

COURSE TITLE

Desktop Publishing

LENGTH

One Semester
Grades 10 – 12

DEPARTMENT

Business Education
Barbara O'Donnell, Supervisor

SCHOOL

Rutherford High School

DATE

September 10, 2018

DESKTOP PUBLISHING

I. Introduction/Overview/Philosophy

Desktop Publishing is a term used to describe an exciting development in computer applications that combines a computer, software, a scanner, a digital camera, the Internet, a laser printer, and a color printer into a stand-alone publishing system. This course will begin with a brief explanation of the publishing and printing process—the terminology, the history, the jobs, the hardware and the software. Desktop Publishing will be introduced as an application of computer technology to an old, established process. Elements of attractive page layout, color and design will be stressed. Desktop Publishing software will be used to develop a set of publishing projects that begin with simple drawings, announcements and magazine covers and increase in complexity to multi-page documents such as menus, newsletters, tri-fold brochures, a business proposal and a school newspaper.

The course is designed for the student who is interested in pursuing any career in the publishing, business or education fields, since most documents such as newsletters, brochures, invitations, and announcements are created and produced in-house, rather than by an outside print shop.

II. Objectives

Course Outline:

- A. Introduction to Desktop Publishing
 - 1. Discuss the publishing and printing process
 - a. Plan
 - b. Design page
 - c. Create content
 - d. Page layout
 - e. Print
 - 2. Discuss history of Desktop Publishing
- B. Desktop Publishing Basics
 - 1. Define advantages and disadvantages of using Desktop Publishing software
 - 2. Discuss applications of Desktop Publishing
 - 3. Identify types of businesses using Desktop Publishing
 - 4. Discuss software requirements
 - a. Desktop Publishing programs available – Adobe InDesign or similar software
 - b. Word processing programs compatible with InDesign or similar software
 - c. Graphic editing programs – Adobe Photoshop/Illustrator, iPhoto, similar
 - d. Clip-art collections — the Internet and student created
 - e. Integration of other Adobe software programs for enhancement or similar software
 - 5. Hardware components
 - a. Computer
 - b. Printer
 - c. Scanner
 - d. Digital camera
- C. Desktop Publishing Design Cycle
 - 1. Discuss the factors to be considered in designing a publication
 - a. Purpose

- b. Audience
- c. Format
- d. Illustrations
- e. Paper to be used
- 2. Elements of design
 - a. Headings
 - b. Subheadings
 - c. Styles
 - d. Captions
 - e. Columns/gutter space
 - f. Text blocks
 - g. Shading/color/gradients
 - h. Stroke and fill
 - i. Line/border style
 - j. Typefaces - fonts
 - k. Type size
 - l. Alignment – left, right, center, justified
 - m. Kerning
 - n. Leading
 - o. Tracking
 - p. Skewing
 - q. Drop cap
 - r. Hyphenating
 - s. Indenting
 - t. Graphics/photographs/logos
 - u. Text wrap
 - v. Selection/direct selection
- 3. Page layout
 - a. Master page
 - b. Balance
 - c. Consistency
 - d. Ruler guides
 - e. Proportion/transform
 - f. Increase indent and decrease indent
 - g. Automatic page numbering
- D. Projects to be completed throughout the Course
 - 1. Student-created drawings
 - a. Shape tools (line, rectangle, ellipse, polygon)
 - b. Polygons and inset percentage
 - c. Stroke color, thickness, and style
 - d. Fill color/gradient
 - e. Arrangement of objects – bring to front/back
 - f. Scissor tool for creative 3-D alignment
 - g. Pen tool
 - e. Group and ungroup
 - f. Transform proportionately
 - g. Rotate
 - 2. Typography project Typeface/font
 - a. Vertical/horizontal scale

