawing graphic elements

Arranging text and graphics

- Using spot colors and tints

Creating multi-page publications

- Design elements
- Using master pages, columns, page numbers

Building booklets

- Page separations
- Automatics layout and adjustment
- Frames, multiple master pages and styles

Creating professional level topography and layout

- Using libraries
- Mastering page and format elements

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

CLASS SYLLABUS

Computer Lab and WebCT Site

The computer lab (Room 143) will be available on Wednesday's from 4:30-7:15 p.m. for use by the class and individual students enrolled in this course. Additional lab hours are available for student use on the days and at the times posted outside the lab. Each student must be able to access the Internet and the WebCT site for the course. Data files and fonts needed for completing the lessons (tutorials) are available on the textbook's CD that comes with the textbook. These data files and fonts are also available in the professor's outbox, along with a collection of templates. Other materials needed for the course such as PowerPoint presentations, bulletin board messages, and links to Internet sites will be available from the WebCT site. Data files for performance-based tests will be available in the professor's outbox and/or posted to 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), online class meetings, performance-based tests, and a DTP design project. Rubrics to be used by the professor for assessing the performance-based tests and DTP design project will be available on the WebCT site for students to review. Students must give permission on the Student Information Form (SIF) for scores to be posted to the WebCT site.

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 on the date/time specified on the *Schedule of Weekly Activities*. Students must include a document code (e.g., mnw:Flyer) on all work to appropriately identify work and avoid mix ups when/if work is printed by the student or the professor. Include document codes at the top or bottom of each page of work submitted. The professor will maintain a disk folder for each student during the times when completed work is submitted by e-mail attachment. The art files, text files, fonts, and training materials (i.e., tutorial movies) needed to complete the lessons (tutorials) are available on the textbook's CD. If work is completed during a designated online date, (see *Schedule of Weekly Activities*) please proofread and edit your documents before submitting as you will be allowed only one submission for grading purposes. Each student must also prepare a test document of his or her choosing to submit to the professor's e-mail address 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 the student plans to use during the designated online dates. The test document must be submitted by 7:15 p.m. on August 28, 2002. **[35 percent]**

Assessment 2: Online Class Meetings and Discussions

The chat rooms and/or discussion (bulletin) board available on the WebCT site will be used as a meeting/discussion place for class during seven weeks of the semester. Each student is expected to attend and participate in the online class meetings and online discussions. The schedule for online class meetings and discussion topics is shown in the table below and on the *Schedule of Weekly Activities*. Students are expected to conduct online research of these topics and come to the online class sessions prepared to contribute to the discussion of the topics identified. Students must include copies of their research materials with their DTP design project when it is submitted. Details about the online class meetings and topics will be provided on the WebCT site. **[15 percent]**

Online Class Meeting/Bulletin Board Discussion Topics	
Date	Topic
September 18, 2002	Computer Applications Certifications (BB)
October 16, 2002	Teaching Desktop Publishing in the Secondary School (BB)
October 30, 2002	Methods of Teaching Computer Applications Courses (Chat room)

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 first performance-based test will be on line (October 2) from 4:30 p.m.-7:15 p.m. and data files and instructions needed for the test will be available on the WebCT site. The second performance-based test will be administered onsite on the last day of class (December 4) from 4:30 p.m.-7:15 p.m. in the computer lab. **[30 percent]**

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Assessment 4: DTP Design Project

Students will develop a DTP design project of interest to them; however, each project must also be of use and service 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 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 25. Students are encouraged to discuss their ideas for the DTP design project with the professor prior to submitting the proposal for approval. 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. **[20 percent]**

SUMMARY OF ASSESSMENTS

Lessons (Tutorials)	35 percent
Online Class Meetings	15 percent
Performance-Based Tests	30 percent
DTP Design Project	20 percent

ATTENDANCE/SUBMITTING/MAKING UP WORK

This class is partially web-based in that seven of our class meetings will involve online class meetings, bulletin board discussions, and self-paced, independent work. The dates and times for online class meetings and bulletin board discussions are identified on the *Schedule of Weekly Activities* and under the heading "Online Class Meetings" on this syllabus. Students are expected to participate in all online class meetings and discussions and to submit work on the day and at the time specified on the *Schedule of Weekly Activities*. Students will **forfeit one letter grade** for each day any work is late. Work **received** after the deadline date and time will be considered a "day" late. For example, work due on September 4 at 7:15p.m. will be considered one day late if **received** anytime after 7:15. Work will be considered two days late if received anytime after 7:15 p.m. on September 5, and so forth. Deadline dates and times for submitting work in "useable" form are clearly identified on the *Schedule of Weekly Activities*. **Do not submit work prior to the due date.** Any makeup work or examinations must be discussed with the professor on an individual basis. Students must present appropriate documentation for an excused absence when making up work or examinations.

