



CRSP

Canadian Restructured School Plan
Le Projet D'une École Canadienne Restructurée

Desktop Publishing

CRSP is a project of the



Canadian Vocational Association
Association canadienne de la formation professionnelle

© CVA/ACFP 1998

Why study the topic?

For a long time, the printed page could be produced only at a printing plant with sophisticated and expensive equipment and highly-trained personnel. But then personal computers and word processing programs came along and everything changed. With these tools, anyone can create a printed page that looks as though it were made at a print shop. The innovations did not stop there, however. Soon computer-generated printed pages were able to include all kinds of graphics. Even the print could be made to do very different things. And so the focus of publishing shifted from the print shop to the desktop.

When you create documents by *desktop publishing*, you use computer software programs that allow you to manipulate text and graphics to design and produce a printed page. Painting and drawing software programs let you create graphics and illustrations to include on the page. The software programs work in conjunction with such hardware as printers, scanners, digital cameras, and other devices that enable you to capture text or images to use in your document. The possibilities are enormous.

There are real advantages to learning desktop publishing. This modern technological tool will help you to communicate your ideas effectively and enhance the look of all your future assignments in school and at work.

What do I need to know before I begin?

You need to already have some computer skills. You should be able to do the following:

- use a mouse with ease
- create basic drawings and graphics
- use a keyboard
- word process documents
- work with a variety of file types
- browse/research topics effectively on the Web

What will I know and be able to do when I have completed the guide?

You will be able to:

- Understand the elements and principles of design and how they are used in the development of print and graphic materials.
- Apply design principles to develop graphic designs.
- Operate the features and functions of computer paint or graphics software.
- Produce standard products using desktop publishing software.

What resources are available to help me?

Books

Computer manuals on desktop publishing design can be very helpful. A good example is the *Microsoft Publisher Companion*, which is included with the two latest versions of the *Microsoft Publisher* program.

Other Resources

There are many excellent web sites on the Internet that contain information on desktop publishing. One such site is located at www.DesktopPublishing.com. You will also find that if you conduct a search using the phrase “desktop publishing,” you will get many responses.

There are a number of magazines available that deal specifically with desktop publishing. In addition, general computer magazines often have articles or columns on the subject.

How may I meet the expectations of the guide?

There are two ways you can meet the expectations of this learner guide.

1. If you are unfamiliar or inexperienced with desktop publishing, you will do all of the activities in this guide and compile a portfolio of everything you create.

If you wish, you can find someone who is an experienced desktop publisher to assist you and assess your portfolio.

2. If you already have some experience with desktop publishing and feel confident about your ability to meet the expectations of this guide, you can propose your own desktop publishing project. The project must result in a product that demonstrates the expectations of this guide to an acceptable degree. Before you begin, though, you need to explain your project proposal to your teacher. If you are an independent learner who is not in a formal classroom situation, you could get in touch with an experienced desktop publisher to discuss your project proposal. At that time, your teacher or mentor will explain the standard that will be applied to assess your project.

When should my work be done?

This learner guide is designed to be completed in 10 hours by a minimum of two people working cooperatively.

How will I demonstrate I have met the expectations?

If you are new to the world of desktop publishing, you will submit your portfolio for evaluation to your teacher or mentor. Your portfolio will then be judged according to how well it meets the four expected outcomes set out in this guide.

If you have opted to create your own desktop publishing project, your teacher or mentor will assess your final product according to the standards you both agreed upon when you initially proposed your project.

What activities do I need to do?

To do the activities in this guide, you will need a computer that is equipped with the following:

- * word processing software
- * desktop publishing software
- * graphics software

Publishing programs such as Aldus PageMaker, Corel Ventura, and Microsoft Publisher are available on a wide variety of platforms in both the IBM and Macintosh environments.

Activity 1: What Looks Good?

What makes some written material eye-catching and a joy to read? Is it the graphics that are used? The typeface? The amount of information contained on the page? The way the information is laid out on the page? In this activity, you will make a list of all the elements that create good and effective print media.

Begin by collecting at least 10 examples of print materials that you feel are samples of effective written communication. What makes these particular materials effective? Write down your ideas.

Now consult as many manuals on desktop publishing as you can to find other ideas to add to your list. On your list, mark your original ideas with the letter "O."

Keep your completed list for your portfolio.

Activity 2: You Be the Publisher

In this activity, you will create five different products using desktop publishing.

With a friend, brainstorm/research a list of items that can be produced by desktop publishing. From this list, select five items and rank them in order from the least to the most complex to create. Make sure you choose items that someone, either in school or outside school, can actually benefit from using.

Begin with the least complex item. Use the desktop publishing manuals or how-to help from Internet sites to create the product. Be sure to keep in mind the list of ideas you developed in Activity 1. Once you have created a product you are satisfied with, show it to your potential users and get their feedback. If possible, get feedback from your teacher or mentor as well. Make any necessary improvements and put the final version of your product in your portfolio.

Proceed in the same way to create the remaining four items in your list. Keep all five items for your portfolio.

Activity 3: Visuals, Visuals, Visuals

What role did graphics play in the items that you created in Activity 2? Of these graphics, how many did you collect in an already-prepared form from different sources and how many did you create yourself?

What did you use to create your own graphics? What sorts of software programs are available to help you to make graphic creations?

