

Course Outline

Arts, Media, and Entertainment

REVISED: August/2017

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

70-55-70

Desktop Publishing/1

Credits: 5

Hours: 90

Course Description:

This competency-based course is the first in a sequence of two designed for desktop publishing. It provides students with technical instruction and practical experience in grammar application, computer operating systems, the fundamentals of word processing, spreadsheets, and database management, desktop publishing elements and principles, typography, features and functions of professional desktop publishing software programs, proofreading and editing, features and functions of professional graphics software, 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 a reading level of 9.0 as measured by the TABE D 9/10 and math skills equivalent to Math 2 (53-03-76), completion of English 3 (23-10-73) or equivalent writing skills as determined by student writing sample evaluated by the instructor, knowledge of Windows operating system, working knowledge of a word processing program and the ability to key 30 words per minute.

NOTE: For Perkins purposes this course has been designated as an **introductory/concentrator** 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

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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 COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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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 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.

pp. 7-14

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. 16

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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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Arts, Media, and Entertainment Industry Sector Knowledge and Performance Anchor Standards

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.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Desktop Publishing/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures.</p>	<ol style="list-style-type: none"> 1. List course objectives and certificate requirements. 2. Describe the rules of conduct in the classroom and work environment. 3. Describe classroom and workplace emergency procedures. 4. Describe the importance of regular attendance. 5. Describe the importance of participation in all class activities. 6. Describe the California Occupational Safety and Health Administration (Cal/OSHA) safety procedures for desktop publishing. 7. Pass a safety test with 100 percent proficiency. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</p> <p>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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		CTE Pathway: A1.1, A1.2
<p>B. GRAMMAR</p> <p>Review, apply, and evaluate the fundamentals of grammar.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify the eight parts of speech. 2. Describe the proper usage of the following: <ol style="list-style-type: none"> a. adjectives b. adverbs 3. Define and identify the following: <ol style="list-style-type: none"> a. sentence fragments b. run-on sentences 4. Define and describe the proper usage of the following: <ol style="list-style-type: none"> a. synonyms b. antonyms c. homonyms 5. Describe subject/verb agreement. 6. Describe the proper usage of prepositions and conjunctions. 7. Demonstrate the proper usage of the following: <ol style="list-style-type: none"> a. phrases b. clauses c. sentences d. paragraphs 8. Describe the importance of using correct spelling in a document. 9. Describe the importance of using correct punctuation in a document. 10. Pass an objective test using correct grammar. 	<p>Career Ready Practice: 1, 2, 3, 11</p> <p>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</p> <p>CTE Pathway: A6.1, A6.6, A7.1, A7.2, A7.3, A7.5, A8.1, A8.2, A8.5, A8.7</p>
<p>C. COMPUTER OPERATING SYSTEMS</p> <p>Understand, apply, and evaluate the parts and functions of computer operating systems.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Identify the different parts of various computer operating systems. 2. Describe and demonstrate the functions of various computer operating systems. 3. Describe and demonstrate the use of the file management and directory services of various computer operating systems. 4. Control Windows setup features, such as: <ol style="list-style-type: none"> a. display resolution b. screen size 5. Troubleshoot basic problems with various computer operating systems. 	<p>Career Ready Practice: 1, 2, 4, 5, 11, 12</p> <p>CTE Anchor: Technology: 4.3 Problem Solving and Critical Thinking: 5.3 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A8.1, A8.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. WORD PROCESSING, SPREADSHEETS, AND DATABASE MANAGEMENT</p> <p>Understand, apply, and evaluate the fundamentals of word processing, spreadsheets, and data base management.