- b. Leading
 - c. Drop cap
 - d. Hyphenation
 - e. Indenting
 - f. Tracking
 - g. Alignment
 - h. Skewing
3. Menu
 4. Tri-fold travel brochure
 5. Autobiography/storybook with cover scanned in or digital picture
 6. Magazine cover (original design)
 7. Broadway playbill
 8. Newsletter - tabloid
 9. Replicate newspaper ad
 10. Reformatting of historical document using text threading and eliminating widows and orphans (e.g. Declaration of Independence)
 11. Business Proposal
 12. School Newspaper

Student Outcomes:

After successfully completing this course, the student will demonstrate the ability to:

- define common Desktop Publishing terminology.
- identify and explain the steps involved in the publishing and printing process.
- explain the progression of Desktop Publishing throughout history.
- summarize the advantages and disadvantages of using Desktop Publishing software.
- identify and explain the function of each component of the Desktop Publishing document: content provider, layout specialist, designer.
- demonstrate the effects of word processor formats when placing files into a Desktop Publishing program.
- create a word processed document with no formatting and place it into a document using Desktop Publishing software where the text will be formatted.
- edit placed text, by upgrading links.
- apply principles of good page layout and design to create single and multiple page documents containing graphic illustrations.
- apply type specifications and tools such as leading, kerning, shadow and hyphenation to refine the appearance of text on a page.
- locate and select or create appropriate graphic illustrations; crop, resize and edit illustrations as necessary using graphic editing software.
- use the graphic tools in the Desktop Publishing program to add graphic effects such as borders, rules, shading, colors, gradients, and stroke size and style.
- wrap text around a graphic with proper spacing or padding.
- choose the correct printer from the network and properly print either one sided or two sided, long edge binding or short edge binding.
- use a scanner to import photographs.
- download photographs from a digital camera and place them into a desktop publishing document.

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**STANDARD 9.3: CAREER AND TECHNICAL EDUCATION
CAREER CLUSTER: ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)**

PATHWAY: PRINTING TECHNOLOGY (AR-PRT)

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

CAREER CLUSTER: INFORMATION TECHNOLOGY (IT)

9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.

9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications."

III. Proficiency Levels

This course is open to students in grades 10-12.

IV. Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments during the course of the semester. The assessment may include but is not limited to: tests and quizzes, projects, simulations, and hands-on exercises. Projects will be assessed using comprehensive rubrics so students can perform self-analysis before turning in their project.

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

There are no prerequisites for this course.

VI. Articulation/Scope & Sequence/Time Frame

This is a half-year course. Students taking this course may be interested in taking other business-related courses, especially Web Page Design, Journalism and Art by Computer Design.

VII. Resources

Resources include but are not limited to speakers, computer technology/applications, textbook, videos, workbooks and instructional websites (Adobe and Lynda)

Adobe InDesign or similar software CS3 REVEALED, Author - Chris Botello, Thomson Course Technology, a division of Thomson Learning, Inc., Copyright 2008.

Adobe Creative Suite 6 Design & Web Premium, Classroom in a Book, The official training workbook from Adobe Systems, Inc., Copyright 2013.

Adobe Photoshop CS6 Suite 6, Classroom in a Book, The official training workbook from Adobe Systems, Inc., Copyright 2012.

The Design Collection REVEALED (Adobe InDesign or similar software CS3, Photoshop CS3 & Illustrator CS3), Author - Chris Botello and Elizabeth Eisner Reding, Thomson Course Technology, a division of Thomson Learning, Inc., Copyright 2008.

Digital Desktop Publishing, Author - Susan E. L. Lake and Karen Bean, Thomson South-Western, a part of The Thomson Corporation, Copyright 2008

VIII. Suggested Activities

The instructor will incorporate a variety of projects using a multitude of desktop publishing concepts. Projects will focus on school and/or community-based topics.

IX. Methodologies

The following methods of instruction are suggested: demonstration using the SmartBoard for interactivity, practice projects, “real-world” projects, individualized projects.

