Course Outline

Job Title:
Desktop Publisher

Career Pathway:
Design, Visual, and Media Arts

Industry Sector:
Arts, Media, and Entertainment

O*NET-SOC CODE:
43-9031.00

CBEDS Title:
Intermediate Graphics Technology

CBEDS No.:
5622

70-55-75

Desktop Publishing/2

Credits: 5 **Hours:** 90

Course Description:
This competency-based course is the second in a sequence of two designed for desktop publishing. It provides students with technical instruction and practical experience in job planning and development, paste-up techniques, resource management and entrepreneurial skills. This course also includes reviews in grammar application, desktop publishing elements and principles, proofreading and editing techniques and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires successful completion of the Desktop Publishing/1 (70-55-70) course and portfolio.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS   **LOCATION**

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPONENTS   **LOCATION**

INSTRUCTIONAL STRATEGIES   p. 15

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for   pp. 7-13
the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   p. 15

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to GAYLE BRODIE and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

Arts, Media, and Entertainment
Pathway Standards

A. Design, Visual, and Media Arts Pathway

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway:
♦ Digital Animator
♦ Artistic Director
♦ Commercial Artist
♦ Web Designer
♦ Museum Curator

A1.0   Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0   Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0   Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0   Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0   Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A6.0   Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A7.0   Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0   Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

COMPETENCY-BASED COMPONENTS
for the <u>Desktop Publishing/2</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION Review, apply, and evaluate classroom and workplace policies and procedures.	1. Review course objectives and certificate requirements. 2. Review the rules of conduct in the classroom and work environment. 3. Review classroom and workplace emergency procedures. 4. Review the importance of regular attendance. 5. Review the importance of participation in all class activities. 6. Review the California Occupational Safety and Health Administration (Cal/OSHA) safety procedures for desktop publishing. 7. Pass a safety test with 100 percent proficiency.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12 **CTE Anchor:** Academics: 1.0 Communications: 2.1, 2.2, 2.4, 2.6 Career Planning and Management: 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.2, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		**CTE Pathway:** A1.2, A1.3, A1.7, A2.1, A2.8, A8.1, A8.2

B. GRAMMAR REVIEW
 	
Review, apply, and evaluate the fundamentals of grammar.
 	
(5 hours)
	1. Review the eight parts of speech.
	2. Review the proper usage of the following:
	   a. adjectives
	   b. adverbs
	3. Review the following:
	   a. sentence fragments
	   b. run-on sentences
	4. Review the definitions and proper usage of the following:
	   a. synonyms
	   b. antonyms
	   c. homonyms
	5. Review subject/verb agreement.
	6. Review the proper usage of prepositions and conjunctions.
	7. Review the proper usage of the following through written communication:
	   a. sentences
	   b. paragraphs
	8. Review the importance of using correct spelling in a document.
	9. Review the importance of using correct punctuation in a document.
	10. Pass an objective test using correct grammar.
		Career Ready Practice: 1, 2, 3, 11
		
		CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.5
		
		CTE Pathway: A6.1, A7.1, A7.2, A7.3, A7.5, A8.1, A8.2, A8.5, A8.7

C. DESKTOP PUBLISHING
 	
Understand, apply, and evaluate the fundamentals of desktop publishing.
	1. Review the historical development of electronic desktop publishing.
	2. Review desktop publishing terminology.
	3. Review the importance of selecting the appropriate publication for the needs of a specific audience.
	4. Review the basic elements of design.
	5. Review the basic principles of design.
	6. Review the quality of the following based on the elements and principles of design:
	   a. page layout
	   b. balance
	   c. style
	7. Describe and demonstrate the proper use of:
	   a. computer clip art
	   b. borders
	8. Describe and demonstrate the scanning of photographs into the computer.
		Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
		
		CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.6 Technology: 4.1, 4.2, 4.4, 4.5 Problem Solving and Critical Thinking: 5.3 Ethics and Legal Responsibilities: 8.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(25 hours)	9. Describe and demonstrate the proper use of software programs to create the following:
	   a. business forms
	   b. letterheads
	   c. graphics
		Technical Knowledge and Skills:
		10.1, 10.2, 10.3, 10.4
		Demonstration and Application:
		11.1, 11.2
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.9, A2.1, A2.3, A2.6, A2.8, A2.9, A3.1, A3.2, A3.3, A4.2, A5.1, A5.2, A5.3, A5.4, A5.7, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6, A8.7

D. JOB PLANNING AND DEVELOPMENT
 	
Understand, apply, and evaluate job planning and development techniques.
 	
