

# **Desktop Publishing and Multimedia Activities Module**

**Prepared for  
Department of Elementary and Secondary Education  
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# Desktop Publishing and Multimedia Activities Module

## Introduction

The *Desktop Publishing and Multimedia Activities Module* provides 25 units that demonstrate internal alignment between the measurable learner objectives, the instructional activities and the assessments. Thirteen *Desktop Publishing* and twelve *Multimedia* activities are provided in the module.

## Purpose

The twenty-five units are provided to supplement class activities and/or to be used as end-of-unit projects. You may use any or all the units as they are or modify them to fit your preferred format and your course curriculum.

The activities were developed to emphasize a direct relationship between objectives and assessment. This process will help insure that the assessment actually evaluates whether or not students have mastered the stated objectives at an acceptable standard of performance. The student assignments provide practice and completion of tasks to facilitate mastery of the objectives. In addition, each unit is externally aligned with the *Missouri Show-Me Standards* revealing how the course objectives reinforce academic knowledge and performance and with the most recent *National Standards for Business Education*, published in 2001.

## Description

Six major categories of the *Desktop Publishing* activities correlate with six of the seven major categories of the *Desktop Publishing* competency profile developed in 1998. Also, six major categories of the *Multimedia* activities correlate with six of the seven major categories of the *Multimedia* competency profile developed in 1998. An electronic version of the Competency Profile may be accessed for use or modification at <http://www.mcce.org>. The most recent *National Standards for Business Education* can be purchased from the National Business Education Association, 1914 Association Drive, Reston, VA 20191-1596 or (703) 860-8300. A copy of the *National Standards for Business Education* can be borrowed from the Missouri Center for Career Education's free loan library, Resources@MCCE at <http://www.resources.mcce.org>.

Each unit is named for one of the competencies within the specific profile part, but additional competencies as appropriate have been selected from throughout the profile as measurable learner objectives (competencies) to be mastered and assessed.

Each unit includes an *overview*, *teaching points*, the student *assignment*, and one or more *assessments*.

**Overview:** The overview is a one- or two-page curriculum summary that gives a general goal that defines the purpose of the unit. This goal is followed by a grid that lists measurable learner objectives, identifies the *Missouri Show-Me Standards* related to each objective, describes the activities, and identifies the assessment document(s) to be used in evaluating mastery of the

objectives. The numbers in parentheses following the objectives identify the competencies as they appear on the *Desktop Publishing* or *Multimedia* competency profile.

**Teaching Points:** These pages in each unit contain the following information to help the instructor prepare to teach the unit:

- An *Overview* gives the rationale for and importance of the unit and a more detailed summary of the tasks the student will complete.
- The *Content Review* outlines topics to be taught or reviewed.
- *Activity Preparation* includes suggested instructional strategies and activities for the instructor to follow in teaching the concepts, use of software, soft skills, etc. It also alerts the instructor to special considerations that should be given to certain parts of the assignment. Some units also include worksheets and/or instructional information related to the concepts or tasks being presented.
- The *Resources* section provides the teacher with a list of supplies and materials needed for the unit; Web sites related to the instruction; books, articles and other resources—including any materials from Resources@MCCE.

**Assignment:** Students are provided with step-by-step directions and/or requirements for completing the activities.

**Assessment:** A variety of assessment instruments (scoring guides, checklists, peer and team evaluations, and others) are provided. In some cases, suggested weighting is used to show greater or lesser importance to criteria being assessed.

## **Flexibility of Use**

The activities provide you with flexibility and creativity in modifying the existing content—the number and selection of objectives, additional content and detail in the activity preparation and review, instructions and requirements in the student assignments, and customization of the assessment documents to match selected objectives. Some of the assignments are more complex than others, but you have the option of restructuring the units and covering smaller portions of each as needed based upon the time frame and focus you wish for your course.

To assist the business education section of the Department of Elementary and Secondary Education in the improvement and development of this and future curriculum projects, please e-mail any feedback and suggestions to Linda Sullivan, Business Education Supervisor, at [linda.sullivan@dese.mo.gov](mailto:linda.sullivan@dese.mo.gov).



# Desktop Publishing Competency Profile

**Course Rationale:** This area of instruction provides content for employment in career areas which include desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced desktop publishing skills to increase their production efficiency and improve the creativity and quality of business documents and publications.

The *National Standards for Business Education* numbering system is developed to correlate with the competencies listed in each duty band, column 2. The *National Standards* are converted from bulleted items to a numbering system as follows: IT.II.\_\_1-2.1, means Information Technology, Roman numeral II, Section \_\_ (normally a letter of the alphabet), Level 1-2, the first bulleted item.

*The following suggested competencies, developed by an advisory committee, are intended to serve as a basis for your course curriculum. The list is neither inclusive nor required in its entirety. You may select competencies from other lists, and develop competencies of your own to define the outcomes you expect your students to achieve. The Show-Me Standards identified are provided as a guide. If activities you choose better aligned with other Standards, you should align your competencies/objectives to those Standards instead of the Standards shown here.*

COMPETENCIES		SHOW-ME STANDARDS	NATIONAL STANDARDS FOR BUSINESS EDUCATION
<b>A. Introductory Concepts</b>			
1.	Define terms related to desktop publishing	CA1, 2.1	
2.	Describe the functions of hardware components required for desktop publishing	CA1, 1.2	IT.II.1-2.1
3.	Compare functions and features of software used for desktop publishing	CA1, 1.2	IT.V.4.4
4.	Label all components of the desktop	CA1, 1.4	IT.III.3-4.1
5.	Identify tools in toolbars and palettes	CA1, 1.2	IT.V.4.4
6.	Apply tools in toolbars and palettes	CA1, 1.4	IT.V.4.4 C.III.1.4
7.	Use editing tools (e.g., copy, cut, paste)	CA1, 1.4	C.III.1.4
8.	Access available resources to solve problems (e.g., Internet, reference manuals, help screens)	CA3, 3.4	IT.V.3.1
9.	Manage electronic files	CA3, 1.8	IT.III.1.2
10.	Identify differences between computer platforms	CA3, 1.2	IT.III.3.1 IT.III.3-4.2
11.	Explain copyright issues related to desktop publishing (e.g., legal, ethical)	SC8, 1.2	IT.XVI.2.3 IT.XVI.2.4
12.	Identify careers/self-employment opportunities in desktop publishing	CA3, 1.10	IT.XVII.2.1 ITXVII.3-4.1
13.	Complete a project using customer-supplied instructions and/or materials	CA4, 2.1	C.I.C.3.14 IT.V.3.2

<b>B. Layout</b>			
1.	Set margins	CA1, 2.1	C.III.1.4
2.	Create columns	CA1, 2.1	C.III.1.4
3.	Set guttering	CA1, 2.1	C.III.1.4
4.	Set double-sided facing pages	CA1, 2.1	C.III.1.4
5.	Create master pages	CA1, 2.1	C.III.3.7
6.	Create an effective focal point	CA1, 2.1	C.III.3.7
7.	Utilize pasteboard	CA1, 2.1	C.III.3.7
8.	Create templates	CA1, 2.1	IT.V.4.3
9.	Modify templates	CA1, 2.1	IT.V.4.3
10.	Apply layering techniques in publications	CA1, 2.1	C.III.3.7
11.	Adjust or change color in a layout	CA1, 2.1	C.III.3.7 IT.V.3.3
12.	Create a template for a preprinted form (e.g., label, business card, pamphlet)	CA1, 2.1	IT.V.4.3
13.	Print on a preprinted form (e.g., label, business card, pamphlet)	CA1, 2.1	IT.V.1.3
<b>C. Text</b>			
1.	Create a text block	CA1, 2.1	C.III.1.4
2.	Import text files and word processing documents into publications	CA1, 2.1	C.I.C.4.2
3.	Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames)	CA1, 2.1	C.III.3.7
4.	Adjust paragraph attributes	CA1, 2.1	C.III.1.4
5.	Apply tabs and indents in text blocks	CA1, 2.1	C.III.1.4
6.	Create a bulleted list using special characters (e.g., ®, ©, TM, opening and closing quotation marks, em and en dashes)	CA1, 2.1	C.III.1.4
7.	Compose headlines and captions	CA1, 2.1	C.I.C.1.2
8.	Proofread and correct errors	CA1, 2.1	C.I.C.2.6
<b>D. Typography</b>			
1.	Measure type in points, picas, inches, and centimeters	CA1, 1.5	C.III.3.7
2.	Manage a font library	CA1, 1.5	C.III.3.7
3.	Determine and adjust type attributes (e.g., italics, underline, reverse, strike through)	CA1, 1.5	C.III.3.7
4.	Determine and apply character and word spacing (e.g., tracking, kerning, widening, horizontal scale)	CA1, 1.5	C.III.3.7
5.	Determine and apply leading	CA1, 1.5	C.III.3.7
<b>E. Graphics</b>			
1.	Import graphics from various sources (e.g., software-specific library, other applications, Internet)	CA3, 2.7	IT.V.4.7
2.	Manipulate graphics (e.g., resizing, cropping, scaling, rotating)	CA3, 2.7	IT.V.3.3
3.	Edit graphics (e.g., color, filters, tints)	CA3, 2.7	IT.V.3.3

4.	Create scanned files	CA3, 2.7	C.III.3.7 IT.VI.1.4
5.	Create files from a digital camera	CA3, 2.7	IT.VI.1.4
6.	Determine appropriate file formats (e.g., BMP, TIFF, JPEG, GIF, PICT, EPS)	CA3, 2.7	IT.III.1.2
7.	Download graphic files from Internet	CA3, 2.7	IT.V.4.7
8.	Create original drawings in illustration software	CA3, 2.7	IT.V.1.2 IT.VI.1.4
9.	Apply object linking in publications	CA3, 2.7	IT.V.3.2
<b>F. Print Process</b>			
1.	Select a network printer	CA5, 2.1	C.III.1.2
2.	Select a direct printer	CA5, 2.1	C.III.1.2
3.	Format document for selected printer	CA5, 2.1	C.III.1.4
4.	Describe characteristics and uses of basic color models (e.g., RGB, CMYK)	CA1, 2.1	M.VIII.A.1.1
5.	Explain preprint color requirements	CA1, 2.1	M.VIII.A.1.1
6.	Describe the purpose and process of color separation	CA1, 2.1	M.VIII.A.1.1
7.	Perform color separations	CA5, 2.1	M.VIII.A.1.1
8.	Prepare desktop publishing document for export to the Internet	CA5, 2.1	IT.XII.1.4
<b>G. Develop a Portfolio</b>			
1.	Explain the purpose of portfolios	CA1, 2.1	CD.V.B.3.2 CD.V.B.3.3
2.	Explain the reasons for selecting the pieces in the portfolio	CA1, 2.1	CD.V.B.3.3 CD.V.B.4.1
3.	Create a flyer with text and graphics	CA4, 2.1	IT.V.1.2
4.	Produce an advertisement	CA4, 2.1	IT.V.1.2
5.	Create business forms (e.g., business cards, letterhead, desk notes)	CA4, 2.1	IT.V.1.2
6.	Create a resume	CA4, 2.1	C.IV.3.4 CD.V.B.3.1
7.	Create multi-page, multicolumn documents (e.g., newsletters, magazines)	CA4, 2.1	IT.V.1.2
8.	Create brochures (single or multiple pages)	CA4, 2.1	IT.V.1.2
9.	Create mailing pieces (e.g., product labels, business reply cards)	CA4, 2.1	IT.V.1.2

Competencies developed in 1998.

*National Standards for Business Education (Key)*

A—Accounting	PF—Personal Finance
BL—Business Law	EN—Entrepreneurship
CD—Career Development	IT—Information Technology
C—Communication	IB—International Business
CO—Computation	M—Management
E—Economics	MKT—Marketing

# Multimedia Competency Profile

**Course Rationale:** This area of instruction addresses the technology knowledge and skills required of students entering the workplace. The demand will continue to expand as businesses utilize multimedia functions including graphics, audio, video, web page design and maintenance, and electronic presentation skills.

The *National Standards for Business Education* numbering system is developed to correlate with the competencies listed in each duty band, column 2. The *National Standards* are converted from bulleted items to a numbering system as follows: M.VIII.A.1.1, means Management, Roman numeral VIII, Section A, Level 1, the first bulleted item.

