

Desktop Publishing In Education

0832932

Monday, 4:00pm-7:00pm

School of Educational Sciences, Computer Lab

CONTACT INFORMATION:

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Office Hours:

Sunday. 3pm-4pm

Monday. 3pm-4pm

And by appointment

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COURSE MATERIALS:

Course Component: This course meets face-to-face occasions. Moodle platform will be used for course materials. Students are expected to login and check the course on Moodle e-learning site several times throughout the week.

Software: For desktop publishing (DTP): Microsoft Publisher 2010, QuarkXPress 2017, Scribus 1.4.6 (Ghostscript 9.21), and additional online applications.

COURSE DESCRIPTION:

In this course we will be exploring computer-based print and desktop publishing materials. Students will gain a broad understanding of computer-based desktop publishing and infographic applications in educational environments.

Students will construct assignments and will work independently, and in groups. Each face-to-face class session will be in a seminar format.

COURSE REQUIREMENT:

- Students will develop a professional electronic portfolio and participate in a public showcase. The portfolio is the culminating experience for students in the course, desktop publishing in education. The purpose of the electronic portfolios can be developed for several different purposes:

- a. Learning portfolios – for ongoing professional development to show growth over time
- b. Assessment portfolios – for assessing whether you have met the objectives of a course
- c. Employment portfolios – for marketing yourself to prospective employers

The E-Portfolio is a learning portfolio. It provides an opportunity for you to synthesize what you have learned in the course, show your growth over time, and document that you have mastered the National Educational Technology Standards for Teachers (NETS) developed by the International Society for Technology in Education (ISTE).

The aim of the E-Portfolio is to move from description to reflection. The task is to determine how various insights are instrumental in understanding professional growth in a more comprehensive way. While reflecting on our past actions, we generate knowledge that will inform our future actions.

Write a reflection paper on your E-Portfolio containing all projects turned in during the semester on a CD.

COURSE OBJECTIVES:

Demonstrate knowledge and skill of different techniques and create artistic projects in educational contexts.

Demonstrate knowledge of color photographs, scanned images, and animation using a variety of tools.

Demonstrate knowledge of creating manipulated digital images for print-based and web-based media.

Demonstrate knowledge of user interface design.

Demonstrate proficiency in independently learning complex, unfamiliar software packages.

Demonstrate knowledge to explore visual culture and its impact on education.

COURSE POLICIES:

Academic dishonesty is defined in the student handbook. If you are found to be involved in academic dishonesty or academic misconduct you will be referred to Judiciaries. Exams, and projects required for this course must represent your individual work.

Course Schedule	Topics
Week 1	Introduction
Week 2	DTP
Week 3	DTP
Week 4	Principles of Design + DTP
Week 5	More principles of design + DTP
Week 6	Designing constructivist learning environments + DTP
Week 7	Succeeding as an educator in a digital age + DTP
Week 8	Solving problems with technology + DTP
Week 9	Background for planning and producing instructional media + DTP
Week 10	Planning instructional media + DTP
Week 11	Fundamental production skills + DTP
Week 12	Producing instructional media + DTP
Week 13	Tutorial discussion due + DTP
Week 14	Paper discussion due + DTP
Week 15	E-Portfolio show case
Week 16	E-Portfolio show case

Assignments/EVALUATION:

Final Exam: The final exam will focus on seminar material and desktop publishing.	40%	Final Week
E-Portfolio	10%	Final week
Articles review	5%	Throughout the term
Tutorial completion and paper discussion	10%	Throughout the term
Participation	10%	Throughout the term
Desktop publishing projects	25%	Throughout the term The project is divided into three stages. 1) 1 page project proposal (single spaced) 5% 2) Project Explanation 10 % - A 5 page paper that:

	<ul style="list-style-type: none"> a. Provides a rationale for the project b. describes specific learning objectives, c. classifies objectives into learning domains d. identifies assessment methods e. selects learning strategies you employed in your project designed, and which ones were the most effective. f. research base g. response to user trials 3) Storyboard 4) Final Project
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ATTENDANCE:

Your active involvement--individually, in small groups, and with the entire class--is an important way for you to help meet the course objectives. For you to be involved, you must be present for the face-to-face seminars. Active attendance is required for the participation portion of your grade.

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course and is subject to change with advanced notice.