(20 hours)
	1. Review measurement scales using the following:
	   a. inches
	   b. picas
	   c. points
	   d. pixels
	2. Demonstrate differences between the following layouts:
	   a. thumbnail
	   b. rough
	   c. comprehensive layouts
	3. Use type book to identify typeface differences.
	4. Describe the following elements of composition and formatting:
	   a. justification
	   b. centering
	   c. flush left/right
	   d. tabulations
	   e. display
	   f. runarounds
		Career Ready Practice:
		1, 2, 3, 4, 5, 10, 11, 12
		
		CTE Anchor:
		Academics:
		1.0
		Communications:
		2.1, 2.3, 2.4, 2.5, 2.6
		Ethics and Legal Responsibilities:
		8.1
		Technical Knowledge and Skills:
		10.1, 10.2, 10.3
		Demonstration and Application:
		11.1, 11.2, 11.4, 11.5
		
		CTE Pathway:
		A2.1, A2.2, A2.3, A8.0, A8.1, A8.2, A8.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

E. PASTE-UP
 	
Understand, apply, and evaluate paste-up techniques.
 	
(20 hours)
	1. Review the basic principles of design and their paste-up applications.
	2. Review the use of the following preprinted type:
	  a. borders
	  b. clip art
	3. Describe the steps in producing the following jobs:
	  a. brochures
	  b. flyers
	  c. newspaper advertisements
	  d. other paste-up projects
	4. Apply the following:
	  a. crop marks
	  b. guidelines
	  c. register marks
		Career Ready Practice:
		1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications:
		2.3
		Technology:
		4.1, 4.3, 4.4
		Problem Solving and Critical Thinking:
		5.2
		Responsibility and Flexibility:
		7.5
		Technical Knowledge and Skills:
		10.1, 10.2, 10.3
		Demonstration and Application:
		11.1, 11.2, 11.3, 11.4, 11.5
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.9, A2.1, A2.6, A2.7, A2.8, A2.9, A3.3, A3.4, A3.5, A5.7, A8.1, A8.2, A8.6

F. PROOFREADING AND EDITING
 	
Understand, apply, and evaluate proofreading and editing techniques.
	1. Review the editing marks and techniques used in correcting copy.
	2. Review the procedures in checking the proof against the original by noting the following:
	  a. size
	  b. alignment
	  c. aesthetic use of typography
	  d. correct wording
	  e. correct spelling
	  f. correct punctuation
	  g. visual appeal
	  h. ease of navigation
		Career Ready Practice:
		1, 2, 3, 4, 5, 10, 11, 12
		
		CTE Anchor:
		Technical Knowledge and Skills:
		10.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	3. Make proofing corrections using standard proof marks. 4. Read proofs with and without a copyholder.	Demonstration and Application: 11.1, 11.2, 11.3, 11.4 **CTE Pathway:** A8.1, A8.5

G. RESOURCE MANAGEMENT
 	
Understand, apply, and evaluate basic resource management principles in desktop publishing.
 	
(2 hours)
	1. Define the following:
	   a. resources
	   b. management
	   c. sustainability
	2. Describe the management of the following resources in desktop publishing:
	   a. time
	   b. materials
	   c. personnel
	3. List specific examples of effective management of the following in desktop publishing:
	   a. time
	   b. materials
	   c. personnel
	4. Describe the benefits of effective resource management in desktop publishing:
	   a. profitability
	   b. sustainability
	   c. company growth
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
		
		CTE Anchor:
		Communications:
		2.6
		Technology:
		4.4
		Problem Solving and Critical Thinking:
		5.3, 5.4
		Health and Safety:
		6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
		Responsibility and Flexibility:
		7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
		Ethics and Legal Responsibilities:
		8.1, 8.2, 8.3, 8.4, 8.5, 8.7
		Leadership and Teamwork:
		9.2, 9.5, 9.6
		
		CTE Pathway:
		A3.1, A3.4, A3.6, A4.1, A.5.4, A7.2, A7.4, A8.6, A8.7, A8.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