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COMPETENCIES		SHOW-ME STANDARDS	NATIONAL STANDARDS FOR BUSINESS EDUCATION
<b>A. Introductory Concepts</b>			
1.	Define terms related to multimedia	CA1, CA3, 1.2	M.VIII.A.1.1
2.	List hardware requirements for various types of media	CA1, CA3, 1.2, 1.10	IT.II.1-2.1
3.	Explain multimedia hardware standards	CA1, 1.2, 4.1	IT.II.1-2.2
4.	Compare categories of multimedia software (e.g., presentation, authoring, animation, sound)	CA3, 1.2, 1.6	IT.V.4.4
5.	Identify platform differences (MAC, Windows, NT)	CA1, 1.6	IT.III.3-4.1 IT.III.3-4.2
6.	List types of files used in multimedia applications (e.g., EPS, GIF, JPG)	CA1, 1.4, 1.6, 1.8	IT.III.1.2
7.	Manage files	1.4, 2.7	IT.III.1.2
8.	Access media resources	1.4, 2.7	IT.VII.1.1
9.	Identify tools in toolbars and palettes in various software programs	CA1, 1.4	IT.V.2.1
10.	Apply tools in toolbars and palettes in various software programs	2.7	IT.V.2.4 IT.VIII.3.1
11.	Download files (e.g., graphics, sound, video, animation)	2.7	IT.V.4.7
12.	Explain import functions	CA1, 4.1	IT.V.2.2
13.	Determine import and export capabilities of various software packages	CA1, 1.2, 4.1	IT.V.4.7 IT.V.2.2

14.	Proofread and correct multimedia documents	CA1, 2.2	C.I.C.2.6
15.	Perform file compression	1.4, 2.7	IT.III.1.1
16.	Describe how businesses use the Internet	CA1, 4.1	C.III.2.8 IT.I.3-4.4
17.	Identify career/self-employment opportunities in multimedia production	CA1, 2.6	IT.XVII.2.1 IT.XVII.3-4.1
18.	Identify design principles used in multimedia productions	CA1, 1.6, 4.1	C.I.D.3.2
19.	Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching)	1.8, 2.7	C.I.A.3.5 C.I.C.2.1
<b>B. Ethics</b>			
1.	Demonstrate ethical behavior when designing multimedia applications	4.4	IT.XVI.2.2 C.I.C.2.4
2.	Explain key principles in the Electronic Users' Bill of Rights (e.g., safety, security, privacy)	SC8, 4.1	IT.XVI.1.2 IT.XVI.1-2.1
3.	Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures)	CA3, 1.5	XVI.2.4 C.III.3.8 C.1.C.2.8
<b>C. Graphics</b>			
1.	Create scanned images	1.4, 1.8	C.III.3.7 IT.VI.1.1
2.	Determine appropriate file formats	1.4, 1.6	IT.III.1.1
3.	Manipulate scanned images (e.g., resizing, cropping, scaling, rotating)	1.4, 1.6	IT.V.3.3
4.	Import graphics	1.4, 1.6	IT.V.3.3
5.	Edit graphics (e.g., color, filters, tints)	1.4, 1.7	IT.V.3.3
6.	Manipulate graphics (e.g., resizing, cropping, scaling, rotating)	1.4, 1.8	IT.V.3.3
7.	Use color Tables (e.g., hue, saturation)	1.4, 1.8	IT.V.3.3
8.	Create digital camera images	2.7	C.III.3.7 IT.VI.1.4
9.	Create original drawings using illustration software	1.4, 1.8	IT.V.1.2 IT.VI.1.4
10.	Incorporate screen captures into multimedia productions	1.4, 1.6, 1.8	IT.V.1.2
11.	Create simple animations	1.4, 1.6, 1.8	IT.V.3.3
12.	Apply object linking in multimedia products	1.4	IT.V.3.2 IT.V.4.7
<b>D. Audio</b>			
1.	Describe functions of hardware required for performing audio tasks	CA1, 1.6	IT.II.1-2.2
2.	Import sound files	1.4, 1.8	IT.V.4.7
3.	Create audio files (MIDI)	1.4, 1.8	IT.V.1.2 IT.VI.1.4
4.	Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone)	1.4, 1.8	IT.V.4.7 IT.VI.1.4

5.	Edit sound files	1.4, 1.8, 2.2	IT.V.3.3
<b>E. Video</b>			
1.	Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera)	1.4, 1.8	IT.V.4.7
2.	Edit a video	1.4, 1.8, 2.2	IT.V.3.3
3.	Alter frames per second	1.4, 1.8	IT.V.3.3
4.	Queue a video	1.4, 1.8	IT.V.3.3
5.	Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, web page)	1.4, 1.8	IT.V.4.7
6.	Describe functions of hardware required to perform video tasks	Ca1, 1.6	IT.II.1-2.2
<b>F. Web Page Design</b>			
1.	Define web page design principles	CA1, 1.5	M.VIII.C.2.1
2.	Evaluate web page design	CA5, 1.5, 1.6, 1.8	M.VIII.C.3.2
3.	Define HTML (hypertext markup language)	CA1, 1.5	IT.XII.3-4.1
4.	Explain the capabilities of HTML	CA1, 4.1	
5.	Define creation, organization, and navigation of links	CA1, 4.1	IT.XII.1.2
6.	Create storyboards	CA1, CA4, 1.4, 1.8	C.I.A.3.5 C.I.C.2.1
7.	Design a web page with text, graphics, and tables	CA1, CA4, 1.4, 1.8, 2.1	IT.XII.2.2
8.	Create hyperlinks (internal and external)	1.4	IT.V.3.2
9.	Edit using HTML	1.4, 2.2	IT.XII.2.2
10.	Apply external media (e.g., text, images, sound)	1.4	IT.XII.2.2
11.	Apply Internet etiquette	4.4	C.III.2.4 IT.XVI.2.2
12.	Evaluate file size as it relates to the Internet	1.5	IT.III.1.2
13.	Identify various browser software and their restrictions (e.g., Netscape Navigator, Microsoft Internet Explorer)	CA1, CA3, 1.2, 4.1	IT.V.1.1
14.	Identify various HTML editing software (e.g., WYSIWYG, text-only)	CA1, CA3, 1.2	IT.XII.2.1
15.	Upload files to a web server	1.4, 3.8	IT.XII.1.4
<b>G. Electronic Presentation</b>			
1.	Identify components of effective electronic presentations	CA1, CA3, 1.6	C.I.A.3.5
2.	Demonstrate basic features of presentation software	1.4	C.III.1.4
3.	Use master slides and templates	1.4	IT.V.3.3
4.	Edit master slides and templates	1.4, 2.2	IT.V.3.3
5.	Create master slides and templates using a variety of formats	1.4, 1.6	IT.V.3.3
6.	Draw and edit objects incorporating fills, borders, and lines	1.4, 1.6, 2.2	C.III.3.7

7.	Incorporate audio and visual elements (e.g., sound, graphics, animation)	1.4, 1.6	IT.V.4.7
8.	Incorporate transitions	1.4, 1.6	C.I.A.3.7
9.	Apply builds to slides	1.4, 1.6	C.I.A.3.7
10.	Apply timed settings	1.4, 1.6	C.I.A.3.7
11.	Import files into a presentation (e.g., text, graphics, sound, video)	1.4, 1.6	IT.V.4.7
12.	Prepare an electronic presentation using a variety of formats (e.g., text, graphics, bulleted lists)	1.4, 1.6, 1.8	C.I.A.2.7 C.III.3.7 IT.V.1.2
13.	Identify components of an interactive presentation developed with authoring software	1.4, 1.5	IT.XII.3-4.8
14.	Demonstrate basic features of authoring software	1.4	IT.XII.3-4.8
15.	Develop an authoring tutorial using scripting commands	1.4, 1.6, 1.8	IT.XII.3-4.8
16.	Field test a tutorial created with authoring software	1.2, 1.7	IT.XIV.2.1
17.	Evaluate peer-created tutorials	CA5, 1.5, 1.7	XIV.4.5

Competencies developed in 1998.

*National Standards for Business Education (Key)*

A—Accounting	PF—Personal Finance
BL—Business Law	EN—Entrepreneurship
CD—Career Development	IT—Information Technology
C—Communication	IB—International Business
CO—Computation	M—Management
E—Economics	MKT—Marketing

## Consent and Release for Use of Image

*Your School, (your school initials) a public institution of level of education (i.e., high school), uses photographic, video, electronic and print images from time to time for educational or class purposes.*

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(signature)

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\_\_\_\_\_  
(printed)

\_\_\_\_\_  
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Date \_\_\_\_\_

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# INTRODUCTORY CONCEPTS

## Desktop Publishing Terms Overview

**GOAL:** Produce a reference guide demonstrating desktop publishing (DTP) terms.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Define terms related to desktop publishing. A1	CA1, 2.1	Accurately define at least 15 alphabetized desktop publishing terms to be used as a reference guide. Students will select terms from a listing generated by the instructor or other provided source(s). The terms will be displayed in an appropriate easy-to-read format according to DTP concepts. Each definition is to demonstrate the term used, e.g., drop cap will begin with a drop cap. Effective DTP layout and design are to be used in margins, focal point, columns and gutters, etc. A minimum of 5 related graphics are to be inserted and manipulated and are to demonstrate appropriate text wrapping, layering, etc.	Use the <i>Desktop Publishing Terms</i> assessment to evaluate the definitions provided of each term. Also evaluate the ability to demonstrate the specified terms; the use of appropriate desktop publishing layout and design with text, graphics, columns, and gutters effectively manipulated; the use of appropriately selected graphics to represent definitions; proper font selection and sizing; and the use of the number of terms and graphics specified. The ability to provide an error-free document will also be assessed.
Import text files and word processing documents into publications. C2	CA1, 2.1		
Set margins. B1	CA1, 2.1		
Create columns. B2	CA1, 2.1		
Set guttering. B3	CA1, 2.1		
Create an effective focal point. B6	CA1, 2.1		
Utilize pasteboard. B7	CA1, 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Edit graphics (e.g., color, filters, tints). E3	CA3, 2.7		
Proofread and correct multi-media documents. A14	CA1, 2.2		

Activity originally developed by Carolyn Strobl; adapted and used with her permission.

# INTRODUCTORY CONCEPTS

## Desktop Publishing Terms

### Teaching Points

#### Overview

Desktop publishing (DTP) has become a viable occupation for many creative people. While the software has evolved over the years, the terminology has remained consistent. This assignment will allow students to demonstrate their understanding of selected DTP terms used throughout the semester and to use their creativity in producing a reference guide of terms. The instructor will provide a list from which students can select 15 terms for the reference guide.

#### Content Review

Review and/or teach the following with students:

1. DTP layout and design
2. Working with tables and columns
3. Importing word processing documents into a DTP program
4. Using graphics and images with text

#### Activity Preparation

Brainstorm with students the terms that have been used in DTP.

Provide a list of DTP terms and check it against those brainstormed.

Demonstrate the desktop publishing concepts of focal point, inserting and manipulating graphics, setting margins, using tables, textboxes, text wrapping, layering, balancing white space, and others as appropriate for the DTP software used.

Discuss layout, design, and creativity in DTP.

Select and demonstrate several terms that could be used by students.

If a sample of the project is available, it could be provided for review.

#### Resources

##### Supplies needed for the activity:

Computer  
Paper  
Printer  
DTP software

DTP dictionary  
Internet connection

**Websites (and/or key words to be used for search):**

<http://desktoppub.about.com>

Information about many desktop publishing topics

<http://ict.cas.psu.edu/training/howto/pagemaker/ManipulatingGraphics.html>

Using graphics in PageMaker

<http://www.ettc.net/desktoppublishing/textbox.htm>

Using textboxes

**Key words:** *desktop publishing terms, DTP terms, graphics, manipulating graphics, DTP layout and design*

**Books, articles, and other resources:**

Adobe Press. (2002). *Adobe PageMaker 7.0*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Romano, F. (1997). *Delmar's dictionary of digital printing & publishing*. Albany, NY: Delmar Publishers (Thomson).

Weinmann, E., & Lourekas, P. (2003). *Illustrator 10 for Windows and Macintosh: Visual quickstart guide, student edition*. Berkeley, CA: Peachpit Press (Pearson Education).

Obtain books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

**Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

**Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

**How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336 – BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

# INTRODUCTORY CONCEPTS

## Desktop Publishing Terms

### Sample List of DTP Terminology

Alleys	Leading
ASCII	Letter spacing
Baseline	Master pages
Baseline shifts	Masthead
Bitmapped characters	Monospaced typefaces
Camera-ready	Negative space
Copyfitting	Pica
Counters	Picas (px or pi)
Delimiter	Pitch
Descenders	Pixel
Dithering	Point
DPI	Points (pts)
Drop caps	Portrait
Em space	Proportionally spaced typefaces
En space	Recto
EPS	Resolution
Figure	Sans serif
Gray-scale	Serifs
Greeked text	Superscript and subscript
Gutter	TIFF
Halftone	Tracking (track)
Hanging indent	Typeface
Headers and footers	Typography
JPEG	Verso
Kerning (kern)	Window/orphan
Landscape	Word spacing
Layering	Word wrap
Leaders	WYSIWYG

# INTRODUCTORY CONCEPTS

## Desktop Publishing Terms Assignment

### Activity Preparation and Assignment

As an introduction to desktop publishing terms, you will review and work with columns.

Copy a file of desktop publishing vocabulary to your disk (or network drive). Open the file and immediately resave it as a different name. This file will be worked on, initially, as a word processing document.

Provide an appropriate definition for each term and check them off as they are learned throughout the term. This sheet should be updated and kept in a notebook for this class. The sheet will be checked periodically by the instructor. This sheet will become documentation for the reference guide you will develop.

Select 15 terms from the sheet and create a reference guide using the following directions:

1. Set the document up as a two-column table with one-half inch between the columns.
2. List the term in the left column and the definition in the right column.
3. Enhance each term (bold, larger point size, underlined, etc.).
4. Alphabetize terms in ascending order.
5. Use one and one-half inch left margin; one-inch top, right, and bottom margins.
6. Include an appropriate title (banner) in a 24-point serif font; include an alphabetic index at the left margin throughout in a 20-point serif font. The point size of the text for the definitions should not be larger than 12-point type.
7. Use a minimum of five appropriate graphic images that can be effectively manipulated to demonstrate text wrapping, layering, white space balancing, etc.
8. Provide a demonstration of each term (i.e., drop cap, kerning).
9. Proofread and correct all errors, and check for consistency in spacing, etc.
10. Remove all borders before printing, including tables that are used to establish columns.
11. Print and submit the reference guide.