X. Interdisciplinary Connections

Projects will incorporate interdisciplinary study.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Re-teaching and review
- Guided note taking
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats

- Use of assisted technology
- Authentic assessments

Differentiation for Enrichment

- Topic selection by interest
- Elevated questioning techniques
- Adjusting the pace of lessons
- Higher-order thinking skills
- Interest-based content

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Introduction to Desktop Publishing <ul style="list-style-type: none"> ● History of DTP ● Purpose and functionality of DTP software ● Printing and publishing process ● Examples of published documents ● Planning/Design Cycle ● Typography ● Creating content 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Differentiated teacher feedback on assignments ● Re-teaching and review ● Guided note taking ● Multi-media approach to accommodating various learning styles ● Use of visual and multi-sensory formats ● Use of assisted technology <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Elevated questioning techniques ● Adjusting the pace of lessons ● Higher-order thinking skills 	<p><i>Standards:</i></p> <p>CRP4, CRP6, CRP11, 9.3.12.AR-PRT.2, 9.3.IT-WD.10</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Typography History ● Timeline <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Quiz on Typography

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Introduction to InDesign or similar software tool and elements of design</p> <ul style="list-style-type: none"> • Factors to consider in designing a publication • Proper filing of projects • Page layout design and elements • Using specialty paper • Printing • Objects <ul style="list-style-type: none"> ○ Selection tool ○ Direct selection tool ○ Text tool ○ Pencil ○ Line ○ Pen ○ Text block ○ Shapes ○ Rectangle ○ Ellipsis ○ Polygon ○ Scissor ○ Rotate ○ Transform ○ Hand ○ Zoom ○ Fill/Stroke ○ View 	<p>9 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • Re-teaching and review • Use of visual and multi-sensory formats • Use of assisted technology • Authentic assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Topic selection by interest • Elevated questioning techniques • Adjusting the pace of lessons • Higher-order thinking skills • Interest-based content • Student-driven projects 	<p><i>Standards:</i> CRP2, CRP4, CRP6, CRP11, CRP12, 8.1.12.A.2, 9.3.12.AR-PRT.2, 9.3.IT-WD.6, 9.3.IT-WD.10</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Classwork on how to group, move and resize objects • Special Characters Ad and Article Projects • Complete My Name and My Object InDesign projects • Olympic rings • Complete 4-Flyer packet: Birthday, Party, Italian, and Moving <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Menu Project – students will create a menu using tools to lay out a page with rulers and ruler guides based on a specialized paper. Project is graded with a rubric • Declaration of Independence Project • Autobiography Project • Benchmark – Tri-Fold Brochure Project

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>More advanced text/graphic effects</p> <ul style="list-style-type: none"> ● Add color/gradients ● Create new colors/gradients ● Format gradients ● Change stroke size and design ● Create text with gradients ● Align text in a text block ● Add shadow and three-D effects ● Import text from Word ● Create tabs and leaders in Word and edit in InDesign or similar software ● Create, save and import graphics 	<p>9 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> ● Peer mentoring on problems ● Differentiated teacher feedback on assignments ● Re-teaching and review ● Multi-media approach to accommodating various learning styles ● Use of visual and multi-sensory formats ● Use of assisted technology <p>For Enhancement:</p> <ul style="list-style-type: none"> ● Topic selection by interest ● Elevated questioning techniques ● Adjusting the pace of lessons ● Higher-order thinking skills 	<p>Standards: CRP4, CRP6, CRP7, CRP11, 8.1.12.A.2, 8.1.12.D.1, 9.3.12.AR-PRT.2, 9.3.IT-WD.1, 9.3.IT-WD.6, 9.3.IT-WD.10</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Magazine cover - Use a personal picture for cover: scanned, digital download or hand drawn; use reverse text; use overlapping text A rubric will be provided for assessment ● Newsletter Project - thread text into laid out blocks, import graphics, use text wrap to place graphics appropriately, create ruled table in InDesign <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Playbill Project - research and provide the content and graphics needed to produce a playbill, use all learned design features, including Master Page to create the playbill ● Benchmark - Company Event – create invitation, menu, itinerary, flyer, ad, thank you card brochure