



## Course Syllabus

### POFI 2431 Desktop Publishing

**Catalog Description:** This course is an in-depth coverage of desktop publishing terminology, text editing, and use of design principles. Emphasis is on layout techniques, graphics, multiple page displays, and business applications.

**Lecture hours = 3, Lab hours = 3**

**Prerequisites:** none

**Semester Credit Hours:** 4

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 3

**Contact Hours per Semester:** 96

**State Approval Code:** 52.0407

#### **Instructional Goals and Purposes:**

Panola College's instructional goals include 1) creating an academic atmosphere in which students may develop their intellects and skills and 2) providing courses so students may receive a certificate/an associate degree or transfer to a senior institution that offers baccalaureate degrees.

The purpose of this course is to: 1) fulfill academic requirements an Associate of Applied Science degree, or a technical certificate at Panola College, 2) provide learners with a foundation of desktop publishing terms and concepts, and, 3) provide learners with fundamental desktop publishing skills necessary to create effective business publications. Create fliers, brochures, and multiple page documents.

#### **Learning Outcomes:**

1. Identify desktop publishing terminology and concepts.
2. Manipulate text and graphics to create a balanced and focused layout.
3. Create fliers, brochures, and multiple page documents.

#### **Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student should be able to complete all objectives listed below with a minimum competency of 70% on assignments and exams.

1. Given a definition, the learner will identify the matching desktop publishing term. (1a-i, 1b-v, 1c-i, 2c-i, 2c-ii, 2c-iv)
2. Given a definition, the learner will identify the matching desktop publishing concept. (1a-i, 1b-v, 1c-i, 2c-i, 2c-ii, 2c-iv)
3. Given a description, the learner will demonstrate skills required to manipulate text. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
4. Given a description, the learner will demonstrate skills required to manipulate graphics. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
5. Given a description, the learner will demonstrate skills required to create a flyer. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
6. Given a description, the learner will demonstrate skills required to create a brochure. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
7. Given a description, the learner will demonstrate skills required to create a multiple page documents. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

## **Course Content:**

A general description of lecture/discussion topics included in the course are listed in the Learning Objective / Specific Course Objectives section of this syllabus.

Students in all sections of this course will be required to do the following:

1. Complete reading activities.
2. Complete terms and concepts quizzes
3. Complete simulation training.
4. Complete simulation assessment quizzes.
5. Complete skills projects homework.
6. Complete skill projects assessment quizzes.
7. Complete a MINIMUM of two proctored skills exams.
8. Complete a comprehensive terms and concepts exam.

## **Methods of Instruction/Course Format/Delivery:**

Learners in the traditional class, hybrid class, and online class will have access to this course via the current Learning Management System. Learners in the traditional class and hybrid class will meet regularly for discussion on the new material. Learners in the online class will only be required to meet with the instructor or the proctor in a verified testing center for exams. Details will be posted in the Learning Management System.

All assignments will be completed and submitted via the current Learning Management System.

Learners may complete the following: a) A MINIMUM of two proctored skills exams; b) Skills training and quizzes; c) Graded project homework and assessment quizzes; d) Concepts quizzes (true/false, multiple choice).

Learners in both the traditional and Internet classes should use the messaging (email) component of the current Learning Management System to communicate with the instructor and others in the learning community. If you are unable to contact the instructor using this method, you may use the instructor's Panola College email address. Panola College instructors attempt to respond to all email within 24 hours when on campus or during virtual office hours. Always include a subject line and your name in your email.

## **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

### **Assignments**

1. Concepts Quizzes  
For each chapter assigned, the learner may complete a quiz on the terms and concepts introduced.
2. Skills Quizzes  
For each chapter assigned, the learner may complete instructions for required skill and projects to show mastery of skills introduced.

### **Assessment(s)**

#### Major Exams

1. A minimum of two proctored skills exams will be assigned per semester.
2. A final exam will be assigned.

**Course Grade:**

The grading scale for this course is as follows:

Major Exams	60%
Other Activities	40%
90 and above	A
80 – 89	B
70 – 79	C
60 – 69	D
Under 60	F

**Texts, Materials, and Supplies:**

- Microsoft Office 365 PUBLISHER 2016 Comprehensive
- ISBN: 978-1-305-87120-5
- Author: Starks (Shelly Cashman Series)
- Publisher: Cengage Learning

**Other:**

- Access to a reliable computer and high-speed Internet.
- Access to MS PUBLISHER 2016
- Student data files and lab instructions (details provided in the Learning Management System)

**Required Readings:**

Readings as assigned from textbook

**Recommend Readings:**

None

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

### 1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
- i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
- i) Creative Thinking: generate new ideas.
  - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - iii) Problem Solving: recognize problems and devise and implement plan of action.
  - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
- i) Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
- i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
- Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
- i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.
  - iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
  - v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
  - vi) Work with Diversity: work well with men and women from diverse backgrounds.
- Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c) **Information:** A worker must be able to acquire and use information.
- i) Acquire and Evaluate Information.
  - ii) Organize and Maintain Information.
  - iii) Interpret and Communicate Information.
  - iv) Use Computers to Process Information.
- Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
- d) **Systems:** A worker must understand complex interrelationships.
- i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
  - ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
  - iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e) **Technology:** A worker must be able to work with a variety of technologies.
- i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
- Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.