### Resources

#### **Web sites (and/or key words to use for search):**

<http://ict.cas.psu.edu/training/howto/pagemaker/ManipulatingGraphics.html>

Using graphics in PageMaker

<http://www.etc.net/desktoppublishing/textbox.htm>

Using textboxes

**Key words:** *desktop publishing terms, DTP terms, graphics, manipulating graphics, DTP layout and design*

## INTRODUCTORY CONCEPTS

### Desktop Publishing Terms Assessment

Criteria	10 Points	9-7 Points	7-5 Points	4-0 Points
<b>Terms and Definitions (10)</b> <input type="checkbox"/> Terms accurately defined <input type="checkbox"/> Terms adequately defined <input type="checkbox"/> Font size for definitions	All criteria evident and correct	13-14 terms have strong and correct definitions	11-12 terms have strong and correct definitions	10 or fewer terms have strong and correct definitions
<b>Number and Order of Terms (10)</b> <input type="checkbox"/> Minimum of 15 terms used <input type="checkbox"/> Terms alphabetized	All criteria evident and correct	13-14 terms meet criteria	11-12 terms meet criteria	10 or fewer terms meet criteria
<b>Layout (10)</b> <input type="checkbox"/> 1" right, top, bottom margins <input type="checkbox"/> Two-column table format with 1 1/2" left margin gutter <input type="checkbox"/> Banner used <input type="checkbox"/> Alphabetic indexes throughout <input type="checkbox"/> Equal spacing between entries <input type="checkbox"/> DTP terms enhanced, definitions use plain text	All criteria evident, consistent, and correct	5 criteria evident, consistent, and correct	4 criteria evident, consistent, and correct	3 or fewer criteria evident, consistent, and correct
<b>Graphics (10)</b> <input type="checkbox"/> Used 5 graphics <input type="checkbox"/> Graphics match the definition <input type="checkbox"/> Graphics appropriately manipulated <input type="checkbox"/> Graphic-to-text wrapping and layering appropriate	All criteria evident and correct	4 graphics used are appropriate, 4 effective graphic manipulations, 1-2 text wrapping and layering issues	3 graphics used are appropriate, 3 effective graphic manipulations, 3 text wrapping and layering issues	2 or more graphics used are appropriate, 2 or fewer effective graphic manipulations, 4 or more text wrapping and layering issues



Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>10 Points</b>	<b>9-7 Points</b>	<b>7-5 Points</b>	<b>4-0 Points</b>
<b>Text (10)</b> <input type="checkbox"/> Banner text 24 pt. <input type="checkbox"/> Alphabetic index 20 pt. <input type="checkbox"/> Definitions 12 pt. <input type="checkbox"/> Serif font used	Font used correctly in banner, all indexes, and all definitions; and serif font used throughout	Banner correct, 1 index font incorrect, 1-2 definition(s') fonts incorrect, 1-2 non-uses of serif fonts	Banner correct, 2 indexes' fonts incorrect, 3-4 definitions' fonts incorrect, 3 non-uses of serif fonts	Banner correct, 3 indexes' fonts incorrect, 5 or more definitions' fonts incorrect, 4 or more non uses of serif fonts
<b>Proofreading (10)</b>	All errors found and corrected	1-2 errors/typos in document	3 errors/typos in document	4 or more errors/typos in document
<b>Subtotal</b>				
			<b>Total Points =</b>	

# DEVELOP A PORTFOLIO

## Bookmarks

### Overview

**GOAL:** Develop a two-sided bookmark to be used as door prizes for meetings and/or gifts for teachers, advisory board members, or family members.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create multi-page, multicolumn documents (single or multiple pages). G7	CA4, 2.1	Create two-sided bookmarks to be used for personal distribution. The bookmarks will be positioned using a layout represented by four columns of an 8 ½ x 11 sheet in landscape orientation. Information will be printed on both sides (front and back) of the bookmark. A ribbon will be later attached to a hole placed in the bookmark. Decide on the page layout (four columns) and determine what will appear on each column and on each side of the sheet. Use appropriate margins and gutters for effective column width and position. Adjust the paragraph attributes, tabs, and indentations by considering the width of each column, overall layout requirements, and text objects. Compose suitable headlines and captions. Use appropriate graphics	Use the <i>Bookmarks</i> assessment to evaluate the two-sided bookmarks. Evaluate the bookmarks for effective use of margins, gutters, columns, text, text objects and associated features, headlines, captions, paragraph attributes, tabs, and indents. Evaluate the appropriateness and appropriate use of graphics and images in the bookmarks. Also evaluate the attractiveness of the bookmark for alignment (front with back and hole for attached ribbon).
Manage electronic files. A9	CA3, 1.8		
Set margins. B1	CA1, 2.1		
Create columns. B2	CA1, 2.1		
Set guttering. B3	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames). C3	CA1, 2.1		
Adjust paragraphs attributes. C3	CA1, 2.1		
Apply tabs and indents in text blocks. C5	CA1, 2.1		
Compose headlines and captions. C7	CA1, 2.1		

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import graphics from various sources (e.g., software-specific library, other applications, Internet). D1	CA3, 2.7	and images for the design. Options for selecting a theme for the bookmarks are seasons of the year, school occasions, city facts, and personal family information. Format the columns to match front and back on the selected printer. Proofread and correct all errors in the bookmarks before printing. Practice good file management.	
Use editing tools. A7	CA1, 1.4		
Format document for selected printer. F3	CA5, 2.1		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Zinna Bland; adapted and used with permission.

# DEVELOP A PORTFOLIO

## Bookmarks Teaching Points

### Overview

Bookmarks are used as place holders for readers. The designs on bookmarks are creative, seasonal, personal, and sometimes thought provoking. Some bookmarks have accessories, such as ribbons, pins, embossed items, flowers, or other items to draw attention or create an atmosphere of relevance. This assignment will allow students to create two-sided bookmarks from a selected theme to be used for personal distribution.

### Content Review

Review and/or demonstrate the following as needed:

1. Basic desktop publishing layout and design
2. Four column, front-and-back, bookmark layout and design
3. Tabs and indentations for smaller spaces
4. Using text objects, headlines, and captions
5. Using and manipulating graphics and other objects in layouts
6. Lamination process
7. Duplex printing or printing on both sides
8. Match front and back without overlap from the grab area of the printer

### Activity Preparation

Have students collect bookmarks (or have a portfolio of examples available) for students to review and discuss.

Brainstorm with students the information to be included on each side of a two-sided bookmark (front and back).

Discuss and demonstrate the use of columns, gutters, and margins in the layout and design. Discuss paragraph attributes, tabs, and indentations within smaller spaces. Newspapers are good examples for many of these concepts.

Brainstorm possible themes for bookmarks. Discuss appropriateness of content for the assignment.

Discuss the use of headlines and captions, graphics, images, and real objects to represent the theme.

Discuss and demonstrate printer options for printing a two-sided, bookmark (front and back).

Discuss when and how to apply decorative objects.

Demonstrate the lamination process, with and without decorative objects attached.

Review methods of proofreading.

Review file management procedures.

## **Resources**

### **Supplies needed for the activity:**

Computer

Desktop publishing software or advanced features of a word processing package

Internet connection

Paper

Printer (preferably color, duplex capabilities)

Lamination sheet and laminating machine

Paper cutter

Portfolio of bookmarks

Ribbons of varying colors

Scissors

Hole punch

Other (determined by bookmark design)

### **Websites (and/or key words to use for search):**

<http://atto.buffalo.edu/registered/Tutorials/msword/MS%20Designing%20Bookmarks.doc>

Designing bookmarks in Word

<http://familycrafts.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.kidprintables.com%2Fbookmarks%2F>

Some samples/examples of printable bookmarks

<http://www.bookpool.com/.x/4j2dy338d0/b4/>

Adobe bookmark design contest

<http://www.idreamofscraping.com/Default.asp?ID=1437>

How to make bookmarks

<http://desktoppub.about.com/?once=true&>

Article on desktop publishing

**Key words:** *bookmarks, desktop publishing*

### **Books, articles, and other resources:**

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Obtain books, videos, and other materials from Resources@MCCE  
<http://www.resources.mcce.org>.

### **Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

### **Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

### **How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

# DEVELOP A PORTFOLIO

## Bookmarks Assignment

### Activity Preparation and Assignment

In this assignment you will develop a theme then create two-sided bookmarks to be used for personal distributions.

Use the following guidelines to create your bookmarks:

1. Develop a theme for two-side bookmarks. Have the theme approved by the instructor.
2. Collect images, graphics, pictures, and/or objects that can be used to represent the theme for your bookmarks.
3. Sketch the layout for each side of the two-sided bookmarks (front and back) to represent the theme.
4. Preview collected bookmarks and/or newspapers and magazines for ideas on columns, guttering, and margins for paragraph attributes, tabs, and indentations. Also review text objects and associated features before starting to key your bookmarks. Observe the use and placement of graphics and the use of text around each graphic. Notice the use of objects, if used, on any bookmarks. Watch for good and poor usage of these concepts.
5. Set the layout and text attributes for your bookmark according to the sketched copy. Considering the observation of good practices to be emulated in your design, input your text and graphics. Observe good text to graphic placement. Remember to leave space if an object will be used.
6. The set up should be on an 8 ½ x 11 sheet in landscape orientation with four columns.
7. Use appropriate headliners and captions.
8. Proofread each page (front and back) and print a black-and-white copy.
9. Proofread the black-and-white copy, observe the layout and design requirements and mark any errors or elements that will need to be changed.
10. Make all corrections and double check for errors. Print a color copy (front and back).
11. Laminate the color copy and cut along column gutters to make four bookmarks. Punch a hole in an appropriate spacing at the top, bottom or top corner and tie a piece of appropriately cut and suitable color ribbon in the hole.
12. Submit the bookmarks and sketch for evaluation and grading.
13. Obtain a print screen of the folder in Details view and submit it with the project.

## Resources

### **Web sites (and/or key words to use for search):**

<http://atto.buffalo.edu/registered/Tutorials/mword/MS%20Designing%20Bookmarks.doc>

Designing bookmarks in Word

<http://familycrafts.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.kidprintables.com%2Fbookmarks%2F>

Some samples/examples of printable bookmarks

<http://www.bookpool.com/.x/4j2dy338d0/b4/>

Adobe bookmark design contest

<http://www.idreamofscrapping.com/Default.asp?ID=1437>

How to make bookmarks

**Key words:** *bookmarks, desktop publishing*



## DEVELOP A PORTFOLIO

### Bookmarks Assessment

**Directions:** On a scale from 10 (high) to 0 (low/not effective), evaluate each area using the criteria specified.

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Layout and Design (10)</b> <input type="checkbox"/> Margins spaced appropriately <input type="checkbox"/> Gutters sized appropriately <input type="checkbox"/> Columns effectively used <input type="checkbox"/> Attractive layout <input type="checkbox"/> Creative design				
<b>Text (10)</b> <input type="checkbox"/> Text objects and associated features acceptable <input type="checkbox"/> Headlines and captions expressive <input type="checkbox"/> Text used effectively with graphics <input type="checkbox"/> Color effective with theme				
<b>Paragraphs (10)</b> <input type="checkbox"/> Paragraph attributes appropriate <input type="checkbox"/> Tabs and indentations consistent and spaced efficiently				
<b>Graphics (10)</b> <input type="checkbox"/> Graphics appropriate <input type="checkbox"/> Graphics layout effective <input type="checkbox"/> Object(s), if used, are strategically applied <input type="checkbox"/> Color blends with theme				

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Presentation (10)</b> <input type="checkbox"/> Two-sided presentation effective <input type="checkbox"/> Front panels match back panels appropriately <input type="checkbox"/> Even cuts along gutters <input type="checkbox"/> Printing correct/accurate for panels/layout <input type="checkbox"/> Hole with ribbons are balanced and enhancing				
<b>File Management (10)</b> <input type="checkbox"/> Print screen submitted <input type="checkbox"/> Files included in Details view				
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
<b>Total Points =</b>				

# DEVELOP A PORTFOLIO

## Organization Brochure

### Overview

**GOAL:** Develop a tri-fold brochure to be used as a promotional piece for a business organization to which you belong or would like to join.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create brochures (single or multiple pages). G8	CA4, 2.1	Create a tri-fold brochure (front and back) as a promotional piece for an organization to which you belong or one you would like to join. Future Leaders of America or Phi Beta Lambda, if you plan to attend college, would be good choices. If Phi Beta Lambda is used, you may want to invite someone from a university (the adviser, officers, and/or members) to come speak to your class. Or you may wish to visit your local university to interview the officers. The measurement for the brochures will be 8 ½ x 11 in landscape orientation. Decide the layout for the tri-fold brochure and determine what will appear on each panel. Use columns, appropriate margins, and guttering for effective width and layout. Adjust the paragraph attributes, tabs, and indentations considering the width of	Use the <i>Organizational Brochure</i> assessment to evaluate the tri-fold brochure (front and back). Evaluate the brochure for effective use of margins, guttering, columns, text, text objects and associated features, headlines, captions, paragraph attributes, tabs, and indents. Evaluate the appropriateness and appropriate use of graphics and images in the brochure, the accuracy of the brochure, placement of folds on the printed copy, and file management.
Manage electronic files. A9	CA3, 1.8		
Set margins. B1	CA1, 2.1		
Create columns. B2	CA1, 2.1		
Set guttering. B3	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames). C3	CA1, 2.1		
Adjust paragraphs attributes. C4	CA1, 2.1		
Apply tabs and indents in text blocks. C5	CA1, 2.1		
Compose headlines and captions. C7	CA1, 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		

<b>Measurable Learner Objectives</b>	<b>Crosswalk to Show-Me Standards</b>	<b>Instructional Activities</b>	<b>Assessment</b>
Format document for selected printer. F3	CA5, 2.1	each panel and/or layout and the text objects. Compose headlines and captions, use appropriate graphics, and use images and emblems of the organization for emphasis. Format the document to be printed front and back on the selected printer. Proofread and correct all errors in the brochure, then print. Practice good file management.	
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Zinna Bland; adapted and used with her permission.

# DEVELOP A PORTFOLIO

## Organization Brochure

### Teaching Points

#### Overview

Brochures are used to present promotional information that can create interest in organizations, institutions, and businesses. This assignment will allow students to create a tri-fold brochure (using an accordion fold) about a business organization in which they belong or one they would like to join.

#### Content Review

Review and/or demonstrate the following as needed:

9. Desktop publishing layout and design
10. Tri-fold brochure development
11. Tabs and indentations on brochures
12. Using text objects, headlines, and captions
13. Using and manipulating graphics and logos
14. Adjusting for grab area of the printer

#### Activity Preparation

Have students collect brochures for review and discussion or have a portfolio of examples for students to review and discuss.

Brainstorm with students the information to be included on each panel of a tri-fold brochure (front and back).