H. EMPLOYABILITY SKILLS REVIEW
 	
Review, apply, and evaluate job-seeking procedures.
	1. Review requirements for entry level jobs in the desktop publishing field.
	2. Review employer requirements for the following:
	   a. punctuality
	   b. attendance
	   c. attitude toward work
	   d. quality of work
	   e. teamwork
	   f. timeliness
	   g. communication skills
	3. Demonstrate knowledge of the tools and materials used in desktop publishing.
	4. Design a sample résumé.
	5. Develop a professional portfolio of desktop publishing projects.
	6. Update researched data on potential employers in the desktop publishing field.
	7. Review the requirement for filling out a job application such as legibility, correctness, and completeness.
	8. Complete sample job application forms correctly.
	9. Review the importance of enthusiasm on a job.
	10. Review the importance of appropriate appearance on a job.
	11. Review the importance of continuous upgrading of job skills.
	12. Review the importance of customer service as a method of building permanent relationships between the organization and the customer.
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Academics:
		1.0
		Communications:
		2.1, 2.4, 2.5
		Career Planning and Management:
		3.3, 3.4, 3.6, 3.9
		Technology:
		4.1, 4.2, 4.3
		Health and Safety:
		6.2, 6.3, 6.4, 6.5, 6.7
		Responsibility and Flexibility:
		7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8
		Ethics and Legal Responsibilities:
		8.3, 8.4, 8.5, 8.7
		Leadership and Teamwork:
		9.1, 9.2, 9.3, 9.6, 9.7
		Technical Knowledge and Skills:
		10.1, 10.2, 10.3, 10.4
		Demonstration and Application:
		11.1, 11.2, 11.3, 11.4, 11.5
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.3, A8.7

(3 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
I. ENTREPRENEURIAL SKILLS Understand, apply, and evaluate the process involved in becoming an entrepreneur. (3 hours)	1. Define entrepreneurship. 2. Identify the necessary characteristics of successful entrepreneurs. 3. Describe the contributions of entrepreneurs to the desktop publishing field. 4. Explain the purpose and components of a business plan. 5. Examine personal goals prior to starting a business. 6. Evaluate sources of monetary investment in a business opportunity. 7. Describe licensing requirements for the desktop publishing field. 8. Develop a scenario depicting the student as the owner of a desktop publishing business.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **CTE Anchor:** Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.3, 4.5, 4.7 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5 Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.1, 11.3, 11.4 **CTE Pathway:** A1.2, A1.3, A1.5, A1.9 A2.1, A2.2, A2.3, A2.4, A2.5, A3.1, A5.0, A5.1, A5.2, A5.3, A5.4, A5.5, A5.6, A5.7, A8.1, A8.2

TEXTS AND SUPPLEMENTAL BOOKS

Bringhurst, Robert. <u>Elements of Typographic Style</u>. Hartley and Marks Publishers, 2004.

Cram, Carol M. <u>Desktop Publishing (Illustrated Series): Projects</u>. Cengage Learning, 2002.

Harrington, Richard. <u>iWork 09: Keynote Pages, and Numbers(Apple Training Series).</u> Peachpit Press, 2009.

Lake, Susan E. L. <u>Desktop Publishing, 10-Hour Series</u>. South-Western Educational Pub., June 2005.

Niemeyer, Kevin. <u>Introduction to Desktop Publishing with Digital Graphics</u>. Glencoe, 2008.

Weixel, Suzanne. <u>Desktop Publishing Basics</u>. Cengage Learning, 2003.

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:
http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf

www.designingwithtype.com

COMPETENCY CHECKLIST

METHODS AND PROCEDURES

A. Lecture and Describe ion

B. Multimedia presentations

C. Visual aids

D. Demonstrations

E. Student projects

F. Individualized instruction

EVALUATION

SECTION A –Introduction – Pass the safety test with 100% accuracy.

SECTION B – Grammar Review - Pass all assignments and exams on grammar review with a minimum score of 80% or higher.

SECTION C – Desktop Publishing – Pass all assignments and exams on desktop publishing with a minimum score of 80% or higher.

SECTION D – Job Planning and Development – Pass all assignments and exams on job planning and development with a minimum score of 80% or higher.

SECTION E – Paste-Up – Pass all assignments and exams on desktop paste-up with a minimum score of 80% or higher.

SECTION F – Proofreading and Editing – Pass all assignments and exams on proofreading and editing with a minimum score of 80% or higher.

SECTION G – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION H – Employability Skills Review – Pass all assignments and exams on employability skills review with a minimum score of 80% or higher.

SECTION I – Entrepreneurial Skills – Pass all assignments and exams on entrepreneurial skills with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.