



**I. COURSE DESCRIPTION:**

Using a popular word processing program, graduates will combine basic design principles and techniques to produce a variety of printed matter such as stationery, business cards, posters, newsletters, resumes, etc. A practical, hands-on approach will be taken with emphasis on producing real-life, professional materials but specific desktop publishing terminology and document-handling techniques must be mastered.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Understand the Desktop Publishing Process and terminology

Potential Elements of the Performance:

- Initiate the desktop publishing process
- Design documents
- Evaluate documents using the document analysis guide

*This module will constitute 10% of the course grade.*

2. Prepare Business and Personal Documents using Word 2000.

Potential Elements of the Performance:

- Understand basic typography
- Choose fonts
- Add symbols and special characters
- Use special characters and contrasting fonts in design
- Create documents using wizards and templates
- Add watermarks for visual appeal
- Insert watermarks and bullets
- Prepare an agenda
- Use Word's letterhead templates
- Design original letterheads
- Use text boxes for exact placement of text
- Create horizontal and vertical lines using the Draw toolbar
- Create horizontal lines using the Borders toolbar
- Redefine letter and word spacing
- Use WordArt to add text effects

- Create envelopes
- Design original envelopes
- Use AutoText to store and reuse text and graphics
- Create business cards, CD covers, personal calendars, address labels and certificates
- Arrange drawing objects to enhance personal documents
- Create stationery on odd-sized paper
- Plan, design, create, and evaluate brochures
- Incorporate newspaper columns into brochure layouts
- Use reverse text and drop caps as design elements
- Format with styles
- Use Word's 2-pages-per-sheet feature
- Use outside resources in desktop publishing
- Use a variety of approaches to creating documents
- Create promotional documents
- Build forms
- Create promotional postcards, invitations, greeting cards, and badges
- Use mail merge in promotional documents

*This module will constitute 90% of the course grade.*

### **III. TOPICS:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily explored in isolated learning units or in this order.

1. Understanding the Desktop Publishing Process
2. Preparing Internal Documents
3. Creating Letterheads, Envelopes, and Business Cards
4. Creating Personal Documents
5. Creating Promotional Documents
6. Creating Brochures
7. Creating Specialty Promotional Documents

### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Advanced Microsoft Word Desktop Publishing, by Joanne Arford, Judy Burnside, and Nita Rutkosky, published by EMCParadigm, 2000.

Three manila file folders (letter size)  
Five 3 ½" high density disks  
Three individual diskette pockets  
Disk labels  
Mouse pad (recommended)  
Carrying/storage case for disks

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Tests: students will be evaluated on their use of Desktop Publishing techniques. Two tests will be administered based on projects assigned in class.

Test 1 – 35%

Test 2 – 55%

**90%**

Projects: Completion of projects as assigned in class

**10%**

**100%**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field/clinical placement or non-graded subject areas.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**VI. SPECIAL NOTES:**

1. Special Needs:  
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493 so that support services can be arranged for you.
2. Retention of Course Outlines:  
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post secondary institutions.
3. Plagiarism:  
Students should refer to the definition of “academic dishonesty” in the “Statement of Student Rights and Responsibilities”. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
4. Course Outline Amendments:  
Substitute course information is available in the Registrar's office.
5. The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
6. Students are expected to be present to write all tests during regularly scheduled classes. In the event of a failed course grade, a supplementary test based on the semester's work will be administered to replace EITHER the lowest failed OR one missed test.
7. A disk labeled with the student's, professor's, and the course name MUST be available with the assignment. At the professor's discretion, disks will be checked. Students are advised to maintain at LEAST one backup of all files. A lost or damaged diskette will not be an acceptable reason for a late or incomplete assignment.

8. It is expected that 100 percent of classroom work be completed and submitted on time. A late assignment with an attached Extension form will be accepted if submitted within 72 hours of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.
9. All work must be labeled with the student's name and the project information on each page. All work must be submitted in a labeled folder complete with a plastic disk pocket.
10. During testing, the program's on-line help may be available. Tests will not be "open book". Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.).
11. Proofreading is an integral part of this course. Marks will be deducted for all proofreading and spelling errors. Refer to attached departmental grading scheme.
12. Regular attendance is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.
13. Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the instructor who will keep them on file until the end of the next module. Any questions regarding grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

#### **VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

#### **VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.