

I. COURSE DESCRIPTION:

Continuing from the word processing basics, CICE students with assistance from a learning specialist will combine basic design principles and production 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 professional materials, and the CICE student will acquire a basic knowledge of specific desktop publishing terminology. Students will make use of clipart, scanners, digital cameras, and specialty papers.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the support of a Learning Specialist, will demonstrate the ability to:

1. Understand the Desktop Publishing Process and terminology

Potential Elements of the Performance:

- Define desktop publishing
- Initiate the desktop publishing process
- Design documents
- Evaluate documents using the document analysis guide
- Use and define correct desktop terminology
- Use Internet/Microsoft resources for desktop material

2. Prepare Business and Personal Documents using Word 2010.

Potential Elements of the Performance:

- Understand basic typography
- Install, choose, and modify fonts
- Add symbols and special characters
- Use special characters and contrasting fonts in design
- Use Word's Cover Page feature
- Work with long documents
- Create documents using wizards and templates
- Add watermarks for visual appeal
- Use Word layers
- Insert Images
- Prepare an agenda
- Identify the purpose of letterheads
- Use Word's letterhead templates
- Design original letterheads
- Use text boxes for exact placement of text

- Create horizontal and vertical lines
- Create envelopes
- Design original envelopes
- Use Quick Parts to store and reuse text and graphics
- Use WordArt to add text effects
- Redefine letter and word spacing
- Create CD covers, personal calendars, address labels, and certificates
- Arrange drawing objects to enhance personal documents
- Create flyers and announcements
- Insert images from a scanner or digital camera
- Use Microsoft Clip Organizer
- Use colour, adding lines, borders, and special effects to text, objects, and pictures
- Use Drawing Gridlines
- Match colours and add special effects with Shadows and 3-D
- Use the Picture Tools Format Tab and SmartArt Graphics
- 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 booklet, duplex printing, and related print options
- Use Word's 2-pages-per-sheet feature
- Create promotional documents
- Create and align lines to be typed on
- Create postcards, invitations, and cards
- Merging promotional documents
- Insert Word Crop Marks
- Use shipping labels
- Define the basic newsletter elements
- Plan, design, and create newsletters
- Use spot colour and visually enhancing elements
- Create sidebars, pull quotes, kickers and end signs, jump lines, mastheads, and a table of contents
- Use linked text boxes in newsletters
- Use enhancements for starting paragraphs
- Understand copy fitting
- Save a newsletter as a template or alternate format

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 and Booklets
7. Creating Specialty Promotional Documents
8. Creating Basic Elements of a Newsletter
9. Incorporating Newsletter Design Elements

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Advanced Microsoft Word 2010 Desktop Publishing, by Joanne Arford published by EMC Paradigm, 2011.

Three manila file folders (letter size)
USB memory stick

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 – 40%

75%

Projects: Completion of projects and attendance for events

25%

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 | |

| | |
|----|---|
| U | placement or non-graded subject areas. 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:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practice the day-to-day skills required to be successful in the work world.

These skills include:

- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the dean which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

All the Right Type typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit <http://www.ingenuityworks.com/> for more information on purchasing *All the Right Type* for home use.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment 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.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies. (See attached grading scheme.)

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test. Sharing of resources (textbooks, reference manual, and dictionary) during tests is not allowed.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date.

Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

For those students who have

- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.