

2007 Fall Semester
EBUS 5060-7060 Desktop Publishing in Workforce Education
Face-to-face at River's Crossing 064 4:30-7:15 p.m. August 22 and December 5, 2007
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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 Workforce Education. Prerequisite: Permission of department, 3 hours. (*UGA Bulletin*: <http://bulletin.uga.edu/bulletin/courses/index.html>).

Overview

Desktop Publishing in Workforce Education 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 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 Adobe InDesign CS2 and a word processing program, preferably Microsoft Word 2003 (XP).

Required Text and Materials

Botello, C. (2006). Adobe InDesign CS2 Revealed, Boston, MA: Thomson Course Technology. This textbook is a self-paced tutorial. This textbook is accompanied by a CD with data files that each student will need. Each student will also need an external storage medium such as a USB drive, CD or zip disk for storing large files. Each student will be able to check out the InDesign CS2 software for a \$10.00 fee which will be returned at the end of the semester when the software is returned. Before checking out the software, each student will be required to sign a statement agreeing to remove the software from his/her computer at the end of the course. **Only documents produced in InDesign CS2 will be used for grading purposes.** Students are asked not to use InDesign CS or InDesign CS3 in that some files may change appearance and therefore, affect grading.

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 chapters are available on the CD that comes with the textbook. These data files, libraries, and fonts are also available on the WebCT site for the course. Other materials needed for the course such as assignments, quizzes, 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: end-of-chapter design projects, quizzes, performance-based tests, and a DTP newsletter 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 prior to submitting work to be graded.

Assessment 1: End-of-Chapter Design Projects

The textbook contains twelve chapters. Chapters 1-8 will be completed in this course. Students will read and work through each chapter and complete the assigned end-of-chapter design project. Complete and submit end-of-chapter design projects 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, you must name the files as instructed in the textbook, plus include your initials at the beginning of the filename. For example: **mnw-Web Notes.indd**. Students must also zip files before submitting them. Instructions for zipping files are available on the WebCT site by clicking the FYI button. The professor will maintain an electronic folder containing all work submitted by each student.

The data files (see list on pages 4-7 at back of textbook) needed to complete the lessons in each chapter are available on the textbook's CD. Note that the data files for this book were created and saved in a prerelease version of InDesign CS2 software. Note: When you first open them, you might notice the word "converted" next to the file name in the title bar. This does not indicate a problem with the file. The "converted" designation will go away as soon as you save the file with a new name. Please proofread and edit your documents before submitting as you will be allowed only one submission for grading purposes. **[30 percent]**

Assessment 2: Quizzes

Online quizzes based on each chapter will be administered. For this reason, prior to following the step-by-step instructions provided through the lessons, students are reminded to read the in-depth conceptual information that tells "why" and "how" the skills are applied. Also, pay close attention to the tips and sidebars to help you work more efficiently and creatively or to teach you a bit about the history or design philosophy behind the skill you are using. Quizzes will be available through the WebCT site and students are allowed 40 minutes for each of 20 multiple choice or true-false questions. Questions are shown one-at-a-time and may be revisited. Quizzes will be available for a 12-hour period (**8:00 a.m. until 8:00 p.m.**) on the day and at the time specified on the Quiz page. Scores are released after all students have completed the quiz and all quizzes have been graded. **[15 percent]**

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 and chapters. Two performance-based tests will be given, one covering Chapters 1-4 and the other covering Chapters 5-8. 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 Newsletter Design Project (*DTP Newsletter Project Agreement Required*)

Students will develop a DTP newsletter design project of interest to them; however, each project must also be of practical use to a community, school, or individual and must exclude friends and family members. In general, student newsletter design projects will be assessed based on their creativity, usefulness, and illustration of effort. All projects are expected to exhibit use of InDesign CS2 functions and word processing. Newsletter projects must also reflect acceptable use of the design guidelines, principles of good design, and the tools for effective design (see WebCT site).

Specific expectations for projects will be determined on an individual basis; however, all projects must be a color, printed newsletter of at least four pages on 17 x 11 quality print paper. 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 newsletter design project. Proposals are due on **September 12, 2007** and feedback will be provided to students by September 19, 2007. Submit proposals to the instructor using the appropriate space on the WebCT Assignment page. Students forfeit 5% of the total percentage for this assessment if the proposal is not submitted by the due date.

Students are encouraged to share (by e-mail) their ideas for the DTP newsletter 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 Newsletter Design Project Agreement (NDPA) form and obtain signatures from the person(s) for whom the project is being developed. The signed NDPA form must be returned to the instructor no later than **September 26, 2007**. Students forfeit 5% of the total percentage for this assessment if the NDPA is not submitted by the due date. Similarly, students forfeit 10% of their total grade if the DTP newsletter design project has a focus different from that described in the approved proposal. Students will submit one hard copy and one electronic copy of their completed newsletter design projects. A format for the DTP newsletter design project proposal and detailed newsletter design project guidelines will be available on the WebCT site. Completed DTP Newsletter Design Projects are due on the last day of this class (**December 5, 2007**). **[25 percent]**

SUMMARY OF ASSESSMENTS

Lessons (Tutorials)	30 percent
Bulletin Board Discussions	15 percent
Performance-Based Tests	30 percent
DTP Newsletter 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 22) and the last day of class (Wednesday, December 5) from 4:30 p.m.-7:15 p.m. Students are expected to submit work on the day and at the time specified. Students will **forfeit the grade** (receive a score of zero) for any work not submitted by the due date. For example, if you miss the deadline to submit through WebCT, you have forfeited the grade in that no late submissions are allowed. **Do not submit late work to the professor via e-mail or any other source.**

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. The policy can be found at: <http://uga.edu/honesty/>.

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 and Quiz pages for reminders of work due dates, quizzes, and performance-based tests.
4. The WebCT site's bulletin board (see "Announcements") 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 announcements, 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 directed to Dr. Womble at mwomble@uga.edu. Remember, we are available electronically to help in any way possible.
6. The door to the lab (Room 143) must be kept closed at all times.