# EDIT 567 – Teaching with Desktop Publishing
## (2 credit hour)

\* Coding in **bold** reflects ISTE NETS Standards for all teachers.

## 1. Course Description

This two credit hour course is designed to assist students in exploring and developing expertise with a variety of publishing tools to include word processors and desktop publishers. Emphasis will be placed on using these tools to communicate. Attention will be paid to design and layout principles, the appropriate use of images to facilitate communication, and the ways in which K-12 teachers can design opportunities for students to learn these concepts.

## 2. Methodology

The course is structured around class projects, discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of desktop publishing with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how and classroom practice.

## 3. Objectives

The following objectives have been established for the course:

1. Students will develop comprehensive understanding of the mechanics associated with desktop publishing tools; **I-A, I-B**
2. Students will become familiar with curricular and instructional models related to desktop publishing and student learning; **II-A, II-B, II-C, II-D, II-E, III-A, III-B, III-C, III-D, VI-A, VI-B, VI-C, VI-D, VI-E**
3. Students will become familiar with and be able to apply principles of layout and design in desktop publishing environments; **I-A, II-A, III- A**
4. Students will design at least one lesson for their grade and/or subject matter interests using desktop publishing tools and design and layout principles. **II-A, II-C, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E**

## 4. Texts and Materials

1. Students are expected to obtain and bring to class appropriate materials and supplies to include 3 ½ " disks and note taking materials.
2. Chapter 4 in Norton/Sprague and Parker's *Desktop Publishing for Dummies*

## 5. Course Requirements

1. Attendance in class is <u>mandatory</u>, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions.
3. Each student is expected to participate in and complete all classroom projects.
3. All written assignments must be completed on a word processor.
4.

## 6. Course Assignments

1. <u>Portfolio</u> (10 points):  Throughout their program of study, students will be required to create and continually revise a professional portfolio.  This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned.  A section will be added to the portfolio reflecting student learning related to desktop publishing tools as they relate to the teaching/learning process. **Performance-based outcome for objectives 3 & 4.**
2. <u>Content Area Desktop Published Instructional Materials</u> (15 points): Students, either individually or with partners, will prepare a published document for their own students' use related to a content or skill in their teaching area.  The document will reflect the application of design and layout principles as well as effective use of desktop publishing tools. **Performance-based outcome for objectives 1 & 3.**
3. <u>Desktop Publishing Lesson Plan</u> (15 points):  Students will create a lesson plan which includes some aspect or aspects of desktop publishing as part of the overall design. This lesson plan is due Week Ten at the beginning of class. A format for the lesson plan will be provided to students in class. **Performance-based outcome for objectives 2 & 4.**
4. <u>Class Participation</u> (10 points):  The class depends heavily on class participation and completion of in class activities.   Points will be awarded for participation and completion of these activities.

## 7. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class.  Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process.  Both class participants and the course instructor will be involved in assessment of graded assignments.  Prior to the due date for any assignment, the class will participate in the development of an assessment rubric.  This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class.  Class participants' ratings on the rubric will be averaged.  Then the class participants' average will be averaged with the instructor's ratings on the rubric to compute a final point value for assignments.  In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

## 8. Schedule of Class Topics

| Class | Class Topics | Weekly Assignments |
|---|---|---|
| Day One | Introduce syllabus<br>Introduction to DTP<br>Creating a Business Card | Beginning Planning and Collecting Resources for Class Project |
| Day Two | Principles of Layout & Design<br>    – Creating Guidelines<br>Columns and Pages<br>A DTP Activity – Tri-fold<br>    advertisement for your | |

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|---|---|---|
| | classroom | |
| Day Three | Principles of Layout & Design – Creating Guidelines<br>Using Space, Altering Space<br>A DTP Activity – one page flyer for the Return from the Past of your favorite historical, scientific, or literary giant | Planning and Collecting Resources for Class Project |
| Day Four | Principles of Layout & Design – Creating Guidelines<br>Importing Graphics/Importing Text<br>Begin Class Project | |
| Day Five | Principles of Layout & Design – Creating Guidelines<br>Sizing, Altering, Editing Graphics<br>Planning a DTP document<br>Begin Publication | Planning and Collecting Resources for Class Project<br>Begin Lesson Plan<br>Begin work on Portfolio |
| Day Six | Principles of Layout & Design – Creating Guidelines<br>Sizing, Altering, Editing Graphics, Continued<br>Working on DTP document | Work on Lesson Plan<br>Work on Portfolio |
| Day Seven | Principles of Layout & Design – Creating Guidelines<br>Working on DTP document | Planning and Collecting Resources for Class Project |
| Day Eight | Principles of Layout & Design – Creating Guidelines<br>Working on DTP document | Finish Lesson Plan<br>Finish Portfolio |
| Day Nine | Principles of Layout & Design – Creating Guidelines<br>Working on DTP document | |
| Day Ten | With a partner, use a class made rubric to assess desktop publishing projects<br>Share Portfolios and Lesson Plans<br>**DTP Document Due**<br>**Lesson Plan Due**<br>**Portfolio is Due** | |