Discuss and demonstrate the use of columns, guttering, and margins in the layout and design for paragraph attributes, tabs, and indentations. Newspapers are also good examples for many of these concepts.

Provide a list of business organizations to be researched on the Internet or have students search the Internet for business organizations. Locate information on the goals, objectives, and activities of the organization for the brochure. Future Business Leaders of America, Phi Beta Lambda, American Institute of Certified Public Accountants, etc.

Discuss the use of headlines and captions, graphics, images, and logos to express and summarize information.

Discuss and demonstrate printer options for printing a tri-fold brochure (front and back).

Review methods of proofreading.

Review file management procedures.

Practice various types of folds, especially the accordion fold.

## Resources

### **Supplies needed for the activity:**

Computer  
Desktop publishing software or advanced features of a word processing package  
Internet connection  
Paper  
Printer (preferably color, duplex capabilities)  
Listing of professional organizations

### **Websites (and/or key words to use for search):**

<http://www4.district125.k12.il.us/Faculty/mfinlay/DTP/Proj/brochure.html>

Steps involved in making a tri-fold brochure, an assignment

<http://www.computorcompanion.com/LPMArticle.asp?ID=143>

Steps on how to create a tri-fold brochure using Word

<http://www.valdosta.edu/~jlcampbe/3020-5.html>

Article on “how to” with information on purpose, audience, etc.

<http://www.desktoppublishing.com/open.html>

A site with many informative links for desktop publishing

<http://desktoppub.about.com/?once=true&>

Article on Desktop Publishing

**Key words:** *tri-fold brochure, desktop publishing*

### **Books, articles, and other resources:**

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Obtain books, videos, and other materials from Resources@MCCE  
<http://www.resources.mcce.org>.

### **Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

### **Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

### **How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

# DEVELOP A PORTFOLIO

## Organization Brochure

### Assignment

#### Activity Preparation and Assignment

In this assignment you will collect information about a professional organization to which you belong or one you would like to join and create a tri-fold brochure.

Use the following guidelines to create your brochure:

1. Research a professional business organization to which you belong or one you would like to join and gather information to use in a promotional brochure (goals, objectives, events, etc.).
2. Collect images, logos, graphics, and pictures that can be used to express the content of the information.
3. Sketch the layout for each panel for the tri-fold brochure (front and back presentation) for an accordion-style fold.
4. Preview collected brochures and/or newspapers and magazines for ideas on columns, guttering, and margins for paragraph attributes, tabs, and indentations. Also review text objects and associated features before starting the keying of your brochure. Observe the use and placement of graphics and the way the text wraps around the graphics. Watch for good and poor usage of these concepts.
5. Set your layout and input your text, graphics, and text attributes for your brochure according to the sketched copy. Apply good layout and design practices to your brochure. Observe good text-to-graphic placement and usage. Make sure the graphic remains proportionally shaped.
6. The set up should be on an 8 ½ x 11 sheet in landscape orientation.
7. Use appropriate headliners and captions.
8. Proofread each page (front and back) and print a black-and-white copy.
9. Proofread the black-and-white copy, observe the layout and design elements, and mark any errors or elements that will need to be changed.
10. Make all corrections and double check. Print a color copy, front and back, and fold it accordion style.
11. Submit the brochure and sketch for evaluation and grading.
12. Obtain a print screen of the folder in Details view and submit it with the project.



## Resources

### **Websites (and/or key words to use for search):**

<http://www4.district125.k12.il.us/Faculty/mfinlay/DTP/Proj/brochure.html>

Steps involved in making a tri-fold brochure, an assignment

<http://www.computorcompanion.com/LPMArticle.asp?ID=143>

Steps on how to create a tri-fold brochure using Word

<http://www.valdosta.edu/~jlcampbe/3020-5.html>

Article with “how to” information on purpose, audience, etc.

**Key words:** *tri-fold brochure, desktop publishing*

## DEVELOP A PORTFOLIO

### Organization Brochure Assessment

**Directions:** On a scale from 10 (high) to 0 (low/not effective), evaluate each area using the criteria specified.

Criteria	10-9	8-7	6-5	4-0
<b>Layout and Design (10)</b> <input type="checkbox"/> Margins spaced appropriately <input type="checkbox"/> Gutters sized appropriately <input type="checkbox"/> Columns effectively used <input type="checkbox"/> Brochure attractive, creative and informational				
<b>Text (10)</b> <input type="checkbox"/> Text objects and associated features acceptable <input type="checkbox"/> Headlines and captions expressive <input type="checkbox"/> Text used effectively with graphics				
<b>Paragraphs (10)</b> <input type="checkbox"/> Paragraph attributes appropriate <input type="checkbox"/> Tabs and indentations consistent and spaced efficiently				
<b>Graphics (10)</b> <input type="checkbox"/> Appropriately used <input type="checkbox"/> Logos, if used, are correctly applied <input type="checkbox"/> Effectively used <input type="checkbox"/> Proportionally shaped—not distorted				
<b>Presentation (10)</b> <input type="checkbox"/> Multiple-page presentation effective <input type="checkbox"/> Front panels match back panels appropriately <input type="checkbox"/> Accordion fold used correctly <input type="checkbox"/> Printing correct/accurate for folds and panels <input type="checkbox"/> Ideas developed and easy to follow				

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-0</b>
<b>File Management (10)</b> <input type="checkbox"/> Print screen submitted <input type="checkbox"/> Files included in Details view				
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
<b>Total Points =</b>				

# DEVELOP A PORTFOLIO

## Real World Examples Overview

**GOAL:** Create a portfolio of real world examples of various desktop publishing publications (e.g., business cards, brochures, magazine covers, articles in magazines, etc.).

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Explain the reasons for selecting the pieces in the portfolio. G2	CA1, 2.1	Collect seven real world examples of various desktop publishing products such as business cards, multiple-paged brochures, magazine covers and stories, flyers, brochures, templates, forms, etc. Write several sentences discussing the desktop publishing applications/ concepts used in the creation of each example. Glue or tape the seven examples to 9" x 11" (or larger) construction paper. Place the discussions in colorful bordered textboxes. Create appropriate headlines and captions for each example to be used on the respective page. Develop an attractive cover to be used for the portfolio with a title, your name, due date, graphics, etc. Also, create a table of contents indicating what is contained in the portfolio. Use color for the text,	Use the <i>Real World Examples</i> assessment to evaluate the portfolio for contents, accuracy of the write ups discussing the desktop publishing applications/concepts used to create each of the examples in the portfolio, layout and design, appropriateness of headlines and captions, bordered textboxes, color usage, graphics, and the inclusion of the required parts. Also evaluate the proofreading and accuracy of the information and file management.
Use editing tools (e.g., copy, cut, paste). A7	CA1, 1.4		
Manage electronic files. A9	CA3, 1.8		
Set margins. B1	CA1. 2.1		
Use text objects and associated features (e.g., word wrapping, drop cap, initial caps, sizing, color, linkage, frames). C3	CA1. 2.1		
Compose headlines and captions. C7	CA1. 2.1		
Proofread and correct errors. C8	CA1. 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		

<b>Measurable Learner Objectives</b>	<b>Crosswalk to Show-Me Standards</b>	<b>Instructional Activities</b>	<b>Assessment</b>
Adjust or change color in a layout. B11	CA1. 2.1	textboxes, borders, etc. and adjust it as needed for balance. Proofread and correct all errors and typos in the documents/textboxes and then cut and paste as needed with appropriate examples. Bind and submit your portfolio.	

Activity originally developed by Zinna Bland; adapted and used with permission.

# DEVELOP A PORTFOLIO

## Real World Examples

### Teaching Points

#### Overview

Portfolios are used to display examples of a person's work. But because the word portfolio implies a collection of items, it can also be samples of works, pictures, documents, fabrics, or almost anything a person may want to display. This assignment will allow students to collect examples of real world desktop publishing publications and explain the concepts and/or processes used to create each.

#### Content Review

Review and/or demonstrate the following as needed:

1. Portfolio development
2. Title pages and project covers
3. Table of contents
4. Textboxes with borders
5. Color usage throughout a project

#### Activity Preparation

Provide samples of various portfolios and previous samples of students' work if available.

Discuss how a portfolio is used in general and how it will be used for the *Real World Examples* project.

Brainstorm at least 15 items that could be included in a desktop publishing portfolio. Discuss how many examples can be used from any category in the *Real World Examples* project.

Discuss assembly methods for the portfolio, materials to be used in the project's construction, pages to be included in the portfolio, and binding of the portfolio.

Brainstorm what information could be used in write ups about the examples in the portfolio.

Discuss the creation of headlines and captions for the examples included in the portfolio.

Discuss and demonstrate text objects, textboxes, borders, etc. and their use in the portfolio.

Discuss and demonstrate the use of color throughout a project.

Discuss layout for card stock and layout for construction paper.

Explain why Web sites of organizations are used to provide examples.

Discuss proofreading methods.

## Resources

### **Supplies needed for the activity:**

Computer

Paper

Construction paper or colored card stock

Internet connection

Printer (color preferred)

Glue or other methods for binding and attaching examples

### **Web sites (and/or key words to use for search):**

Portfolio Web sites: These sites contains example of companies portfolios.

<http://desktoppub.about.com/cs/freelance/a/portfolio.htm>

Even though this is about a portfolio of original work, it may provide some hints

<http://www.scarecrow.ca/portfolio/desktop.asp>

A company's portfolio

<http://www.odanieldesigins.com/portfolio/desktoppublishing/default.cfm>

A company's portfolio with explanations of products created

<http://www.conwaycreations.com/conwaycreations/desktop.htm>

A company's portfolio

**Key words:** *portfolio, desktop publishing samples*, and any word for the types of examples that will be included in the portfolio e.g., *magazine covers, business card*, etc.

### **Books, articles, and other resources:**

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

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<http://www.resources.mcce.org>.

Design Principles for Desktop Publishers

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

### **Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

### **How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.



# DEVELOP A PORTFOLIO

## Real World Examples

### Assignment

#### Activity Preparation and Assignment

You will create a portfolio of examples of desktop publishing productions. Follow the steps below to complete the project.

1. Create a folder entitled [*insert your name*] *Real Examples* to hold your files.
2. Decide on seven examples from the class brainstorming session on possible desktop publishing examples or other examples that you would like to collect for your portfolio.
3. Write several sentences in textboxes with borders discussing the desktop publishing concepts used for each of the examples. Use text objects and associated features in the write ups. Use a color theme for effect on borders, text, text objects, and associated features.
4. Create appropriate headlines and captions to be used on each page to accompany the examples. Appropriate color can also be used on these.
5. Review all samples of the work for color adjustments (if needed).
6. Proofread and correct all errors before printing the items.
7. Attach the examples to construction paper (9" x 11" or larger, if needed) or print on card stock.
8. Attach the headlines, captions, and bordered textboxes to the respective examples.
9. Place the pages of the portfolio in order.
10. Prepare a table of contents to be used with the portfolio.
11. Create an attractive cover to be used for the portfolio. Include your name, a portfolio title, due date, graphics, etc. Print on card stock if available.
12. Bind the portfolio using the suggestions of the instructor.
13. Print a screen shot of your project folder in Details view.
14. Submit your portfolio and the screen shot.

## Resources

Portfolio Web sites: These sites contain examples of companies' portfolios.

<http://desktoppub.about.com/cs/freelance/a/portfolio.htm>

Even though this is about a portfolio of original work, it may provide some hints

<http://www.scarecrow.ca/portfolio/desktop.asp>

A company's portfolio

<http://www.odanieldesigins.com/portfolio/desktoppublishing/default.cfm>

A company's portfolio with explanations of products created

<http://www.conwaycreations.com/conwaycreations/desktop.htm>

A company's portfolio

**Key words:** *portfolio*, *desktop publishing samples*, and any word for the types of examples that will be included in the portfolio e.g., *magazine covers*, *business card*, etc.

## DEVELOP A PORTFOLIO

### Real World Examples Assessment

**Directions:** On a scale of 10 (high) to 1 (low) rate the degree to which the criteria are met in each area.

Criteria	10-9 Points	8-7 Points	6-5 Points	4-1 Points
<b>Contents (10)</b> <input type="checkbox"/> 7 examples provided <input type="checkbox"/> Written discussion accurate <input type="checkbox"/> Written discussion sufficient <input type="checkbox"/> Headlines and captions appropriate				
<b>Layout and Design (10)</b> <input type="checkbox"/> Textboxes appropriate <input type="checkbox"/> Textboxes have borders <input type="checkbox"/> Border colors and designs nicely blended <input type="checkbox"/> Borders effectively used <input type="checkbox"/> Examples arranged with eye appeal (balanced) <input type="checkbox"/> Overall layout and design attractive on each page				
<b>Graphics (10)</b> <input type="checkbox"/> Appropriate selection of examples <input type="checkbox"/> Manipulated for best layout				
<b>Text (10)</b> <input type="checkbox"/> Fits within textboxes appropriately <input type="checkbox"/> Size and style appropriate <input type="checkbox"/> Color, if used, blends with graphics and borders <input type="checkbox"/> Headlines and captions text appropriate				

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>10-9 Points</b>	<b>8-7 Points</b>	<b>6-5 Points</b>	<b>4-1 Points</b>
<b>Cover and Contents Page (10)</b> <input type="checkbox"/> Required information included (name, date, title, etc.) <input type="checkbox"/> Table of Contents (content, page number, alignment) <input type="checkbox"/> Graphic represents project <input type="checkbox"/> Graphic color blends <input type="checkbox"/> Text style and size appropriate <input type="checkbox"/> Page balanced				
<b>File Management (10)</b> <input type="checkbox"/> Print screen in Details view <input type="checkbox"/> Files included				
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
<b>Total Points =</b>				

# GRAPHICS

## Career Trading Cards Overview

**GOAL:** Create career cards in the format of sports trading cards.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7	Create eight career-related cards from information researched on the Internet. Place four cards per 8 ½ x 11 sheet. Add background color, create borders and save as JPEG and/or GIF files. Link as needed to related career information. Identify each career card with a label.	Use the <i>Career Trading Cards</i> assessment to evaluate the cards on layout and design, inclusion of information on careers, graphics and text usage, front and back placement of information, and correct and accurate copy.
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Edit graphics (e.g., color, filters, tints). E3	CA3, 2.7		
Determine appropriate file formats (e.g., bmp, tif, jpeg, gif, pict.eps). E6	CA3, 2.7		
Create a text block. C1	CA1, 2.1, CA3, 2.7		
Set guttering. B3	CA3, 2.7		
Proofreading and correct errors. C8	CA1, 2.1		

Activity originally developed by Rose Ann Cole; adapted and used with her permission.

