

**Department:** Graduate Studies

**Course Number:** EDUC 556

**Course Title:** Desktop Publishing for Teachers

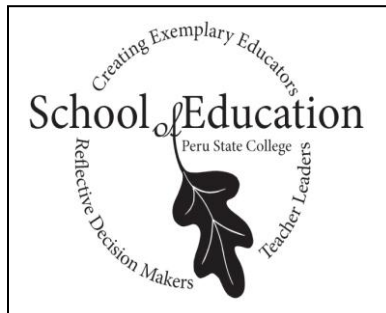
**Credit Hours:** 3

**Web Page:** <http://blackboard.psc.sdsmt.edu/>

**Standards Key/Code:** (Graduate/Advanced Conceptual Frameworks outcomes), [[NBPTS Five Core Propositions]]

**Textbook Web site:** <http://www.scsite.com/tdc4/>

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### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

### **Mission Statement**

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

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### **Course Description:**

This course provides individuals with training in the production of quality documents and publications for use in educational settings. Participants will combine text and graphics to create a variety of documents including reports, flyers, brochures, etc. Application projects are an integral part of the course. Topics include creating and editing single-page and multi-page publications, using wizards, commercial printing considerations, editing text, colors, and graphic design objects, personal information sets, logos, the Pack and Go Wizard, and using Publisher to create flyers, newsletters, brochures, logos, calendars, and Web

pages. Also included are topics covering business forms such as letterheads, business cards, envelopes, labels with mail merge, and fax covers.

**Prerequisites:** EDUC 512 and EDUC 551

**Text and Supplies:**

*Microsoft Office Publisher 2007: Complete Concepts and Techniques*

Shelly, Cashman, Starks (ISBN: 1-4188-4349)

Software: Microsoft Publisher 2007

Internet Connection

*You should receive e-mail from me on a regular basis. **If you do not**, contact me right away by e-mail or telephone.*

**Standards Key/Code:** (Graduate/Advanced Conceptual Frameworks outcomes), [[NBPTS Five Core Propositions]]

**Objectives:**

- Describe the features and guidelines for desktop publishing. (1.1.4), [[1, 2, 3]]
- Operate a desktop publishing program. (1.1.4), [[1, 2, 3]]
- Create design templates for personalized graphic applications such as brochures, bulletins, etc. (1.1.2, 1.1.3, 1.1.4), [[1, 2, 3, 4]]
- Combine text features, including font types and sizes, within a graphic application. (1.1.2, 1.1.3, 1.1.4, 1.1.5), [[1, 2, 3, 4, 5]]
- Use “word art” features to create special text effects within a graphic application. (1.1.2, 1.1.3, 1.1.4, 1.1.5), [[1, 2, 3, 4, 5]]
- Use software to create cards, calendars and certificates. (1.1.2, 1.1.3, 1.1.4, 1.1.5), [[1, 2, 3, 4, 5]]
- Merge pictures, clip art and special fonts into a well balanced and formatted publication. (1.1.2, 1.1.3, 1.1.4), [[1, 2, 3, 4]]
- Identify features of a well-balanced text and graphics document. (1.1.2, 1.1.3, 1.1.4), [[1, 2, 3, 4]]
- Identify methods to use graphics and publishing within the classroom or school setting. (1.1.2, 1.1.3, 1.1.4), [[1, 2, 3, 4]]
- Develop resources and lessons for teaching and learning using desktop publishing skills. (1.1.2, 1.1.3, 1.1.4), [[1, 2, 3, 4]]

**Instruction Method/Mode of Delivery:**

Selected reading assignments

Multiple-choice quizzes used as formative assessments of assigned readings

Hands-on computer learning

Completion of student centered projects

Written responses to discussion posts

Examinations

**Course Requirements:**

- Required readings
- Guided projects in the book
- Custom publications
- Article Review Paper
- **Discussion Board Participation**
  - Peer custom publication reviews

- Article Review Paper reviews
- **Online quizzes** – *Quizzes may be taken anytime*  
They are found on the Blackboard site at <http://blackboard.psc.sdsmt.edu/> . They are located in the assignment. Each quiz will correspond with a chapter in the book. The quizzes are used to check for terminology and content comprehension and may be taken multiple times. The last quiz score replaces the previous.
- **Mid-term and Final Exam**

**Assessment Method:**

- Your grade is based on the total number of points earned.

**Grading Policy:**

	<u>Percent</u>
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

**Blackboard Instructions:**

Blackboard is located at <http://blackboard.psc.sdsmt.edu>. Use your full name, as shown in Peru’s records, **all lower-case and all one word as your username**. Your **password is your SS#**, all one number with no spaces or dashes. Blackboard’s server does go down sometimes, so allow yourself time to complete assignments.

After day one, you will find that completing course assignments has a pattern. You will always have a reading assignment from the text, a project or projects that you complete as you read, a custom publication that you create modeled after what you learned from your text lesson (that you post to the discussion board), a review of one of your peer’s custom publications (that you post a reply at the discussion board after viewing their work), you post your Publisher Summary/Integration Reaction Paper at the discussion board. Over the rest of the course, you read and post replies to peers’ Publisher Summary/Integration Reaction Paper and lesson plan. This continues through week four. And finally you take quizzes, a midterm and a final over the reading material from the text. It sounds like a lot but you will see once we get going it is quite doable. Students in the past leave the course with wonderful products to use in their settings and lots of new skills. No one has ever died as a result of over work from this course, so relax and enjoy. You will do fine.

