EDIT 567
Teaching with Desktop Publishing
Fall, 2013
(2 credit hours)
NET

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A. Prerequisites – **EDIT 563**

B. COURSE DESCRIPTION: Explores variety of publishing tools, including word processors, desktop publishers, and idea processors. Emphasizes using tools to communicate. Covers design and layout principles, appropriate use of images to facilitate communication, and ways K-12 teachers can design opportunities for students to learn concepts.

NATURE OF COURSE DELIVERY: This course is delivered online using asynchronous communication tools. 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.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Develop a comprehensive understanding of the mechanics associated with desktop publishing tools; **I-A, I-B**
2. Understand 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. Understand and be able to apply principles of layout and design in desktop publishing environments; **I-A, II-A, III- A**
4. 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**

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

PROFESSIONAL STANDARDS

The Integration of Technology in Schools Online Certificate program is guided by the International Society for Technology Education's National Educational Technology Standards for Teachers (NETS for Teachers). These standards are addressed iteratively throughout the 36 credit hour program of which this course is a required component. The NETS for Teachers can be accessed at http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2 008.htm, and a printed version is distributed during the first class of the semester. The NETS for Technology Leaders are added to the professional standards during the final 12 credit hours of the program – again addressed iteratively throughout course assignments, activities, and topics.

REQUIRED TEXTS

1. Norton, P., & Sprague, D. (2001). *Teaching With Technology.* Needham, MA: Allyn & Bacon.
2. Williams, R. (2003). *Non-Designer's Design Book*. 2nd ed. Berkeley, CA: Peachpit Press.

COURSE REQUIREMENTS, PERFOMRANCE-BASED ASSESSMENTS, AND EVALUATION CRITERIA

A. Requirements

1. Participation is <u>mandatory</u>, as discussions, readings and 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 projects.
4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-based assessments

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 at least 3 (5 points each) published documents 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.

5. <u>Mentor-Mentee Discussions</u> (50 points): On-going email discussions with mentor about the activities and connection to professional practice are an integral part of this course.

C. **Criteria for 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.

DTP Instructional Materials

Criteria	Well Designed and Implemented 5	Design and Implementation Could Use More Careful Attention to Detail 3	Attention is Lacking - Needs Improvement and Editing 1
1. My publications are examples of well-designed and planned publications. It is evident that the DEAPR process was used as a guide. I took the time to design the publication before I began production.			
2. My publications reflect good principles of design including the appropriate use of fonts, colors, space, and graphics.			
3. My publications are well edited and reflect high quality examples of effective communication.			
4. My publications reflect care and thought in the determination of well-constructed content.			
5. My publications reflect thoughtful consideration and attention to the needs of the			

intended audience.	

D. Grading scale

Requirements	Percentage
Portfolio	10%
Desktop Publishing Lesson Plan	10%
Desktop Published Instructional Materials	15%
Participation	15%
On-Going Discussion with Mentor	50%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

1. Students must adhere to the guidelines of the George Mason University Honor Code [See http:// oai.gmu.edu/honor-code/].

2. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See **http://ods.gmu.edu/**].

3. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

4. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

6. Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

7. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See **http://caps.gmu.edu/**].

8. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See **http://writingcenter.gmu.edu/**].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See **http://gse.gmu.edu/**]

PROPOSED CLASS SCHEDULE

Class	Class Topics	Weekly Assignments
Day One	Introduce syllabus Introduction to DTP Creating a Business Card	Beginning Planning and Collecting Resources for Class Project
Day Two	Principles of Layout & Design – Creating Guidelines Columns and Pages A DTP Activity – Tri-fold advertisement for your classroom	
Day Three	Principles of Layout & Design – Creating Guidelines Using Space, Altering Space 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 Importing Graphics/Importing Text Begin Class Project	
Day Five	Principles of Layout & Design – Creating Guidelines Sizing, Altering, Editing Graphics Planning a DTP document Begin Publication	Planning and Collecting Resources for Class Project Begin Lesson Plan Begin work on Portfolio
Day Six	Principles of Layout & Design	Work on Lesson Plan

	– Creating Guidelines Sizing, Altering, Editing Graphics, Continued Working on DTP document	Work on Portfolio
Day Seven	Principles of Layout & Design – Creating Guidelines Working on DTP document	Planning and Collecting Resources for Class Project
Day Eight	Principles of Layout & Design – Creating Guidelines Working on DTP document	Finish Lesson Plan Finish Portfolio
Day Nine	Principles of Layout & Design – Creating Guidelines Working on DTP document	
Day Ten	With a partner, use a class made rubric to assess desktop publishing projects Share Portfolios and Lesson Plans **DTP Document Due** **Lesson Plan Due** **Portfolio is Due**	