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. Visit this web site for more information: http://www.uga.edu/ovpi/academic_honesty/sect07.htm

CLASSROOM PROCEDURES

1. Working on application assignments or printing assignments during demonstrations is not permitted.
2. Peer assistance is permitted; however, do not rely totally on your peers. All work is to be completed on an individual basis.
3. 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 elsewhere in order to meet the deadlines. Lab hours are posted outside the classroom door.
4. No INCOMPLETES will be given.
5. 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.
6. Do not hesitate to ask questions. Remember, the professor is available in class and/or electronically to help in any way possible. If you have any questions outside of class hours, you may e-mail the professor at mwomble@arches.uga.edu. Do not post messages to the professor on the WebCT bulletin board.
7. The door to the lab (Room 143) must be kept closed at all times during class.

EBUS 5060-7060 Desktop Publishing in Occupational Studies Schedule of Weekly Activities
Wednesday, August 21, 2002 – First Day of this Class "Getting to Know You;" Review of Syllabus; WebCT site; Textbook's CD; Introduction to PageMaker 7.0.
Wednesday, August 28, 2002 – Test Document Due by 7:15 p.m. Begin Lesson 1: Flyer
Wednesday, September 4, 2002 Submit Lesson 1 on site as a hard copy. Begin Lesson 2: Architect's Letterhead.
Wednesday, September 11, 2002 Lesson 2: Architect's Letterhead (continued). Submit Lesson 2 on site as a hard copy.
Wednesday, September 18, 2002 – Online Bulletin Board Discussion Discussion Topic: Computer Applications Certifications. Students are expected to conduct Internet and other forms of research to learn more about the types of certifications provided by software manufacturers that might be of use to the students they will teach (e.g., Adobe Training and Certification Program, MOUSE certification). Students should use their research to contribute to the discussion on the bulletin board on this date. No credit will be given for discussion postings on this topic after this date. Include copies of your research with your DTP Design Project on the last day of class. Begin Lesson 3: Project Proposal
Wednesday, September 25, 2002 Lesson 3: Project Proposal (continued). Submit Lesson 3 as an e-mail attachment by 7:15 p.m. on this date. DTP Design Project Proposals are due. Students must submit their DTP Design Project Proposals as MS Word e-mail attachments by 7:15 p.m. on this date. Feedback on DTP Design Project Proposals will be provided by e-mail on October 2, 2002.
Wednesday, October 2, 2002 – Online Performance-Based Test PERFORMANCE-BASED TEST 1 (covering lessons 1-3). Materials for the online performance-based test will be available on the WebCT site between 4:30 p.m.-7:15 p.m. on this date. Submit your completed test by e-mail attachment by 7:30 p.m. on this date. Scores for this test will be posted to the WebCT site on Wednesday, October 16, 2002.
Wednesday, October 9, 2002 – Midterm is October 9 Begin Lesson 4: Jewelcase Booklet.
Wednesday, October 16, 2002 – Online Bulletin Board Discussion Discussion Topic: Teaching Desktop Publishing in the Secondary School. Students are expected to conduct Internet and other forms of research to determine the professional desktop publishing software most often taught and used in secondary schools and businesses in Georgia and across the U.S. Students should use their research to contribute to the discussion on the bulletin board on this date. No credit will be given for discussion postings on this topic after this date. Include copies of your research with your DTP Design Project on the last day of class. Lesson 4: Jewelcase Booklet (continued). Submit lesson 4 as an e-mail attachment by 7:15 p.m. on this date.
Wednesday, October 23, 2002 Begin Lesson 5: Cycling Guidebook.
Wednesday, October 30, 2002 – Online Class Meeting – Fall Break is October 31-November 1 Topic: Methods of Teaching Computer Applications Courses. Students are expected to conduct Internet research and come to the chat room prepared to discuss each of the top 10 methods for teaching computer applications courses. A list of the top 10 methods is available on the WebCT site. The online class meeting will be on this date from 4:30 p.m.-7:15 p.m. Submit copies of your research materials with your DTP Design Project on the last day of class. Lesson 5: Cycling Guidebook (continued). Submit lesson 5 as an e-mail attachment by 7:15 p.m. on this date

Wednesday, November 6, 2002

Begin Lesson 6: Adventure Newsletter.

Wednesday, November 13, 2002

Lesson 6: Adventure Newsletter (continued). Submit lesson 6 on site as a hard copy.

Wednesday, November 20, 2002

Students work on final “tweaking” of their DTP Design Projects.

Wednesday, November 27, 2002 – *Thanksgiving Break is November 27-November 29 – No Class*

Wednesday, December 4, 2002 – *Last Day of this Class*

PERFORMANCE-BASED TEST 2 (covering lessons 4-6)

Final desktop publishing projects and online research materials are due.

READING DAY, TUESDAY, DECEMBER 10, 2002

FINAL EXAMS: DECEMBER 11-13 and 16-17