

OATC 3700 Desktop Publishing [Term]

Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

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E-mail address: xxxxxxxxxx@xxxxx.edu

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or instant messages tool. You can also reach me during office hours at the phone number provided to the left.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

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Welcome!

eMajor Course Syllabus

Attendance Requirements & Academic Honesty

Mandatory Attendance Quiz

Introduction Discussion

Write a brief paragraph to introduce yourself to your instructor and your classmates. Share something interesting about yourself (your hobbies, your job, your travels, your favorite activities, etc.). You may also post a photo or two, if you wish!

Once you have completed your initial post, read and respond to the introductions of **at least 2 of your peers**.

Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.

Course Information

Course Description

Development of desktop publishing concepts and their application to the modern office. Basic, intermediate, and advanced features of various page design programs will be used to create various business-related documents.

Prerequisites:

- CISM 2201 or instructor approval

Course Learning Outcomes:

This course should enable students to:

1. Demonstrate skills in the basic features of working with text in page layout software packages InDesign. This would include such concepts as placing text from outside word processors and Story Editor, formatting text, and working with text blocks.
2. Demonstrate skills in the basic features of working with graphics in page layout software packages InDesign. This would include such concepts as creating graphics with the Toolbox, using clipart graphics, placing graphics, resizing and cropping graphics, and wrapping text around graphics.
3. Demonstrate skills in the intermediate features of page layout software packages InDesign, such as the use of templates, use of paragraph styles, tabs, and document enhancements.
4. Apply basic graphic design principles.
5. Design and create newsletters, flyers, and brochures applying all techniques.

Required Text, Software, and Additional Materials

No text is required for this course.

The student must have a full working copy of Adobe InDesign CC 2015

The student must have reliable, consistent Internet access

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/current-students/student-guide/computer-support> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Smarthinking is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

Course Format and Requirements

Teaching Philosophy:

I believe that learning occurs when we engage the mind, reflect on new experiences, and reconcile the new information with previously held beliefs. This simply means that I believe that you come to this course with past experiences, ideas, and perceptions about document design and software programs. Through the use of video lectures, demonstrations, and hands-on activities, this course will provide you with new experiences and ask you to reflect on these experiences, compare them to your current perceptions, and either change or affirm your current beliefs regarding desktop publishing software. In order for this type of learning to occur, however, it requires your full participation! You must engage with the course work, ask questions of it, explore, and then reflect on what you know and what you are learning.

My role as the course instructor is to assist you in this journey! I am here to clarify instructions, help you dig deeper where needed, and to provide substantial, quality feedback that helps you as the learner understand expectations and opportunities for further development. I believe that learning will occur best when you and I interact in meaningful discussions and explore new and emerging resources together. To that end, I encourage you to take advantage of the options available to you to begin and/or interact with me and your classmates through each module's optional discussion boards. It is often your questions, ideas, and comments that assist in stimulating the entire classes' thought processes and creativity!

Course Requirements (Instructional Methods):

This three-credit hour course is delivered 100% online and uses a combination of lecture, discussion, and hands-on practice to present the material. You should expect to work approximately 10 hours per week on the course requirements. However, if you struggle with

technology, you may need to add a few hours to that time. The actual time you need to complete each week's activities will depend on a variety of factors, including your prior knowledge, technical abilities, and the quality of the technology you use to complete the work.

Course Schedule:

NOTE: Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
Class Orientation xx/xx - xx/xx	Read/Review Syllabus and Course Orientation Materials Optional: Online Collaborate Session - Thursday, 7:00 p.m. EST	Syllabus/Attendance Quiz - MUST be completed by NOON on xx/xx/xx Introduction Discussion - MUST be completed by NOON on xx/xx/xx
Module 1 xx/xx - xx/xx	Review all tutorials and assigned readings Optional: (insert date-time) - Live Collaborate Session Optional: (insert date-time) Live Collaborate Session	Newsletter Assignment due Brochure Assignment due Flyer Assignment due Discussion Post due Key Terms Quiz due
Module 2 xx/xx - xx/xx	By xx/xx - Review all tutorials and assigned readings Optional: (insert date-time) - Live Collaborate Session	Web Document Assignment due Flyer Document Assignment due Copyright Quiz due Graphic Tools Quiz due
Module 3 xx/xx - xx/xx	By xx/xx - review all tutorials and assigned readings Optional: (insert date-time) - Live Collaborate Session	Newsletter Assignment due Styles Discussion due
Module 4 xx/xx - xx/xx	By xx/xx - review all tutorials and assigned readings Optional: Thursday, 2/16 @ 7:00 p.m. EST - Live Collaborate Session	Stationary Assignment due Discussion post due
Module 5 xx/xx - xx/xx	By xx/xx - review all tutorials and assigned readings Optional: (insert date-time) - Live Collaborate Session Optional: (insert date-time) - Live Collaborate Session	Newsletter Assignment due Mobile Assignment due Flyer Assignment due

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Module 1 Newsletter Assignment	50 points	Rubric
Module 1 Brochure Assignment	50 points	
Module 1 Flyer Assignment	50 points	
Module 1 Story Editor Discussion	100 points	
Module 1 Quiz	10 points	
Module 2 -Web Document Assignment	50 points	Rubric
Module 2 - Flyer Assignment	50 points	
Module 2 Graphic Images Quiz	10 points	
Module 2 - Copyright Quiz	10 points	
Module 3 Newsletter Assignment	90 points	Rubric
Module 3 - Styles Discussion	20 points	
Module 4 - Stationary Assignment	100 points	Rubric
Module 4 - Principles of Design Discussion	40 points	
Module 5 - Newsletter Assignment	150 points	Rubric
Module 5 - Mobile Document Assignment	150 points	
Module 5 - Flyer Assignment	150 points	

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

963 - 1080 points = A

864 - 962 points = B

756 - 863 points = C

648-755 points = D

Below 658 points = F

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above

average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Late Policy:

I understand that life can interfere with the best of intentions and plans and that there may be an instance when you need some flexibility in meeting assignment deadlines. If you find that you cannot meet a deadline, please notify me immediately.

Late Quizzes/Exams: Quizzes open at the beginning of a Module and close on the last day of the module at 11:45 P.M. This means quizzes are available for you over the span of at least 5 days; therefore, I will not accept late submissions for any quizzes unless you have a medical emergency or have made arrangements with me prior to the Module opening.

Late Discussions: Discussions are an important part of the class assignments and are designed to inspire interaction and dialogue with your classmates, as well as allow me an opportunity to assess your understanding and grasp of the material. Each discussion period

opens and closes with the module; therefore, I will not accept late submissions for discussion posts unless you have a medical emergency or have made arrangements with me at least three days prior to the discussion due date.

Late Assignments: The assignments in this course are critical to your successful understanding of the class material. For many of these assignments, it will be most beneficial for you to find quiet, uninterrupted time to truly grasp the information and complete the assignment to the best of your potential. I know that during some weeks, finding this time is more difficult than others; therefore, with the exception of the assignments in Module 5, *I will accept late submissions up to three days late with no penalty **IF** you email me **prior** to the assignment's deadline outlining your need for the three day extension.*

Academic Misconduct

Acknowledgement is hereby given to Georgia State University on whose policy this is based.

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of

acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.