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the procedures for creating the following: <ol style="list-style-type: none"> a. document b. spreadsheet c. database 2. Describe and demonstrate the procedures for saving the following: <ol style="list-style-type: none"> a. document b. spreadsheet c. database 3. Describe and demonstrate the procedures for printing the following: <ol style="list-style-type: none"> a. document b. spreadsheet c. database 4. Describe and demonstrate the procedures for manipulating text and data. 5. Describe and demonstrate the procedures for checking word usage and spelling. 6. Describe and demonstrate the procedures for creating the following: <ol style="list-style-type: none"> a. text boxes b. graphic boxes c. tables d. charts 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.3 Responsibility and Flexibility: 7.1 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.2, 11.7</p> <p>CTE Pathway: A2.1, A2.5, A2.9, A7.4, A8.2</p>
<p>E. DESKTOP PUBLISHING</p> <p>Understand, apply, and evaluate the fundamentals of desktop publishing.</p>	<ol style="list-style-type: none"> 1. Describe the historical development of electronic desktop publishing. 2. Identify professional desktop publishing software. 3. Identify and define desktop publishing terminology. 4. Identify and describe the basic elements of design. 5. Identify and describe the basic principles of design. 6. Describe the quality of the following based on the elements and principles of design: <ol style="list-style-type: none"> a. page layout b. balance c. style 7. Describe and demonstrate the measurement of the following: <ol style="list-style-type: none"> a. inches b. picas c. points d. pixel 8. Calculate the following on documents of various sizes: <ol style="list-style-type: none"> a. conversion of inches to picas b. conversion of inches to points c. conversion of inches to pixels 9. Identify the following types of desktop publishing output: <ol style="list-style-type: none"> a. flyer 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.3 Responsibility and Flexibility: 7.5 Leadership and Teamwork: 9.5, 9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> b. poster c. banner d. labels e. schedule f. brochure g. newsletter h. catalog <p>10. Use elements and principles of design to analyze different flyers in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>11. Use elements and principles of design to analyze different posters in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>12. Use elements and principles of design to analyze different banners in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>13. Use elements and principles of design to analyze different labels in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>14. Use elements and principles of design to analyze different schedules in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>15. Use elements and principles of design to analyze different brochures in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>16. Use elements and principles of design to analyze different catalogs in terms of:</p> <ul style="list-style-type: none"> a. layout b. balance c. style <p>17. Describe and demonstrate the importance of the selection of appropriate materials for the following audiences:</p> <ul style="list-style-type: none"> a. customers b. co-workers c. management d. general public 	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.9, A3.1, A3.3, A3.4, A3.5, A4.2, A4.3, A4.4, A4.5, A5.1, A5.2, A5.3, A5.4, A5.5, A5.7, A7.2, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6, A8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. TYPOGRAPHY</p> <p>Understand, apply, and evaluate the fundamentals of typography and its use in a variety of desktop publishing projects.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. typography b. typeface c. font 2. Describe the history of typography. 3. Identify the following: <ol style="list-style-type: none"> a. type families b. type categories c. type attributes 4. Describe and demonstrate the effect on a document of changing each of the following aspects of type: <ol style="list-style-type: none"> a. size b. shape c. shading d. shadowing e. tinting f. coloring of fonts 5. Describe and demonstrate the manipulation of text along defined paths: <ol style="list-style-type: none"> a. vertically b. horizontally 6. Create a flyer that incorporates the following features: <ol style="list-style-type: none"> a. two sizes of the same font b. fonts with color for emphasis c. shadow fonts for effect d. text along vertical path 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.0, 2.1, 2.3, 2.4, 2.5 Technology: 4.1, 4.5 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p>CTE Pathway: A1.3, A1.6, A1.7, A2.1, A2.2, A2.6, A2.9, A4.2, A8.1</p>