# GRAPHICS

## Career Trading Cards

### Teaching Points

#### Overview

Many options are available to investigate career choices that match a person's skills, potential, and personality. This assignment allows students to investigate career choices and use desktop publishing and multimedia skills to show how creatively the information can be displayed.

#### Content Review

Review the following with students:

1. Career choices in business and related fields
2. Layout and design for sports trading cards
3. The Internet as a research tool
4. Grab area for printing/printer

#### Activity Preparation

Demonstrate importing graphics from various locations, creating graphics from scratch, and modifying existing graphics.

Have students locate sports trading cards or the teacher can provide a set to use for display.

Review with students how to use the Internet/Web and/or other sources to research careers.

Practice layout and design of desktop publishing projects, especially using various sized papers, gutters, headings and subheadings for categories of information, and placement when using columns.

Review procedures for placement of information to match front with back, especially during printing process. Allow for grab space of printer when printing on box and sides.

#### Resources

##### **Supplies needed for the activity:**

Desktop publishing software  
Printer (color printer preferred)  
Paper  
Scissors or paper cutter  
Laminating materials  
Internet connection

**Web sites (and/or key words to use for search):**

[www.careers.com](http://www.careers.com)

[www.monster.com](http://www.monster.com)

<http://stats.bls.gov/oco/>

Bureau of Labor Statistics: The *Occupational Outlook Handbook* (OOH) should also be available in the library

<http://www.works.state.mo.us>

Missouri Works, an employment database

<http://www.acinet.org/acinet/>

America's Career InfoNet

**Key words:** *careers, personality inventory, trading cards, Occupational Outlook Handbook*

**Books, articles, and other resources:**

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Obtain the following books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

**Career Path Planner for Secondary Students; Missouri's Career Path Series**

*Desborough, Kristin*

Book – 1. Explore career paths and your personality, and identify a career focus. 2. Develop skills to reach your career goals. 3. Make plans to pursue your career path interests

[7015—C&E 11.0000 CE17]

COLUMBIA, MO, INSTITUTE FOR WORKFORCE EDUCATION, 1998.

# GRAPHICS

## Career Trading Cards

### Assignment

#### Activity Preparation and Assignment

1. Use the Web to research information for eight business careers or related fields for career cards. Prepare cards similar to sports trading cards with imported graphics and pictures on one side and information about the eight careers/positions selected on the other. Document “credits” on each card for graphics and career information in a smaller font.
2. Use either a digital camera or scanner or capture an image for each career trading card. The career card presentation should also contain correct labels – name/title of career. Some categories of information to include are salary, salary range, and other pertinent salary information; entry-level positions, positions available, and outlook (positions forecasted); education requirements; skills; etc.
3. Use proportional text-to-graphics layout and design by resizing graphics as needed and using an appropriate type face and font size for headings (positions), subheadings (categories of information), and paragraph information.
4. Print the cards front and back on 8 ½ x 11 inch paper (4 cards per sheet) and laminate. Cut the cards if directed by the instructor. Submit for evaluation.

#### Resources

##### Web sites (and/or key words to use for search):

[www.careers.com](http://www.careers.com)

[www.monster.com](http://www.monster.com)

<http://stats.bls.gov/oco/>

Bureau of Labor Statistics: The *Occupational Outlook Handbook* (OOH) or hard copy from the library

<http://www.works.state.mo.us>

Missouri Works, an employment database

**Key words:** Use key words associated with careers in the search box on Web engines or Web sites where career information can be located.



## GRAPHICS

### Career Trading Cards Assessment

**Directions:**

Evaluate the degree to which criteria are met in each category on a scale of 10 (high) to 0 (low or not present).

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Content (10)</b> <input type="checkbox"/> Business careers or related fields (eight) <input type="checkbox"/> Salaries (range, entry, advancement) <input type="checkbox"/> Outlook <input type="checkbox"/> Education <input type="checkbox"/> Requirements <input type="checkbox"/> Credit(s) provided <input type="checkbox"/> Other/etc.	All criteria met	Five criteria met	Four criteria met	Three criteria met
<b>Graphics (10)</b> <input type="checkbox"/> Appropriate for career <input type="checkbox"/> Manipulated to scale <input type="checkbox"/> Color, tint, filtered for best effect <input type="checkbox"/> Credit(s) provided <input type="checkbox"/> Appropriate file format used	All criteria met	Four criteria met	Three criteria met	Two criteria met
<b>Layout and Design (10)</b> <input type="checkbox"/> Type size and style by categories <input type="checkbox"/> Layout in proportion to graphics, text, textboxes <input type="checkbox"/> White space usage <input type="checkbox"/> Gutter <input type="checkbox"/> Front-to-back placement <input type="checkbox"/> Creative and attractive display of information	All criteria met	Three criteria met	Two criteria met	One criterion met
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
<b>Total Points =</b>				

# GRAPHICS

## Festival Layout Overview

**GOAL:** Develop and design a layout for a festival, fair, or some other special outdoor event.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create original drawings in illustration software. E8	CA3, 2.7	Plan and produce the layout for an area describing the location of events, services, and booths associated with a festival or fair. You may wish to include such things as restrooms, first aid facilities, stages, parking areas, admissions center, concession booths, and any other related services/activities/conveniences. Research a festival or fair to determine types of events to include. Determine appropriate drawings to depict graphics for these events and manipulate to size for good layout design using an effective focal point for the overall layout.	Use the <i>Festival Layout</i> assessment to evaluate the drawing of the festival/fair grounds, showing event locations, booths, service areas, etc. Evaluate the layout for effective focal point and appropriateness of graphic depiction, text and text box usage, use of tools in toolbars and palettes, manipulation of graphics, and accuracy and proofreading skills.
Create a text block. C1	CA1, 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		
Apply tools in toolbars and palettes. A6	CA1, 1.4		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Create an effective focal point. B6	CA1, 2.1		
Adjust or change color in a layout. B11	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames). C3	CA1, 2.1		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Donna Defrain; adapted and used with her permission.

# GRAPHICS

## Festival Layout

### Teaching Points

#### Overview

The physical layout of surroundings in graphical depictions is completed for maps, conferences, festivals, buildings, and many other purposes. This assignment will allow students to research festivals and other outdoor events; then develop and design the layout for a selected outdoor event with appropriate amenities.

#### Content Review

Review and/or demonstrate the following as needed:

1. Using the Internet to locate information
2. Applying layout and design principles in layout software
3. Manipulating graphics and images
4. Using toolbars and palettes
5. Creating drawings in layout software
6. Creating a focal point in layout and design

#### Activity Preparation

Brainstorm with students the activities, events, and amenities that were at festivals, theme parks, and other events they have attended.

Demonstrate the use of software applications appropriate for creation of the assignment.

Discuss seasonal needs for events.

Demonstrate scaling to size for drawings depicting graphics of buildings, landmarks, parking, etc.

Review and/or teach drawing and connecting lines for objects, white space in layout and design for objects and text, and other design features.

Review and/or brainstorm common and universal symbols used to depict events.

Have students practice text objects and other features of various software applications for the assignment.

## Resources

### **Supplies needed for the activity:**

Internet access  
Drawing software  
Desktop publishing software  
Paper  
Printer (color preferably)

### **Web sites (and/or key words to use for search):**

[http://www.showmensleague.org/festival\\_planning.html](http://www.showmensleague.org/festival_planning.html)

<http://www.jhuccp.org/africa/tools/activity/ac28.shtml>

<http://www.sitesalive.com/bl/tg/private/bltgfestival.pdf>

[http://www.l2ed.com/new/ft\\_e/feste/ft\\_e\\_03.htm](http://www.l2ed.com/new/ft_e/feste/ft_e_03.htm)

<http://desktoppub.about.com>

**Key words:** *festival maps, fair layouts*

### **Books, articles, and other resources:**

Adobe Press. (2002). *Adobe PageMaker 7.0*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Adobe Press. (2000). *Adobe InDesign 1.5*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

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### **Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

**How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

**Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

# GRAPHICS

## Festival Layout Assignment

### Activity Preparation and Assignment

Design a layout on one sheet of paper (8 ½ x 11) for an event so people will know the location for stages (for events), parking, restrooms, eating, misting areas (in case of heat), first aid, etc.

1. This is to be the first *City Spirit Fest* (or other event).
2. Choose any Friday, Saturday, and Sunday in the summer months.
3. Decide where the event will be held (local park, field, other).
4. Determine the schedule of activities.
5. Determine the number of bands playing and include descriptions and other events requiring a stage.
6. What food booths will be offered and where will they be located?
7. How many restroom facilities will be needed and where will they be located?
8. What other activities are planned that will *not* require a stage?
9. Try to use image editing with the letters (e.g., letter stretching, shaky letters, letter stacking, etc.)
10. You may scan photos, clip art, etc. to use to depict events, locations, and other layout features.
11. Graphics and images should be proportionally sized to fit page layout.
12. Submit a keyed one-page handout *outlining the details* of all events and times of operation. The handout should coincide with the activities, facilities, etc. on the layout for the festival or fair.
13. Proofread and correct errors in all documents.
14. Submit the printed Festival Layout.

Planning suggestion: Consider mapping the layout with paper and pencil before attempting the project on the computer.

## Resources

### **Web sites (and/or keywords for search):**

<http://www.sitalive.com/bl/tg/private/bltgfestival.pdf>

[http://www.showmensleague.org/festival\\_planning.html](http://www.showmensleague.org/festival_planning.html)

**Key words:** *festival maps, fair layout*

## GRAPHICS

### Festival Layout Assessment

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Drawings (10)</b>	All facilities/activities in proportion to each other	Facilities/Activities with 1 proportion error	Facilities/Activities with 2 proportion errors	Facilities/Activities with 3 proportion errors
<b>Displayed Activities/Facilities (10)</b>	All activities displayed	1 activity missing	2 activities missing	3 or more activities missing
<b>Text (10) Size, style, and readability</b>	Text is readable and appropriate, no more than 1 problem	Readability is problematic in at least 2 areas	At least 3 readability problems related to text usage	4 or more readability issues in text selection and usage
<b>Text Boxes and White Space Usage (10)</b>	Text boxes and white space appropriately used	At least 1 problem with text boxes or white space usage	At least 2 problems with text boxes or white space usage	3 or more problems with text boxes or white box usage
<b>Graphics Usage (10)</b>	Relates to presentation of subject matter	Closely related to presentation	Some not related to subject matter	Inappropriate
<b>Color Usage (10)</b>	Colors appropriate for imagery	Colors closely represent imagery	Some colors represent imagery	Inappropriate colors used
<b>Keyed Copy of Event (10)</b>	All activities listed with times	1 activity and/or time missing	2 activities and/or time missing	3 or more activities and/or time missing
<b>Proofreading and Editing (10)</b>	All errors found and corrected	All but 1-2 errors found and corrected	All but 3 errors found and corrected	4 or more errors not found and corrected
<b>Subtotal</b>				
			<b>Total Points =</b>	



# GRAPHICS

## Original Clipart Overview

**GOAL:** Design and draw your own clipart.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create original drawings in illustration software. E8	CA3, 2.7	Think of a theme and develop at least 5 suitable illustrations that could be used as clipart for desktop publishing products, Web pages, or other productions requiring graphic images. In creating your illustrations, apply color, tints, filters, and other effects as deemed appropriate. Edit and manipulate the various graphic objects (shapes and drawings) to create proportional sizing and correct aspect ratios. Name each completed illustration with an appropriate title. Proofread and correct all errors. Practice good file management in the project.	Use the <i>Original Clipart</i> assessment to evaluate the originality of the illustration; appropriateness of the items developed; the fit of the various illustrations with the theme; the number of illustrations produced; and the quality of the artwork relative to shape, size, and color. Evaluate the accuracy of the keyed information that describes the theme, file name for each illustration and file management.
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Edit graphics (e.g., color, filters, tints). E3	CA3, 2.7		
Use editing tools (e.g., copy, cut, paste). A7	CA1, 1.4		
Proofread and correct errors. C8	CA1, 2.1		
Manage electronic files. A9	CA3, 1.8		

# GRAPHICS

## Original Clipart

### Teaching Points

#### Overview

Many books, Web sites, and CDs contain illustrations. Desktop publishing and multimedia specialists may rely on clipart as a substitute for original artwork. This assignment will allow students to develop five original illustrations with a common theme that could be used by others as clipart in desktop publishing and multimedia projects.

#### Content Review

Review and/or demonstrate the following as needed:

1. Clipart development
2. Cut, paste, copy
3. Coloring clipart
4. Editing graphics—tints, filters, effects
5. Editing tools—cut, copy, paste
6. Grouping and order of objects

#### Activity Preparation

Use prepared clipart and demonstrate ungrouping and separating the pieces that make up the total piece.

Review clipart development with students.

Demonstrate editing concepts (adding tints, filters, and effects) in the creation of clipart.

Discuss and demonstrate the grouping and order of objects to create clipart.

Discuss and demonstrate the use of editing tools in the creation of clipart.

Brainstorm ideas for themes and pieces of clipart that could be developed around the theme.