In this activity, you will make at least two graphical creations. One of the items should be a line drawing; the other, a piece of original artwork. You will store your graphical creations for use in your desktop publishing collection. Print a copy of the graphics for your portfolio.

When you have finished making the pieces, take some time to write down what you have created and briefly explain how you created them.

Next, choose one of the graphics you prepared and use software to

modify it. That is, change the artwork you created to suit a particular piece of work you have created. For example, if you made a humorous illustration, maybe you could adapt it for a greeting card you have designed. Print out a copy of the finished product for your portfolio and include a brief explanation of the modifications you made to the artwork and how you made them.

Where do I go from here?

You can use your desktop-publishing skills not only in other technology courses, but in courses in other areas as well. Why not enhance your next school project with catchy graphics and a sparkling layout?

Now that you have learned the basic skills and are familiar with some of the reference material, you are ready to explore the world of desktop publishing even further. You are ready to learn more complicated page layouts complete with more complex graphics. Don't forget to keep your eyes open. You'll find that design is all around you. There is always something new and interesting to learn.

Explore the many career possibilities open to desktop publishers. Do you know anyone who works in the publishing industry? It might be interesting to talk to a graphic designer who does desktop publishing for a living. Web page designers are another example of desktop-publishing professionals. They use their skills to communicate in a non-paper form. You'll find that there is a huge demand for people skilled in design and communication.

LEARNER GUIDE WRITING TEAMS

NEW BRUNSWICK SITE

Site Leaders: Dr. Neil Wortman (1996); Chris Fleming (1997).

Participating Schools:

Campobello Island Consolidated School
Carleton North Senior High School
Fundy High School
Grand Manan High School
John Caldwell School
Nackawic High School
Southern Victoria High School
St. Stephen High School
Sir James Dunn Academy
Tobique Valley High School
Woodstock High School

Learner Guide Writing Teams by Subject

1. Art

Caroline Matheson, Leader	St. Stephen High School
Susan Galbraith	Carleton North Senior High School
Wendy Johnston	Woodstock High School
Alison Milne	Nackawic Senior High School

2. Career and Life Management (CALM)

MacFarlane, Donna, Leader	Fundy High School
Pearl Bourque	Fundy High School
Barbara Colwell	Carleton North Senior High School
Paul Ingram	Fundy High School
Carol McMillan	Fundy High School
Derek O'Brien	Fundy High School
Lynn Reid	Tobique Valley High School

3. English

Robert Griffin, Leader	Grand Manan High School
Sharon Dewitt	Tobique Valley High School
Robert Lee	Fundy High School

4. French

Don Albert, Leader	Nackawic Senior High School
Paula Baker-Johnston	Tobique Valley High School
Tom Bridgeo	Woodstock High School
Fiona Cogswell	School District Office
Nancy Heppel	Woodstock High School
Sylvie Sirois	John Caldwell School

5. Mathematics

Clifford Kilcup, Leader	Southern Victoria High School
Alan Gilmor	St. Stephen High School
Glenna Monteith	Southern Victoria High School
Donna Seymour	Nackawic Senior High School
Ivan Shaw	Carleton North Senior High School
Pat Sorenson	John Caldwell School

6. Music

Diana Bainbridge, Leader	Fundy High School
Stephanie Archer	Sir James Dunne Academy
Alison Milne	Nackawic Senior High School

7. Physical Education

Jon Brain, Leader	Southern Victoria High School
Mike Fletcher	Woodstock High School
Al McGarvie	Nackawic Senior High School
Hal Mersereau	Fundy High School
Eric Rolbichaud	Tobique Valley High School

8. Science

Anne Sénéchal, Leader	John Caldwell School
Charlene Carroll	John Caldwell School
Linda Drisdelle	Tobique Valley High School
Kathy McGuire	Nackawic Senior High School
Maura Tait	Fundy High School

9. Social Studies

Paul Nugent, Leader	Campobello Island Consolidated High School
Kenin Inch	Nackawic Senior High School
Scott Jones	Woodstock High School
Larry Parker	St. Stephen High School
Trevor Perry	Carleton North Senior High School
Keith Pierce	Campobello Island Consolidated High School
Rick Savage	Tobique Valley High School

10. Technology

Marven Goodine, Leader	Wookstock High School
Maurère Desjardins	John Caldwell School
Chris Fleming	School District Office
Brent Shaw	Carleton North Senior High School
Chris Sherwood	St. Stephen High School

HUNTING HILLS HIGH SCHOOL SITE, Red Deer, Alberta

Site Leader: Duncan Anderson

Learner Guide Writers:

Bob Alspach
Duncan Anderson
Bruce Buruma
Carl Dyke
Michèle Ferreira
Pat Mosychuk
Rick Ramsfield

GRANDE YELLOWHEAD SITE, Alberta

Site Leader: Nancy Love-Crawford

Participating Schools:

Grande Cache Community High School, Grande Cache, AB
Jasper Junior and Senior High School, Jasper
Niton Central School, Niton Junction

Learner Guide Writers:

Andy Albas
Ian Kirillo
Angie Lemire
Nancy Love-Crawford
Vaughn Olorenshaw
Judy Smolnicky

GLENLAWN COLLEGIATE INSTITUTE SITE, Winnipeg, Manitoba

Site Leader: Arpena Babaian

Learner Guide Writers:

Arpena Babaian
Linda Howell
Jim Kullman
Theresa Oswald
Ken Thoroski