**Guidelines for Online Discussion Boards**

The discussion boards are designed to take the place of in-class discussions and presentations and peer reviews. So, while they are serious work and they are a part of your course grade, it’s also important that you relax and enjoy yourself while you’re in these conversations. Discussion boards are meant to be informal and fun—a way of getting to know your classmates and being exposed to a variety of viewpoints.

**Grading:**

Your participation in discussion boards counts as part of your grade; you receive credit for participating according to directions. Only replies that go above and beyond will receive a grade of

outstanding (100%). Meeting the minimum requirement will earn a grade of acceptable (80%). I don't post regular discussion board grades after every session, but usually check several boards at one time. Please don't hesitate to ask if you have questions about how you're doing. You will be required to make a minimum of six posts for the Publisher Summary/Integration Reaction Paper, the original Publisher Summary/Integration Reaction Paper and five replies to other Publisher Summary/Integration Reaction Paper. You also will review the custom projects of five of your peers so you will have five posts related to those projects.

### **Mechanics:**

- Make your subject lines clear and helpful. Don't just title your comments "education" or "my thoughts about instructional technology"—try to convey the sense of your message: "uses of instructional technology in education."
- Sign your comments. While the Blackboard discussion boards will identify you when you post a comment, it is a good idea to get used to signing all your postings.

### **Suggestions about content:**

- Read the discussion before contributing. If you don't, you may find the thread of the discussion has moved in a different direction.
- Stay on topic. While it's tempting in the informal setting to move into personal discussions, personal communication needs to take place through email between the discussants, not in the open classroom space.
- Make your contributions to the discussion substantive. **Don't just agree** with what somebody else says—instead, choose a point in the discussion and elaborate on it. Or if you disagree with a comment, **explain why**.
- Be nice! It's fine to disagree, but not to make personal attacks, on either people or ideas. No "what a stupid idea!" comments, please. Try to **reread everything before you post it**, and put yourself in someone else's shoes while you do it. Have you said something that might hurt someone's feelings?
- Ask for clarifications; if someone posts a comment that confuses you, just ask what they mean. Discussion boards are intended to represent dialog!
- Please don't type your messages in ALL CAPS. According to Netiquette, it's shouting—very impolite.

**\*\*Note\*\*** Failure to adhere to the guidelines above – such as \*not\* being nice – can adversely affect the participation grade.

### **My role in discussion boards:**

As would be the case in a traditional classroom, your professor should not have the final or definitive voice when you are interacting in a discussion. I will post the initial situation as a facilitator would and then allow you to develop thoughts and ideas surrounding that concept.

I will read students posts regularly and will respond to individuals on an "as needed" basis. If you see something taking place in the discussion board that you feel I need to address please let me know. I may be waiting to see how the situation resolves itself, or be focusing on something else and not be aware of the situation. Either way, I will appreciate the communication from you!

### **Format:**

It is important to keep all of the discussions under the same heading. This is called a "threaded discussion". In order to keep all responses that are related together, do not start a new posting with your answers. We want all discussions to continue under the same heading until a new discussion

begins. **Indeed the most important portion of your discussion board grade will be your contribution to the discussion board.**

### **Directions:**

**To post messages on our Discussion board on Blackboard:** Once you're logged in, go to the blue button on your left called "**Communication**". Click it and go to the button that says "**Discussion Board**". Click it and you'll see the different topics (threads) we'll be discussing in this class. **To post your response**, click "**add a new thread**", put a heading and type away. If you're replying to someone's posting, click "**reply**".

**Homework and Assignments:** All work for the week is due by midnight Wednesdays or Sundays. No assignments will be accepted more than **four** days late. Late assignments are penalized **25% day!**

Individuals who have been most successful with an online course are those who have stayed to the course schedule. Please let me know if there is anything I can do to help you with this course. Feel free to contact me by e-mail ([kgatewood@oakmail.peru.edu](mailto:kgatewood@oakmail.peru.edu)).

### **Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Candidates may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, candidates must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If candidates agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allowed time, the incomplete grade automatically becomes an F.

Candidates who have filed an application for graduation are not eligible for a grade of Incomplete.

### **Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Candidates are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.

3. Candidates should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

#### **1.A.6 Academic Dishonesty:**

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
  - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
  - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
  - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
  - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
  - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
  - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
  - 7) Fabricates data in support of laboratory or field work.
  - 8) Possesses buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
  - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign Written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
  1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
  2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.

Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

### **Graduate Studies Portfolio Policy**

All students entering the Masters program are required to purchase a membership in LiveText, orientation and to develop an electronic portfolio. The portfolio contains artifacts and reflections as required in each of the CORE courses of their program. These artifacts represent mastery of specific standards. Checkpoints are used to evaluate student progress in the portfolio process. Students are required to share their portfolio with their advisor when they apply for candidacy and for graduation. Students are ultimately responsible for the completion of all aspects of their portfolios. As part of the graduation requirements of the Masters program, all portfolios must attain a minimum final evaluation score at or above acceptable.

All LiveText members are required to place selected artifacts, standards and reflections into their portfolio, as part of their course grade, in CORE courses. EDUC 556 is one of four emphasis courses and MAY be selected as one of the three required emphasis courses selected be part of the portfolio.

***This course is an elective and placement of an artifact into the portfolio from this course is optional.***

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.