#### Resources

##### Supplies needed for the activity:

Computer  
Illustrator software

Graphic software  
Paper  
Printer (color preferred)

**Web sites (and/or key words to use for search):**

<http://graphicdesign.about.com/library/weekly/aa080797.htm>

Information on clipart

<http://graphicdesign.about.com/gi/dynamic/offsite.htm?site=http://www.ideabook.com/lo/go.htm>

Directions on how to create some clipart

<http://graphicdesign.about.com/library/weekly/aa102298.htm>

Examples illustrating how Halloween clipart was created

<http://desktoppub.about.com/library/weekly/aa042497.htm>

Ideas on how to create and modify clipart

**Key words:** *clipart, graphics*

**Books, articles, and other resources:**

Botello, C. (2003). *Adobe Illustrator 10—Design professional*. Boston, MA: Thomson Course Technology.

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

# GRAPHICS

## Original Clipart Assignment

### Activity Preparation and Assignment

You will create five original illustrations centered on a particular theme that will be suitable to use as clipart. Use the following directions in creating your clipart files:

1. Create a folder entitled [*insert your name*] *Clipart* to hold the files for your project.
2. Review clipart categories on the Web, CDs, and other sources. Ungroup and change the order of several pieces to determine how they were created.
3. Submit the theme, the names of five illustrations to be created for the theme, and a description of each illustration for your instructor's approval. Proofread this and all documents as they are created and before they are submitted.
4. Sketch the illustrations to be developed.
5. Edit and manipulate graphics and/or shapes and drawings in the creation of the illustrations. Cut, copy, and paste objects as needed when creating proportional sizing.
6. Use grouping and order of objects as well as color, tints, filters, and other effects in the creation of the illustrations.
7. Name each piece of clipart in the collection of your theme.
8. Practice good file management and consider the file size of each illustration being developed and the storage medium during the project.
9. Submit the sketches and instructor approval slip.
10. Submit a screen shot of the project directory in Details view.
11. Submit the project on CD or another medium as instructed by the instructor.

### Resources

#### **Web sites (and/or key words to be used for search):**

<http://graphicdesign.about.com/library/weekly/aa080797.htm>

Information on clipart

<http://graphicdesign.about.com/gi/dynamic/offsite.htm?site=http://www.ideabook.com/logo.htm>

Directions on how to create some clipart

<http://graphicdesign.about.com/library/weekly/aa102298.htm>

Example illustrating how Halloween clipart was created

<http://desktoppub.about.com/library/weekly/aa042497.htm>

Ideas on how to create and modify clipart

**Key words:** *clipart, graphics*

## GRAPHICS

### Original Clipart Assessment

**Directions:** On a scale of 10 (high) to 1 (low) rate the degree to which the criteria are met in each area.

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Clipart (10)</b> <input type="checkbox"/> Original <input type="checkbox"/> Appropriate <input type="checkbox"/> Fits the theme				
<b>Design (10)</b> <input type="checkbox"/> Shapes <input type="checkbox"/> Proportional sizing within pieces <input type="checkbox"/> Graphic editing (filters, tints, color) <input type="checkbox"/> Editing tools usage				
<b>File Management (10)</b> <input type="checkbox"/> Print screen in Details view <input type="checkbox"/> Files included				
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
			<b>Total Points =</b>	

# GRAPHICS

## Product Box Overview

**GOAL:** Recreate a product box matching the text, color, graphic, and other product information.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use editing tools (e.g., cut, copy, paste). A7	CA1, 1.4	Students are to re-create a product box that they have supplied (i.e. cracker box, pasta box, etc.). The box shape is to be recreated by using software features such as shapes, drawing, lines, etc. At least two windows are to be used to create the front, side, top, and bottom panels; the back of the box; and the glue panels. After the shape is created, fill all the panels that duplicate the original as closely as possible. NOTE: Side-panel content such as “ingredients” may be created with text blocks.	Use the <i>Product Box</i> assessment instrument to evaluate the recreated product box for shape, graphics, color, text, and other product information for accuracy and on match to original design and layout. Time management for the project will also be assessed.
Create a text box. C1	CA1, 2.1		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Create original drawings in illustration software. E8	CA3, 2.7		
Edit graphics (e.g., color, filters, tints). E3	CA3, 2.7		
Create an effective focal point. B6	CA1, 2.1		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Janet Barnes; adapted and used with her permission.

# GRAPHICS

## Product Box

### Teaching Points

#### Overview

The container that holds a product is a marketing tool that impacts how buyers respond to the purchase of the product. This assignment allows students to re-create a product box. It is recommended that this project be used as a *culminating* assignment of graphics including textboxes, fonts, graphics, color, alignment, etc. to assess learning of desktop publishing concepts.

#### Content Review

Review the following with students:

1. Procedure for making a box shape using *two* windows
2. Using textboxes effectively
3. Selection of fonts
4. Alignment of information—text to graphics, bar coding, etc.
5. Color selection and use

#### Activity Preparation

1. Students should have already spent a good deal of time working with graphics and fonts to the point that students are relatively proficient in using both.
2. Have students bring a box to class that they will duplicate.
3. Break down the box to show layout and design: sides, bottom, top, glue panels, and graphic and text layout.
4. Demonstrate efforts to duplicate the box, re-creating shapes, graphics, etc.
5. Students should create all graphics from scratch—students are *not* to download information from the product Web site. Text will be created in a textbox and positioned on the layout of the container.
6. After the students are finished with their project, the project is to be printed (color printer preferred). Students should cut out the box panels/shapes and glue them to poster board. Cut the panels/shapes out again. Use a straight edge to lightly score the fold lines on the inside of the panels. Fold along score lines on sides and corners. Use rubber cement to glue together and rubber bands to hold in place until the glue dries.

#### Resources

##### Supplies needed for the activity:

Students supply box they want to duplicate

Teacher supplies: poster board and rubber cement



Printer (color preferred)  
Paper  
Appropriate software  
Computer  
Rubberbands

**Web sites (and/or key words to use for search):**

<http://stunzkonstantin.com/pack.html>

Sample package/container layouts

<http://www.math.nmsu.edu/breakingaway/Lessons/boxes1/boxes.html>

Making boxes without the computer

<http://www.ee0r.com/boxes/>

Making boxes from drawings

**Key words:** *containers, labels, textbox(es), desktop publishing, manipulating graphics*

**Books, articles, and other resources:**

Adobe Press. (2002). *Adobe PageMaker 7.0*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Adobe Press. (2000). *Adobe InDesign 1.5*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

Obtain the following books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

**Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

**How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Contains examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

**Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 49]

MERIDIAN, 2000.

# GRAPHICS

## Product Box Assignment

### Activity Preparation and Assignment

Product containers are selling points for businesses. It is the first image people get of a product. You are going to re-create a product box that you supply from home.

1. Work on two windows at the same time to make the basic shape of the container. Start by drawing out the basic shape of the box. You can use the drawing tools for the basic shape and copy and paste to duplicate panels. Decide on the window that will contain the front and selected panels, and the window that will have the back and the remaining panels.
2. Be sure to recreate and cover *all* panels duplicating them with textboxes, text, and/or graphics.
3. Proofread material and make corrections.
4. Print on color printer, and cut out the box shapes.
5. Glue cut-out shapes on poster board and cut them out again.
6. Fold *on edges* and glue the panels together. Use rubber bands to hold the panels together until the glue dries.

NOTE: The maximum paper size is 8 1/2 x 11.

### Resources

#### **Web sites (and/or key words to use for search):**

<http://desktoppub.about.com>

**Key words:** *packages, boxes, textbox(es), desktop publishing, manipulating graphics, package design, and adding creating or making with to key words*

## GRAPHICS

### Product Box Assessment

Criteria	Excellent	Good	Average	Poor
<b>Shape of Box (20)</b>	<b>20-18</b> Perfectly shaped – all sides are equal and container folds properly	<b>17-14</b> Not exactly shaped, may be off on one side	<b>13-10</b> Uneven on two sides/corners	<b>9-0</b> Off on 3 or more sides/corners; shape poorly formed
<b>Graphics (40)</b> Match to originals	<b>40-36</b> Graphics match originals; all panels covered well; very creative and similar to original	<b>35-32</b> Most panels covered and resemble original; good effort to re-create graphics and text	<b>31-20</b> Some attempt to re-create graphics and text boxes, but some items not closely matched to original	<b>19-0</b> Panels not covered, box not completed; attempt to re-create graphics inappropriate and/or incomplete
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
<b>Total Points =</b>				

# LAYOUT

## Create a Template/Form Overview

**GOAL:** Create templates of customer-supplied materials.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Complete a project using customer-supplied instructions and/or materials. A13	CA4, 2.1	Collect two business forms from an organization (or school office). Determine if the organization would like to update any information in these forms. Recreate the forms, with any updates and appropriate underlines and/or check boxes, so information can be keyed without changing the appearance of the form. Proofread and correct all errors. Have the form approved by the organization representative. Submit the form on a disk or via e-mail attachment to the organization. Practice good file management.	Use the <i>Create a Template</i> assessment to evaluate the recreation of the two business forms obtained from an organization, in respect to the updates/modifications indicated (if any), underlines and/or check boxes that won't change when information is keyed, accuracy and proofreading skills, and file management.
Create templates. B8	CA1, 2.1		
Set margins. B1	CA1, 2.1		
Manage electronic files. A9	CA3, 1.8		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Zinna Bland; adapted and used with her permission.

# LAYOUT

## Create a Template/Form

### Teaching Points

#### Overview

With the demise of the typewriter, electronic templates and forms are created and completed on the computer, which make information and data gathering easier, quicker, and neater. This assignment allows students to create two templates and/or forms from an organization or their school with lines and/or check boxes.

#### Content Review

Review and/or demonstrate the following as needed:

Form and template creations  
Lines and checkboxes

#### Activity Preparation

Discuss and brainstorm with students the information to be included in forms and ways decisions are made about the information to be included.

Review and/or discuss the steps in designing forms from sketches.

Review and/or demonstrate the creation of forms with lines or no lines, check boxes, and drop-down lists.

Review why a form/template should be secured and demonstrate how to secure a form/template.

Discuss the project and ways the students are to interact with the organizations from which templates/forms are obtained.

#### Resources

##### **Supplies needed for the activity:**

Computer  
Paper  
Printer  
Sample business forms

**Web sites (and/or key words to use for search):**

How to create a template and a form

<http://support.microsoft.com/default.aspx?scid=kb;en-us;q141990>

[http://www.apu.edu/imt/training/word/creating\\_forms.php](http://www.apu.edu/imt/training/word/creating_forms.php)

<http://www.rdg.ac.uk/ITS/Topic/WordProc/WoP2Kfrm01/>

<http://www.its.queensu.ca/educ/handout/tempform.html>

<http://www.glencoe.com/ps/computered/pas/article.php4?articleId=365>

[http://www.freedomscientific.com/fs\\_support/BulletinView.cfm?QC=449](http://www.freedomscientific.com/fs_support/BulletinView.cfm?QC=449)

<http://www.columbia.edu/cu/libraries/inside/forms/formtips.html>

[http://zircon.mcli.dist.maricopa.edu/mlx/warehouse/00301-00400/00383/making\\_word\\_forms.doc](http://zircon.mcli.dist.maricopa.edu/mlx/warehouse/00301-00400/00383/making_word_forms.doc)

**Key words:** *templates, forms*, or add *Word* to any of the key words

**Books, articles, and other resources:**

Hinkle, D. (2000). *Word 2000 level one: Core*. Peoria, IL: Glencoe (McGraw Hill).

Pasewark, W., Pasewark, S. G., and Morrison, C. (2002). *Microsoft Word 2002 – Complete tutorial*. Boston, MA: Thomson Course Technology.

Rutkosky, Nita. (2002). *Microsoft Word 2002: Signature series*. St. Paul, MN: EMC Paradigm.

Rutkosky, Nita. (2002). *Microsoft Word 2002: Core and Expert Certification*. St. Paul, MN: EMC Paradigm.

# LAYOUT

## Create a Template/Form Assignment

### Activity Preparation and Assignment

Follow the directions below to recreate a form/template which may have modifications.

1. Create a project folder entitled [*insert your name*] *Form Template*.
2. Determine which office or organization will be used to obtain two business forms for recreation and have it approved by the instructor.
3. Contact the organization or office and collect two forms. Determine from the office professional or organization representative what, if any, corrections and/or updating are needed on the form. You want a form/template that has lines, check boxes, and other similar items that will be good as an electronic means to collect data.
4. Recreate the form/template with any modifications and/or corrections needed. Be sure to use lines, check boxes, etc.
5. Lock the form and make sure it works.
6. Proofread and correct any errors. Remember to unlock the form to make corrections and relock it afterwards.
7. Print a copy and have it evaluated and approved by the organization representative and your instructor (*Submission 1*). Submit a copy of the original with any modifications with this submission.
8. Make any corrections noted.
9. Submit the form by e-mail or on a floppy disk to the organization and the instructor for evaluation (*Submission 2*). Submit a copy of the original and/or a copy of the first submission evaluated template/form.
10. Submit a print screen of the project folder.

