Desktop Publishing 35s

**Teacher:** Ms. B. Hammond

**Contact Information:** bhammond@bpsd.mb.ca

**Class Website:** www.mshammondsclass.weebly.com

**Remind101 Info:** Phone Number: 204 800 4184 & Code: @adigipics (a) **or** bdigipics (b)

**Period 1 (b) or 4 (a) Semester Two Room 206**

Course Overview:

Welcome to Desktop Publishing 35S! The purpose of this course is to provide you with the skills and knowledge necessary to plan and create a variety of published print documents. In addition to the specific skill of print production, an emphasis will also be placed on more general ICT skills, including inquiry, communication, digital citizenship, evaluation, problem-solving, and teamwork.

Supply List Program List

8GB Flashdrive/USB Stick Adobe Photoshop

Writing Utensil Adobe Illustrator

Notebook Microsoft Office Suite

Classroom Tools & Procedures

It is my goal to run an almost entirely paper-free course. This means two things: **1)** You will **not need a binder** for this course (everything you create will be stored on your website), and **2)** There are some **important tools and procedures:**

1. The S Drive: You will hand most of your assignments in to the “Hammond” 🡪 “Hand in” folder located in this drive
2. Ms. Hammond’s Website: You will retrieve most of your assignments, instructions, and missed assignments here
3. Remind101: I will send out homework reminders to your cell phone or email using this app (which we will set up together). This is a way communicate outside the classroom without getting personal phone numbers involved.

Classroom Rules & Expectations:

 **All members** of the classroom will…

1. Commit to making the classroom a safe space. Therefore:
	1. All members of the classroom will **be respectful of the opinions, ideas, culture**, and overall person of other members of the classroom, whether they agree with them or not.
2. **Respect their classmates’ right to learn & work within a school environment.** Therefore:
	1. There will be no talking during instruction, and no distracting behaviour during work time.
3. **Use technology in a relevant and respectful manner.**
	1. The use of electronic devices is essential to this course. However, access to them is a privilege and not a right. Therefore, these devices (desktops, cameras, cell phones, etc.) must be used **only** for academic purposes during class time (and **not at all** during instruction), or this privilege will be taken away.
4. **Come prepared for class** by bringing any tools and materials necessary for class, and saving your work.
	1. Students **must bring their flashdrives/USB sticks to class every day.**
	2. Students are also **responsible for saving their work frequently, and in multiple places.** If any work is lost or is not saved, it is the **student’s responsibility** to redo this work outside of class time.

Assessment Guidelines:

* **Assignments** are due at the beginning of class on the predetermined due date.
	+ If this is a problem, you are expected to discuss this with me ahead of time.
* **Late assignments** will receive a zero until the assignment is handed in.
	+ If assignments are continually handed in late, a parent-teacher-student conference will occur.
	+ Once a unit of study has been completed, you may no longer hand in assignments for that unit.
* **Plagiarized assignments** will receive a zero until the assignment is redone and resubmitted, and will warrant a serious discussion with Ms. Hammond, your parents, and possibly administration.
* **Bombed assignments** may be redone and resubmitted…as long as the original copy was submitted on the original due date. If you are willing to put in the effort, I am willing to help you succeed.
* **If you miss a class** or come in late, it is your responsibility to find out what you missed and access the materials. I will keep them archived on the class website.

Course Learning Outcomes:

1. Define the purpose and audience for a print document
2. Incorporate elements of good design (including balance, harmony, contrast, colour, consistency, etc.)
3. Plan and produce print documents conforming to recognized forms (flyers, articles, magazine covers, etc.)
4. Participate in multi-user document editing and reviewing
5. Use language and tone appropriate to various forms of communication
6. Critique and be critiqued in terms of improvements for an image, given technical and aesthetic criteria

\*For more information visit: *http://www.edu.gov.mb.ca/k12/cur/ict/framework.pd*

Course Overview

Digital Curation (ongoing) 05% of Course Grade

Throughout the entirety of this course, students will maintain their Weebly Digital Portfolio from the Digital Pictures course in terms of both curating and reflecting upon their coursework. Assignments may include:

