COURSE TITLE

Desktop Publishing

LENGTH

One Semester
Grades 10 – 12

DEPARTMENT

Business Education
Barbara O'Donnell, Supervisor

SCHOOL

Rutherford High School

DATE

Spring 2017

<div align="center">**DESKTOP PUBLISHING**</div>

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 completing this course, the student will demonstrate the ability to:
1. define common Desktop Publishing terminology.
2. identify and explain the steps involved in the publishing and printing process.
3. explain the progression of Desktop Publishing throughout history.
4. summarize the advantages and disadvantages of using Desktop Publishing software.
5. identify and explain the function of each component of the Desktop Publishing document: content provider, layout specialist, designer.
6. demonstrate the effects of word processor formats when placing files into a Desktop Publishing program.
7. create a word processed document with no formatting and place it into a document using Desktop Publishing software where the text will be formatted.
8. edit placed text, by upgrading links.
9. apply principles of good page layout and design to create single and multiple page documents containing graphic illustrations.
10. apply type specifications and tools such as leading, kerning, shadow and hyphenation to refine the appearance of text on a page.
11. locate and select or create appropriate graphic illustrations; crop, resize and edit illustrations as necessary using graphic editing software.
12. 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.
13. wrap text around a graphic with proper spacing or padding.
14. choose the correct printer from the network and properly print either one sided or two sided, long edge binding or short edge binding.
15. use a scanner to import photographs.
16. download photographs from a digital camera and place them into a desktop publishing document.

New Jersey Student Learning Standards

Technology
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.

Strand A. Technology Operations and concepts

Strand B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Strand E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

Strand C. Design: The design process is a systematic approach to solving problems.

Strand D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

21st Century Life and Careers
Standard 9.3 CAREER AND TECHNICAL EDUCATION SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CAREER CLUSTER

9.3.ST   ET.4 Apply the elements of the design process.
9.3.ST   SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

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.   Methodologies

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

IX.   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.

X.   Interdisciplinary Connections

Projects will incorporate interdisciplinary study.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, 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.

Examples of Strategies and Practices that Support:

Students with Disabilities
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups

XII. Professional Development

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

XIII.   Curriculum Map

Class	September/February	October/March	November/April	December/May	January/June

Desktop Publishing	**Introduction to Desktop Publishing**
	● Purpose and functionality of DTP software
	● Examples of published documents
	● Planning
	● Designing
	● Creating content
	● Page layout
	● Using specialty paper
	● Proper filing of projects
	● Printing
	Introduction to InDesign or similar software toolbar
	● Selection tool
	● Direct selection tool
	● Text tool
	● Pencil
	● Line
	● Pen
	● Text block
	● Shapes
	● Rectangle
	● Ellipsis
	● Polygon
		Menu Project
		● Choose a theme
		● Create tabulations in Word with leaders
		● Place Word text into InDesign or similar software text blocks
		● Edit tabulations using tab feature in InDesign or similar software
		● Change leader style
		● Layout menu items using rulers to fit specialty paper
		● Apply color techniques to enhance theme/project
		● Choose appropriate printer and print a trial version of menu – view for proper layout
		● Print on color
			Declaration of Independence Project
			● Download a copy of the Declaration of Independence
			● Remove formatting in Word
			● Layout text blocks
			● Place text
			● Thread text from block to block for editing
			Magazine cover
			● Decide on a theme for magazine cover
			● Choose a title
			● Use a personal picture for cover
			   o Scanned in
			   o Digital download
			   o Hand drawn
			● Use reverse text
			● Use overlapping text
			● All necessary information
			   o Article titles
			   o Page numbers
			   o UPC code
			   o Date and price
			● Print on color printer
				Newsletter Project
				● Find a copy of the text in teacher's public folder
				● Save to server
				● Choose newsletter specialty paper
				● Create an attractive layout using text blocks and columnar format and appropriate gutter space
				● Place
				● Thread text into laid out blocks
				● Import graphics
				● Use text wrap to place graphics appropriately
				● Create ruled table in InDesign or similar software
				Playbill project
				● Choose either an on or off Broadway play
				● Research and
					School Newspaper
					● Choose a front page layout
					● Retrieve "Journalism Articles"
					● Place articles on all pages of newspaper
					● Thread articles through the various pages
					● Research, download, place and format appropriate graphics
					● Layout articles and graphics attractively and with consistency
					● Include several pull-quotes.
					● Print newspaper double-sided (long edge)

	• Zoom
	• Fill/Stroke
	• View
	•
	Format fills and strokes
	• 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
	• Save and import graphics
	
	Projects
	• My name (Text)
	• Objects (Shapes)
	• Olympic rings (scissor)
	• Starfish (Pen)
	A check off sheet will be provided to assure that requirements for each project have been met.
		college/university
		• Choose specialty tri-fold paper
		• Research vacation spot or college/university for content and appropriate graphics
		• Save and file appropriate graphics for brochure
		• Edit pictures in Photoshop
		  o Transparent background
		  o Size
		  o Resolution
		  o Fade/color
		• Import graphic into graphic block
		• Move and size graphic as necessary
		• Size/crop graphic as necessary using selection and direct selection tools
		A rubric will be provided for assessment
			all of the DTP features assigned in the project.
			Business Proposal
			• Create Master Pages with distinct designs for left and right pages
			• Insert page numbers with a logo using "auto page numbering"
			• Locate the content for your business proposal OR use the content created in Marketing Class
			• Create layout for multi-page book
			• Include the use of columns with appropriate gutter space
			• Import the content into appropriate pages
			• Use design features learned to enhance pages
			• Observe consistency and white space design rules
			• Use scanner to import personal pictures
			• Use Excel to create pie chart for Sources of Income
			• Create an attractive cover page
			• Print double sided in color
				o Name and place of play
				  o Creators of play
				  o Cast
				  o Show dates and times
				  o Original ads for the centerfold
				  o Summary
				  o Play reviews
				• Use all learned design features, including Master Page to create the playbill
				  o Importing text and graphics
				  o Creating ruled table
				  o Using tabulations with leaders
				  o Page numbering
				A rubric will be provided for assessment	