### Resources

#### Web sites (and/or key words to use for search):

[http://www.freedomscientific.com/fs\\_support/BulletinView.cfm?QC=449](http://www.freedomscientific.com/fs_support/BulletinView.cfm?QC=449)

How to create forms/templates



<http://www.columbia.edu/cu/libraries/inside/forms/formtips.html>

Tips for creating forms using MS Word

[http://zircon.mcli.dist.maricopa.edu/mlx/warehouse/00301-00400/00383/making\\_word\\_forms.doc](http://zircon.mcli.dist.maricopa.edu/mlx/warehouse/00301-00400/00383/making_word_forms.doc)

Good link with screen shots of how to create forms

<http://familycrafts.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.kidprintables.com%2Fbookmarks%2F>

Some samples/examples of printable bookmarks

## LAYOUT

### Create a Template/Form Assessment

**Directions:** Rate on a scale of 10 (high) to 1 (low) the criteria for each category.

Criteria	10-9 Points	8-7 Points	6-5 Points	4-1 Points
<b>Layout (10)</b> <input type="checkbox"/> Looks like original <input type="checkbox"/> Modifications made <input type="checkbox"/> Lines and/or checkboxes				
<b>Submission (10)</b> <input type="checkbox"/> Template/form submitted <input type="checkbox"/> Original with modifications <input type="checkbox"/> Submission 1 <input type="checkbox"/> Submission 2				
<b>File Management (10)</b> <input type="checkbox"/> Print screen <input type="checkbox"/> Files included				
<b>Accuracy (10)</b> <input type="checkbox"/> Submission 1 <input type="checkbox"/> Submission 2 <input type="checkbox"/> Works correctly with input				
<b>Subtotal</b>				
			<b>Total Points =</b>	

# LAYOUT

## Magazine Cover

### Overview

**GOAL:** Create a magazine cover with you as the central character for the issue.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Set margins. B1	CA1, 2.1	<p>Create an effective focal point for a magazine cover that is 8 x 10 with you as the central character for the issue.</p> <p>The issue is to have at least four article teasers about your life, a picture of you that is appropriate for the theme of the issue and at least two smaller pictures of other topics included in the magazine.</p> <p>Set margins for a balanced set up; use text boxes for layout and design; import graphics, scan files, and create files with a digital camera for pictures and images; manipulate graphics for best layout and size; determine and adjust type attributes and use text objects for font effects; and apply layering techniques to develop an attractive uncluttered design. Proofread and correct errors before printing a copy. Include barcode, price, issue information, and date on the cover.</p>	<p>Use the <i>Magazine Cover</i> assessment to evaluate the magazine cover with you as the central character of the issue.</p> <p>Evaluate the cover for balanced margins; usage of text boxes in layout and design; graphics that are scanned, created with a digital camera, or imported and the manipulation of such for layout and size. Evaluate the type attributes and text objects for effects the fonts can create and layering techniques used for eye appeal and professional appearance. Evaluate the cover for accuracy, following specific directions, and good file management.</p>
Create an effective focal point. B6	CA1, 2.1		
Apply layering techniques in publications. B10	CA1, 2.1		
Create a text block. C1	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames). C3	CA1, 2.1		
Determine and adjust type attributes (e.g., italics, underline, reverse, strike through). D3	CA1, 1.5		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Create scanned files. E4	CA3, 2.7		
Create files from a digital camera. E5	CA3, 2.7		
Manage electronic files. A9	CA3, 1.8		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Jill Salmon; adapted and used with her permission.  
 Desktop Publishing

# LAYOUT

## Magazine Cover

### Teaching Points

#### Overview

Magazine covers are created for eye appeal. Interesting topics on the cover capture persons' attention so they will purchase the magazine. This assignment allows a student to create a magazine cover with the student as the central character.

#### Content Review

Review and/or demonstrate the following as needed:

1. Desktop publishing layout and design
2. Techniques in using text including reversals
3. Manipulation and sizing graphics
4. Text objects for effect and appeal
5. Techniques used in creating publications—layering and focal point

#### Activity Preparation

Brainstorm with students ideas for magazine covers with them as the central cover character.

View previous students' work and/or have students bring copies of magazines or covers for preview.

Demonstrate desktop publishing concepts of focal point, inserting and manipulating graphics, setting margins, textboxes, text wrapping, layering, balancing white space, and others as appropriate for the assignment and the DTP software.

Discuss and demonstrate use of the rulers and guides.

Discuss resolution, color modes, and width and height of a page.

Discuss and demonstrate font styles, font effects, and font measurements.

Allow students to use scanners and digital cameras and to import graphics from various sources.

## Resources

### **Supplies needed for the activities:**

Computer  
Internet connection  
Paper  
Printer (preferably color)  
DTP software  
Scanner  
Digital camera  
Card stock paper  
Laminator and lamination sheets

### **Websites (and/or key words to be used for search):**

[http://desktoppub.about.com/library/weekly/b111\\_publicationart.htm](http://desktoppub.about.com/library/weekly/b111_publicationart.htm)

Good site overall on DTP

<http://www4.district125.k12.il.us/Faculty/mfinlay/DTP/Proj/magazinecover.html>

Steps involved in making a magazine cover

<http://www.desktoppublishing.com/open.html>

A site with lots of informative links for desktop publishing

<http://www.tiemdesign.com/HOWTO/2002/Feb/IIIMCD/default.htm>

Illustrator 10 magazine cover steps

### **Books, articles, and other resources:**

Botello, C. (2003). *Adobe Illustrator 10 – Design professional*. Boston, MA: Thomson Course Technology.

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Weinmann, E., & Lourekas, P. (2003). *Illustrator 10 for Windows and Macintosh: Visual quickstart guide, student edition*. Berkeley, CA: Peachpit Press (Pearson Education).

Obtain books, videos, and other materials from Resources@MCCE  
<http://www.resources.mcce.org>.

### **Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

### **Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 40]

MERIDIAN, 2000.

### **How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

# LAYOUT

## Magazine Cover

### Assignment

#### Activity Preparation and Assignment

As an advanced assignment in desktop publishing, you will create a magazine cover with you as the principal character. Create a magazine cover with the title of the publication containing words that are descriptive of you. Be creative and make the finished product look as professional as possible.

Use the following requirements to complete your magazine cover:

1. Sketch your magazine cover and get a peer evaluation with at least two positive comments and at least two suggestions for improvement.
2. Submit the sketch with the peer evaluation for the instructor to show approval by initialing and dating.
3. Create a project folder entitled [*insert your name*] *Magazine Cover* to hold all files.
4. Create an effective focal point for the magazine cover with a layout that is 8 x 10 (width x length), 200 ppi resolution, RGB color mode, and transparent background.
5. Show rules and drag guides to 1/8 inch inside all borders. Use these guides as the edge of your image area. Use appropriate margins and balance white space.
6. Place the title in an attractive location. The title should be readable, as well as display character and pizzazz.
7. Use a picture of yourself that is appropriate for the theme in an appropriate size, neatly cropped, scaled, and rotated for best effect.
8. Use at least two small pictures of other topics to be included in the magazine on the cover. Pictures can be scanned, taken with a digital camera, or captured from the Internet. All images are to be appropriately sized, neatly cropped, scaled, and rotated for best effect.
9. Use at least four article teasers about your life.
10. Use text boxes, text objects, and associated features to create an effective layout. Use appropriate font and font measurements.
11. Apply appropriate layering techniques.
12. Include barcode, price, issue information, and date on the cover.
13. Proofread and correct all errors. Review the cover and evaluate its professional look and appeal.
14. Have a peer evaluate the copy using the evaluation form. Edit as needed considering the peer's suggestions and comments.

15. Print a color copy of your finished magazine cover on card stock. Laminate the printed copy and trim as needed.
16. Submit the cover, sketch, peer evaluation with comments and suggestions, and instructor's approval (initials and date).
17. Submit a print screen of folder in Details view with all files showing.

## Resources

### **Web sites (and/or key words to use for search):**

[www.netmagazines.com](http://www.netmagazines.com)

[www.discount-magazine-subscriptions-online.com](http://www.discount-magazine-subscriptions-online.com)

Examples of magazine covers



## LAYOUT

### Magazine Cover Assessment

Criteria	Excellent	Good	Average	Poor
<b>Layout (20)</b> <input type="checkbox"/> Margins <input type="checkbox"/> Border <input type="checkbox"/> Layering effect <input type="checkbox"/> Article teasers (4 or more) <input type="checkbox"/> Page size, resolution, color mode <input type="checkbox"/> Transparent background <input type="checkbox"/> Focal point	<b>20-18</b>	<b>17-15</b>	<b>14-12</b>	<b>11-0</b>
<b>Text (30)</b> <input type="checkbox"/> Location <input type="checkbox"/> Reversals <input type="checkbox"/> Font usage and measurement <input type="checkbox"/> Text attributes <input type="checkbox"/> Text objects <input type="checkbox"/> Text boxes	<b>30-26</b>	<b>25-21</b>	<b>20-16</b>	<b>15-0</b>
<b>Copy Information (20)</b> <input type="checkbox"/> Date <input type="checkbox"/> Price <input type="checkbox"/> Issue information <input type="checkbox"/> Barcode <input type="checkbox"/> Locations	<b>20-18</b>	<b>17-15</b>	<b>14-12</b>	<b>11-0</b>

Student \_\_\_\_\_ Due Date \_\_\_\_\_ Date Submitted \_\_\_\_\_

Criteria	Excellent	Good	Average	Poor
<b>Overall Appearance (20)</b> <input type="checkbox"/> Creative <input type="checkbox"/> Attractive <input type="checkbox"/> Well developed and easy to follow	20-18	17-15	14-12	11-0
<b>File Management and Documentation (10)</b> <input type="checkbox"/> Print screen submitted <input type="checkbox"/> All files showing in Details view <input type="checkbox"/> Utilize class time appropriately	10-9	8-6	5-3	2-0
<b>Subtotal</b>				
<i>Deduct 2 points for each uncorrected error =</i>				
<b>Total Points =</b>				

Documentation Submitted	Yes = 2 points	No = 0 points
Sketch		
Peer comments		
Instructor's approval (initials and date)		
<b>Subtotal</b>		
<b>Total Points =</b>		

**Project Total =**

## TEXT

### CD Case Liner and Label Overview

**GOAL:** Design your own CD case liner and label.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Explain copyright issues related to desktop publishing (e.g., legal, ethical). A11	SC8, 1.2	Design a liner for the compact disk (CD) jewel case and a CD label for your favorite music group. Set the paper size (or margins) to fit into a CD case. Use a combination of graphics and text for the front liner and text for the back of the front liner (perhaps a copyright statement). Rotate text direction to fill gutter from top to bottom. Use mainly text for the back and spine liner. Use graphics and text for the coordinated CD label.	The <i>CD Case Liner and Label</i> assessment instrument is to be used to evaluate copyright restatement of information, paper size, appropriateness of text used, appropriate graphics selection and use, accuracy in proofreading and correcting errors, and overall layout, design, and balance of the liners and label.
Set margins. B1	CA1, 2.1		
Create a text block. C1	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial caps, sizing, color, linkage, frames. C3	CA1, 2.1		
Measure type in points, picas, inches, and centimeters. D1	CA1, 1.5		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		
Create original drawings in illustration software. E8	CA3, 2.7		
Set guttering. B3	CA1, 2.1		
Proofread and correct errors. CA	CA1, 2.1		

Activity originally developed by Becky Shockley; adapted and used with her permission.

# TEXT

## CD Case Liner and Label

### Teaching Points

#### Overview

Compact Disks (CDs) and Digital Video Disks (DVDs) are quickly becoming the mode for storing data from music and text. Creating labels and liners for the containers is the assignment that will be used to provide experience for students.

#### Content Review

Review the following with students:

5. Setting paper size/shape and guttering
6. Designing liners for a CD; filling the front, back and spine
7. Designing a coordinated label for a CD

#### Activity Preparation

Demonstrate importing graphics from various locations and/or creating graphics from scratch or by modifying existing graphics.

Have students bring in their favorite music CD in its plastic jewel case with the liners (must be appropriate for school).

Research with students how to use the Internet and/or other sources about copyright laws.

Practice layout and design of desktop publishing projects, especially using various sized papers, gutters, and placement when using columns and copy for the round CD label. Students will design and create new (different from those used by the production studio) liners and a new CD label. Four coordinated designs will be needed: (1) front of front liner, (2) back of front liner, (3) back liner with spines attached, and (4) CD label.

#### Resources

##### Supplies needed for the activity:

CD in plastic jewel case with liners from student  
Desktop publishing software  
Printer (color printer preferred)  
Paper  
Scissors or paper cutter  
Computer

**Web sites (and/or key words to use for search):**

Some CD design and packaging web sites:

<http://desktoppub.about.com/cs/cddesign/>

Ideas on CD packaging

<http://www.musicbizacademy.com/directory/cdgraphicdesign.htm>

Ideas on designs

<http://www.artlex.com/graphic.design/assignments/cds&cdpackaging.html>

CD packaging and design

Some copyright Web sites:

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

**Fair use of copyrighted materials**

<http://www.mediafestival.org/downloads.html>

Hall Davidson also has several copyright quizzes

<http://www.benedict.com/>

Copyright Web site on court cases

[http://www.cyberbee.com/cb\\_copyright.htm](http://www.cyberbee.com/cb_copyright.htm)

Copyright with Cyberbee—an interactive quiz site with answers

**Key words:** *CD labels, CD liners, preparing CD graphics, CD packaging*

**Books, articles, and other resources:**

Botello, C. (2003). *Adobe Illustrator 10—Design professional*. Boston, MA: Thomson Course Technology.

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

Obtain the following books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

**Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675 — BE 11.0101 P L618]

CA, WADSWORTH, 1994.

**Desktop Publishing: Getting the Message Out**

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547— BE VIDEO 49]

MERIDIAN, 2000.

# TEXT

## CD Case Liner and Label Assignment

### Activity Preparation and Assignment

You will be learning the importance of setting the proper paper size for a project as you create CD liners and a label for your favorite music group. It will also be important to utilize good layout/design techniques as you will be using a combination of text and graphics.

1. Bring in your favorite music CD in its jewel case with liners to class. Measure the size your liner for the case will have to be, including the front, back, and spine.
2. Set your paper size with a 2-column layout with the correct gutter size.
3. Design/create the front liner (front and back) using pre-made graphics or creating your own. Also, include the appropriate size text to include the CD title and artist.
4. Design/create the back liner with the two spines. Include the songs on the CD on the back liner. On the spines, include the CD title and artist with rotated text to fill from top to bottom.
5. Design/create a label for the CD, coordinating the design with the liners.
6. Print on the color printer and cut out. Fit the liners into your CD case. Submit the four completed parts of the project, (front and back of the front liner, back liner including two spines, and the CD label along with the original product).