* **Digital Portfolio**

Celebration of Students Photojournalism Project (ongoing) 20% of Course Grade

When someone first walks into NACI they’ll notice that the halls are decorated with motivational posters starring the school’s very own students. This year, students enrolled in Desktop Publishing will gain real-world experience in the field of photojournalism while they help keep this tradition going. Students will be responsible for contacting a poster nominee, scheduling a photo shoot, conducting the photo shoot, composing a motivational poster using Photoshop, and creating the layout for an accompanying article on the nominee. Assignments may include:

* Fieldwork: Contacting and scheduling a potential nominee
* Photograph: Conducting a photo shoot with the nominee, keeping in mind the Basic Photography Principles
* Article: Working with the Grade 9 ELA class to design an article about the nominee
* **Motivational Poster: Compositing a motivational poster featuring the nominee**

Cover Compositing in Photoshop (5 weeks) 45% of Course Grade

Students will build upon the basic editing skills they acquired when working with Photoshop during their Digital Pictures course, while learning to apply these skills to print-related purposes. They will learn to apply the Communication Variables (central idea, purpose, audience, form, and context) to three different domains: media, entertainment, and education. Assignments may include:

* Fictional Magazine Cover: For a magazine of student’s choosing
* Fictional Film Poster: For a film of student’s choosing
* **Yearbook Cover: For NACI’s 2015-2016 yearbook**

Vector-Based Images in Illustrator (2 weeks) 15% of Course Grade

During their Digital Pictures course, students learned about the difference between raster (bitmap) and vector images. Vector images differ from raster images in that they are infinitely scalable without losing their quality. This comes in handy for forms such as logos, t-shirt designs, stencils, web graphics, and clipart. In this unit, they will apply that knowledge by creating their very own multi-purpose graphics from scratch. Assignments may include:

* Creative Clipart: A hand-drawn, traced, or shaped image of the student’s choosing
* Social Awareness Stencil: A stencil text-image combination in the form of a slogan for social change
* **School Logo: A logo which will be used for school clothing and print communications**

Business Communications in Microsoft Office (2 weeks) 15% of Course Grade

While it may be fun to composite your friend’s head onto the body of a billy goat in Photoshop, there is much more to Desktop Publishing than compositing. In this unit, students will look at the course content from a more business-oriented perspective, which will result in the acquisition of real-world skills that can be applied to a variety of different careers. Students will utilize the Microsoft Office Suite to create a collection of documents that could be utilized by a fictional business of their choosing. Assignments may include:

* Memo: A brief and to-the-point form designed to notify or inform
* Newsletter: A dynamic and full-bodied form designed to update and inform
* **Brochure or Menu: A dynamic and compartmentalized form designed to promote and inform**

Final Note for Students:

It is no secret that I am relatively new to the world of ICT, as I have been an English teacher in previous years. However, I look forward to working together as we continue to learn about **Desktop Publishing 35S**, which I know will grow to be one of my favorite subjects (and I hope yours, as well). I want you to know that, above all, I am dedicated to helping you succeed in this class, and will do my very best to make myself available during noon hours and after school, should you need any assistance outside of class. If you are a social savant, extra-curricular extraordinaire, or plain ol’ workaholic, and you don’t have time to meet, DO NOT be afraid to shoot me an email or shoot up your hand in class. Best wishes heading into **Desktop Publishing 35S** – here’s to a fantastic semester!

Final Note for Parents:

I look forward to working with your teen, and helping to explore his/her identity, goals, and creativity. Just as I welcome your son or daughter to be a part of the classroom community, I welcome you as well! I encourage you to call, email, or stop by the classroom as much as you like. If you have any questions, comments, or concerns – however large or small – please, do not hesitate to contact me. On that note, it is important for me to provide you with progress reports, and email is an easy way to do this. If possible, please provide me with your email address in the section below. If you do not have an email address, I will keep you updated via phone or standard mail.

**After BOTH you AND your parents have read through this course outline:**

1. Throw down your signatures.
2. Rip this sheet off the course outline.
3. Hand it in to me for a chance to win a SWEET PRIZE.

I have read the **Desktop Publishing 35S** course outline and am familiar with its contents. I have reviewed the classroom rules and expectations and am prepared to participate in a positive way according to these rules and expectations. I understand that this is a classroom contract and will try my best uphold it.

Date Read: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian’s Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any initial comments or concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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