

COURSE TITLE

Intro to Desktop Publishing

LENGTH

One Semester

DEPARTMENT

Computer Technology
Barbara O'Donnell, Supervisor

SCHOOL

Union Middle School

DATE

Spring 2017

Intro to Desktop Publishing

I. Introduction/Overview/Philosophy

This one-semester course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

II. Objectives

Students will:

- understand the process of planning a document
- apply basic desktop publishing design principles
- demonstrate and understand basic typography
- understand the proper use of color in publications
- understand that images are used to enhance publications
- understand ethics related to the use of images and text

III. Course Outline

- 1) What is Desktop Publishing
 - a) Define desktop publishing
 - b) Identify products and uses
 - c) Identify related careers
 - o <http://www.bls.gov/oco/ocos276.htm>
- 2) Publishing Steps/Preplanning with Thumbnails
 - a) Steps in the Desktop Publishing process
 - o http://desktoppub.about.com/od/courses/ht/how_to_do_dtp.htm
 - b) Why is preplanning important
 - c) What to consider when preplanning
 - d) Demonstrate how to draw thumbnails
- 3) Desktop Publishing Basics
 - a) Define advantages and disadvantages of using Desktop Publishing software
 - b) Desktop Publishing programs available – Adobe InDesign
 - c) Word processing programs compatible with DTP software – Microsoft Word
 - d) Graphic editing programs – Adobe Photoshop/Illustrator, iPhoto
 - e) Clip-art collections — the Internet and student created
 - f) Integration of other Adobe software programs for enhancement

- 4) Choosing Fonts
 - a) Font choice impacts on a print document
 - b) Categories of type (serif, sans serif, etc.)
 - c) Combining different fonts
 - d) Type contrasts
- 5) Working with Graphics
 - a) Basic file types (.jpg, .gif, .wmf)
 - b) Understanding copyright rules
 - c) Identifying copyright-free clipart
 - d) Inserting pictures from clipart
 - e) Modifying graphic format
 - f) Layering and grouping graphics
 - g) Creating Word Art
- 6) Principles of Design
 - a) Understand the focal point of a page or set of facing pages
 - b) Use directional flow to draw the reader's eyes to areas of emphasis
 - c) Use white space/negative space
 - d) Apply the rule of thirds
 - e) Use balance, contrast, repetition, and proximity to create harmony within a publication
- 7) Possible Projects
 - a) Business card and letterhead
 - b) Menu
 - c) Brochure
 - d) Magazine cover
 - e) Book cover
 - f) Program or playbill cover
 - g) Newsletter
 - h) Newspaper ad
 - i) Movie poster
 - j) Invitation and/or announcement
 - k) Product package design (i.e. cereal box, candy bar wrapper)

New Jersey Student Learning Standards

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Visual and Performing Arts

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand D Visual Art

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand D Visual Art

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand A Aesthetic Responses
Strand B Critique Methodologies

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 collaboratively and to create and communicate knowledge.

Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
Strand C	Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
Strand D	Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
Strand E	Research and Information Literacy: <i>Students apply digital tools to gather, evaluate, and use information.</i>
Strand F	Critical Thinking, Problem Solving, and Decision-Making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

21st Century Life and Careers – Standard 9

9.3 Career and Technical Education (CTE)

9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio visual technology, and communications workplace.
9.3.12.AR-PRT.2	Demonstrate the production of various print, multi-media, or digital medial products.
9.3.12.AR-VIS.3	Analyze how the application of visual arts elements and principles of design communicate and express ideas.

IV. Proficiency Levels

This course is open to students in grades 7-8.

V. 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.

VI. Grouping

This is a middle school elective course offered to students in grade 7 and grade 8..

VII. Articulation/Scope & Sequence/Time Frame

Course length is one semester.

VIII. Resources

Resources include but are not limited to:

- *Fresh Ideas in Letterhead & Business Card Design* by Diana Martin & Mary Cropper, North Light, Cincinnati, OH, 1993.
- Desktop Publishing Core Standards <http://www.uen.org/core/core.do?courseNum=520447>
- Business Education Lesson Plans by Tonya Skinner
<http://lessonplans.btskinner.com/dtp.html>
- Desktop Publishing Projects for High School Students by Jerry Travis
<https://www.jerrytravis.com/desktop-publishing-projects-for-high-school-students>
- Desktop Publishing Skills in the Classroom <http://www.technokids.com/blog/technology-integration/desktoppublishingskillsclassroom/>
- UA Technology in Motion: Publisher Lesson Ideas
<http://www.bama.ua.edu/~rmayben/tim/publessons.htm>
- Desktop Publishing Lesson Plan
<http://desktoppub.about.com/od/lessonplans/a/lessonplans.htm>

IX. Methodologies

The following methods of instruction are suggested but not limited to: Practice projects, “real-world” projects, individualized projects.

X. Suggested Activities

- Create a help wanted sign for a desktop publishing job. Describe the position, qualifications needed, and an approximate salary.
- Bring examples of desktop publishing from the world we live in.
- Pretend you want to remodel your bedroom. Draw a sketch of what your room looks like now, then draw a thumbnail of what it would look like after you remodeled.
- Student has inherited money to buy dream house. Create a flyer for an open house, design graphics. This can be more involved if you have them research what it would cost to maintain and live in the house. They can create an Excel chart and a PowerPoint about the house.
- Yearbook class - create all page layouts for the yearbook.
- Student publications that school office distributes such as calendars.

- Projects for school, greeting cards wall display with pictures and background of all staff at school.
- Children's book - bring in favorite book, then create own book, worked with elementary school personalized books for individual kids
- Write letters to Santa students in class wrote letters from Santa and designed letterhead, etc.
- Project on documentation of where pieces came from copyright issues, etc. Be sure students are not using copyrighted images or text. Credit must be given.
- Create a competition on some of the real world projects. Have other teachers, administrators, and/or Parent's judge finished projects.
- Create a cereal box cover.
- Design a t-shirt screen print-focus on the importance of it not being too small because it won't screen print well if it is.
- Candy bar project where students create a wrapper for a candy bar including the nutritional information and whatever else is needed. This can be a fundraiser project for a sports team or other student group. You can also put facts about the class on the wrapper.
- Have students interview each other and create a class newsletter.
- Creating a family calendar with family member's birthdays & anniversaries is a good project. They can also include photos or create a theme. This works out well this time of year as a gift.

XI. Interdisciplinary Connections

Projects will incorporate interdisciplinary study.

XII. 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 multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

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

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

XIII. Professional Development

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

XIV. Curriculum Map

Week 1	Week 2	Week 3	Week 4	Week 5
What is desktop publishing?	Publishing Steps/ Preplanning with Thumbnails	Desktop Publishing Basics	Desktop Publishing Basics	Choosing Fonts and Working with Graphics

Week 6	Week 7	Week 8	Week 9	Week 10
Principles of Design	Assorted hands-on projects			

Week 11	Week 12	Week 13	Week 14	Week 15
Assorted hands-on projects				

Week 16	Week 17	Week 18	Week 19	Week 20
Assorted hands-on projects				