<p>G. DESKTOP PUBLISHING SOFTWARE</p> <p>Understand, apply, and evaluate the features and functions of professional desktop publishing software programs.</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the following tasks: <ol style="list-style-type: none"> a. creating a publication b. saving a publication c. printing a publication 2. View and analyze a publication at various screen magnifications. 3. Describe and demonstrate the procedures for the following: <ol style="list-style-type: none"> a. placing text on a page b. placing graphics on a page c. arranging layers d. grouping objects 4. Describe and demonstrate setting the following page attributes: <ol style="list-style-type: none"> a. margins b. column c. indents d. tabs 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1, 4.3, 4.4, 4.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> 5. Describe and demonstrate the ability to work with the following font attributes: <ol style="list-style-type: none"> a. kerning b. spacing c. resizing d. rotating 6. Describe and demonstrate the ability to work with various aspects of page formatting: <ol style="list-style-type: none"> a. master pages indexing b. referencing c. publication linking 7. Describe and demonstrate the ability to manipulate graphics by: <ol style="list-style-type: none"> a. moving b. resizing c. rotating d. cropping 8. Describe and demonstrate object linking techniques. 9. Describe and demonstrate embedding techniques. 10. Describe and demonstrate the use of the following popular image formats: <ol style="list-style-type: none"> a. .TIF b. .JPG c. .GIF d. .EPS 11. Describe and demonstrate the use of the following color formats: <ol style="list-style-type: none"> a. grayscale b. RGB color c. CMYK color 12. Differentiate between process color and spot color. 13. Describe the following color matching libraries: <ol style="list-style-type: none"> a. Trumatch b. Pantone 14. Perform the following tasks: <ol style="list-style-type: none"> a. apply color to text b. apply color to graphics c. demonstrate use of color standards d. demonstrate Pantone font and color matching e. perform spot color f. set up image for process color g. perform tinting h. demonstrate color trapping i. demonstrate color separation techniques 	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1, 11.2, 11.4, 11.5</p> <p>CTE Pathway: A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. GRAPHICS SOFTWARE</p> <p>Understand, apply, and evaluate the features and functions of basic graphics software programs.</p>	<ol style="list-style-type: none"> 1. Differentiate between the attributes of different graphics software programs. 2. Perform the following tasks: <ol style="list-style-type: none"> a. create graphic images b. import graphic images c. save graphic images d. print graphic images 3. View a graphic image at different magnifications. 4. Perform the following tasks on graphic elements within and between images: <ol style="list-style-type: none"> a. cut b. copy c. paste 5. Perform the following tasks on graphic elements within and between software programs: <ol style="list-style-type: none"> a. cut b. copy c. paste 6. Describe the use of each of the tools in the toolbox. 7. Create a drawing using the following tools: <ol style="list-style-type: none"> a. pencil b. brush c. paint bucket d. spray gun e. eraser 8. Organize artwork into layers. 9. Create textures using airbrush tool. 10. Demonstrate the ability to manipulate a graphic with basic textures. 11. Paint and fill an image with color. 12. Create a flyer incorporating the following features: <ol style="list-style-type: none"> a. two imported graphic images b. one created graphic image c. textures d. color fills 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.1, 3.4, 3.5, 3.6 Technology: 4.1, 4.4 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.3, 6.6 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, 8.6, 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</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Bringhurst, Robert. Elements of Typographic Style. Hartley and Marks Publishers, 2004.

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

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

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

Niemeyer, Kevin. Introduction to Desktop Publishing with Digital Graphics. Glencoe, 2008.

Weixel, Suzanne. Desktop Publishing Basics. 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

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and Description
- B. Multimedia presentations
- C. Visual aids
- D. Demonstrations
- E. Student projects
- F. Individualized instruction

EVALUATION

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

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

SECTION C – Computer Operating Systems – Pass all assignments and exams on computer operating systems with a minimum score of 80% or higher.

SECTION D – Word Processing, Spreadsheets, and Database Management – Pass all assignments and exams on word processing, spreadsheets, and database management with a minimum score of 80% or higher.

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

SECTION F – Typography – Pass all assignments and exams on typography with a minimum score of 80% or higher.

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

SECTION H –Graphics Software – Pass all assignments and exams on graphics software with a minimum score of 80% or higher.

SECTION I – Employability Skills – Pass all assignments and exams on employability 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.