### Resources

#### **Web sites (and/or key words to use for search):**

<http://www.artlex.com/graphic.design/assignments/cds&cdpackaging.html>

**Key words:** *CD labels, CD jewel case liners, preparing CD graphics, CD packaging*

## TEXT

### CD Case Liner and Label Assessment

**Directions:**

Evaluate the degree to which criteria are met in each category on a scale of 10 (high) to 0 (low or not present).

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Copyright (10)</b> <i>Use 10 (high) to 0 (low) for degree to which copyright followed (recreation of information on CD cover)</i>				
<b>Paper Size/Guttering (10)</b> <i>Use 10 (high) to 0 (low) for degree to which size/guttering is appropriate</i>				
<b>Text (10)</b>	Appropriate text size and color used throughout	Some text either too large/small and/or hard to read	Most of the text too large/small or hard to read	Text hard to read without proper placement
<b>Graphics (10)</b>	Appropriate graphics incorporated into project and sized correctly	Some graphics are inappropriate for project and are sized inappropriately	Most of the graphics do not go with the project	Poor choice of graphics or no graphics used
<b>Accuracy (10)</b>	No errors found	All but one error corrected	All but two-three errors corrected	All but four or more errors corrected
<b>Overall Layout, Design, and Balance (10)</b>	Good layout, design, and balance	Follows some rules of good layout, design, and balance	Follows very few good layout, design, and balance techniques	Much improvement needed to make layout acceptable
<b>Four-Part Layout and Design (10)</b>	Front, back and spines designed effectively	Three of the four parts redesigned effectively	Two of the four parts redesigned effectively	One or zero of the four parts redesigned effectively
<b>Subtotal</b>				
<i>Deduct 2 points for each uncorrected error =</i>				
<b>Total Points =</b>				



## TEXT

### Newsletter

### Overview

**GOAL:** Create a newsletter about software and equipment needed for desktop publishing.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create multipage, multicolumn documents (e.g., newsletters, magazines). G7	CA4, 2.1	Create a 4-page newsletter discussing and comparing desktop publishing software and equipment. Apply appropriate margins, gutters, columns, character and word spacing, and tabs and indents in text blocks in the newsletter layout and design. Use appropriate graphics, text, headlines and captions in the newsletter. Manipulate graphics, apply type attributes for emphasis, and compose attention-getting headlines and captions. Use 1/3 of a page for mailing information. Provide reference(s) for information and graphics used in the newsletter. Proofread and correct all errors. Practice good file management. Print the four pages of the newsletter on 8 ½ x 11 paper.	Use the <i>Newsletter</i> assessment to evaluate information presented on desktop publishing software and equipment. Evaluate the layout and design of the newsletter on margins, gutters, columns, tabs and indents in text blocks, graphics, type attributes, character and word spacing, and headlines and captions; the content and referencing according to copyright guidelines; the printing of the newsletter for correct page layout and order. Also, evaluate the newsletter for accuracy, proofreading, and for meeting the requirements of the project for file management.
Describe the functions of hardware components required for desktop publishing. A2	CA1, 1.2		
Compare functions and features of software used for desktop publishing. A3	CA1, 1.2		
Import text files and word processing documents into publication. C2	CA1, 2.1		
Use text objects and associated features (e.g., word wrapping, drop caps, initial cap, sizing, color, linkage, frames). C3	CA1, 2.1		
Compose headlines and captions. C7	CA1, 2.1		
Import graphics from various sources (e.g., software-specific library, other applications, Internet). E1	CA3, 2.7		

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Adjust or change color in a layout. B11	CA1, 2.1		
Create mailing pieces (e.g., product labels, business reply cards). G8	CA4, 2.1		
*Explain copyright issues related to desktop publishing (e.g., legal, ethical). A11	SC8, 1.2		
Manage electronic files. A9	CA3, 1.8		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Lynn Coffey; adapted and used with permission.

\*Students are to apply copyright guidelines.

# **TEXT**

## **Newsletter**

### **Teaching Points**

#### **Overview**

Newsletter development is a common use of desktop publishing and word processing equipment. While word processing software can be used to create newsletters, the greatest efficiency and effectiveness can be achieved with desktop publishing software. Knowing what software is available and the equipment needed for optimal operation of the software is very important. This project will allow students to create a newsletter to discuss software and equipment possibilities for desktop publishing.

#### **Content Review**

Review the following with students:

1. Internet research of software and equipment for desktop publishing
2. Layout and design for a 4-page newsletter

Discuss concepts for layout and design for newsletters: setting tabs and indents in text blocks, determining gutters, setting margins, creating columns, importing text files, using text objects and associated features, adjusting paragraphs attributes, composing attention-getting headlines and captions, importing graphics from various sources, manipulating graphics, adjusting and balancing color throughout the layout, determining and adjusting type attributes for effect, determining and applying character and word spacing, and creating a mailing section on the layout.

#### **Activity Preparation**

Brainstorm layout and design for a 4-page newsletter with a mailing section.

Provide examples of newsletter and newspapers for review of the layout and design.

Review and discuss the video from Resources@MCCE. A good idea is to review the film and write questions to use for the discussion.

Discuss and provide examples of handling and documenting copyrighted materials.

Demonstrate methods of proofreading.

Discuss and demonstrate printer use for a multiple-page newsletter.

Determine and discuss specific requirements for the newsletter, i.e., index, sidebar, types of columns, masthead design, etc.

## Resources

### **Supplies needed for the activity:**

Computer  
Internet access  
Desktop publishing software  
Printer, preferably color

### **Web sites (and/or key words to use for search):**

<http://desktoppub.about.com/cs/supplies/>

Article on hardware and software requirements for DTP

[http://www.tpub.com/content/photography/14130/css/14130\\_119.htm](http://www.tpub.com/content/photography/14130/css/14130_119.htm)

DTP software

<http://www.microsoftfrontpage.com/usingfp/newsletters/#Make%20a%20Sketch%20and%20Write%20the%20Copy>

Newsletters, some basic information

**Key words:** *desktop publishing, software, ergonomic(s), newsletter(s), newsletter design, and any piece of equipment you are researching e.g., scanner, computer, digital camera, printer, etc.*

### **Books, articles, and other resources:**

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Course Technology.

Obtain books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

**Desktop Publishing: Getting the Message Out**

Video — This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 — BE VIDEO 49]

MERIDIAN, 2000.

**Design Principles for Desktop Publishers**

*Lichty, Tom*

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

**How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.**

*Cleland, Jane K.*

Book – Examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

# TEXT

## Newsletter

### Assignment

#### Activity Preparation and Assignment

You will create a newsletter about desktop publishing software and equipment. Use the Internet to research information for the newsletter.

The following are the requirements for your newsletter:

1. Create a folder entitled [*insert your name*] *Newsletter* to hold the materials for the project.
2. Research
  - a. Software used for desktop publishing,
  - b. Equipment needs for desktop publishing, and
  - c. Layout and design for newsletters.
3. Highlight all information from the research that will be used in the newsletter (or draw a highlighted border around it).
4. Sketch or plan the layout for your newsletter.
5. Apply desktop publishing concepts throughout the 4-page newsletter (see the *Newsletter Overview* and/or *Newsletter Assessment* criteria).
6. Use a banner or heading for the newsletter (2 inches in depth), avoid using single column information in the layout, use a directory to indicate the location of information, apply good design and layout concepts throughout the newsletter, and indicate a page-numbering sequence.
7. Use appropriate date, issue, and other pertinent information in applicable positions throughout the newsletter.
8. Determine the graphics that will be used in the newsletter. Select and use appropriate graphics and manipulate graphics for best effect.
9. Use one-third of a page for mailing information. Create and place the return information in its correct position for mailing. Use blank text boxes to approximate the sizes and positions for the mailing label and area for stamp or indicia (postal markings).
10. Proofread and correct all errors. Submit a copy of your printed newsletter.
11. Submit a copy of your directory in Details view.
12. Submit in a 2-pocket folder the highlighted, bordered information used to create the newsletter.

## Resources

### **Web sites (and/or key words to use for search):**

<http://desktoppub.about.com/cs/supplies/>

Article on hardware and software requirements for DTP

[http://www.tpub.com/content/photography/14130/css/14130\\_119.htm](http://www.tpub.com/content/photography/14130/css/14130_119.htm)

DTP software

<http://www.microsoftfrontpage.com/usingfp/newsletters/#Make%20a%20Sketch%20and%20Write%20the%20Copy>

Newsletters, some basic information

**Key words:** *desktop publishing software, newsletter(s), newsletter design, and any piece of equipment you are researching e.g., scanner, computer, digital camera, printer, etc.*

## TEXT Newsletter Assessment

**Directions:**

Evaluate the degree to which criteria are met in each category on a scale of 10 (high) to 0 (low or not present).

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<p><b>Layout and Design (10)</b>  <b>Category 1</b>  <input type="checkbox"/> Banner/heading = depth 2”  <input type="checkbox"/> Date information  <input type="checkbox"/> Issue information  <input type="checkbox"/> Directory  <input type="checkbox"/> Pagination throughout  <input type="checkbox"/> Headlines and captions</p>				
<p><b>Layout and Design (10)</b>  <b>Category 2</b>  <input type="checkbox"/> Guttering  <input type="checkbox"/> Tabs and indents  <input type="checkbox"/> Margins  <input type="checkbox"/> Columns  <input type="checkbox"/> Paragraph attributes  <input type="checkbox"/> Font style, size, attributes, consistency</p>				
<p><b>Content Information (10)</b>  <input type="checkbox"/> Equipment  <input type="checkbox"/> Software  <input type="checkbox"/> Quality of information  <input type="checkbox"/> Quantity of information  <input type="checkbox"/> Referencing  <input type="checkbox"/> Accurate and complete</p>				



Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	10-9 Points	8-7 Points	6-5 Points	4-0 Points
<b>Graphics and Color (10)</b> <input type="checkbox"/> Graphics—appropriateness and placement <input type="checkbox"/> Graphics manipulation—size, crop, rotate, scale, etc. <input type="checkbox"/> Color throughout—appropriate and balanced				
<b>Subtotal</b>				
<i>Deduct 1 point for each uncorrected error =</i>				
			<b>Total Points =</b>	

Other Requirements	Yes = 2 points	No = 0 points	
Text boxes—mailing label, stamp/indicia			
Return address			
Information highlighted or bordered			
Newsletter printed			
Mailing information occupies 1/3 page			
Directory of project in Details view			
<b>Subtotal</b>			<b>Total Points =</b>

**Project Total =**

# TYPOGRAPHY & GRAPHICS

## Font Emotions

### Overview

**GOAL:** Use a font and digital picture to create graphics representing emotions.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Manipulate graphics (resizing, cropping, scaling, rotating). E2	CA3, 2.7	In teams of two, take digital pictures (3 or more of each person) representing emotions or feelings. Use a font which has been downloaded and installed or create your own font to portray each picture/emotion. Insert the photo into a word processing program. The picture should be sized and have a border with the font on the picture to describe the emotion/picture. Each team must submit a total of three pictures/emotions with an appropriate font.	Use the <i>Font Emotions</i> assessment to evaluate appropriateness, attractiveness, and/or completeness on downloading and installing or creating fonts; using fonts to represent pictorial emotions; manipulating graphics/pictures; using a digital camera; measuring fonts; printing, trimming and labeling pictures; and answering questions about fonts.
Create files from a digital camera. E5	CA3, 2.7		
Manage a font library. D2	CA1, 1.5		
Create a text block. C1	CA1, 2.1		
Measure type in points, picas, inches, and centimeters. D1	CA1, 1.5		
Manage electronic files. A9	CA3.1, 1.8		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# TYPOGRAPHY & GRAPHICS

## Font Emotions Teaching Points

### Overview

Fonts convey meaning in the business world; and they have personalities by the size, face, and style that may be used. They are often used by designers to communicate feelings, ideas, and concepts. This assignment is to combine the use of digital photography and an appropriate font to display emotions or feelings.

### Content Review

Review and/or demonstrate the following as needed:

1. Representing emotions with font styles, faces, sizes, etc.
2. Measuring fonts (e.g., 72 points = 1", 36 points = 1/2", 18 points = 1/4", etc.)
3. Using the digital camera and using pictures
4. Inserting and using graphics in a word processing document
5. Maneuvering text

### Activity Preparation

Brainstorm various emotions that persons show on their faces.

Discuss fonts and how they make persons feel and/or think and how fonts show emotions.

Match fonts to expressions and/or emotions.

Demonstrate how fonts can be created and downloaded. Discuss copyright issues and uses of fonts that are free versus those that have a fee.

Discuss and/or demonstrate the measurement of fonts and related terminology e.g., points, serif, sans serif, x-height, etc.

Demonstrate the manipulation of graphics in a word processing document: sizing, alignment, cropping, etc.

Practice the use of digital cameras and photo manipulation.

### Resources

#### **Supplies needed for the activity:**

Digital camera  
Internet access

Word processing software  
Paper  
Computer  
Printer

**Web sites (and/or key words to use for search):**

Font sites:

<http://www.fontsnthings.com>

<http://www.acidfonts.com>

<http://www.fontfreak.com>

<http://www.fonts.com>

<http://www.fonts.ontheweb.com>

**Key words:** *free fonts, emotions, font*

**Books, articles, and other resources:**

Botello, C. (2004). *Adobe Premiere 6.5 – Design professional*. Boston, MA: Thomson Course Technology.

Botello, C. (2004). *Adobe InDesign 2*. Boston, MA: Thomson Course Technology.

Botello, C. (2003). *Adobe Illustrator 10 – Design professional*. Boston, MA: Thomson Course Technology.

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Weinmann, E., & Lourekas, P. (2003). *Illustrator 10 for Windows and Macintosh: Visual quickstart guide, student edition*. Berkeley, CA: Peachpit Press (Pearson Education).

Weixel, S., Weixel, F., Morse, C., & Morse, B. (2004). *Graphics and animation basics*. Boston, MA: Thomson Course Technology.

# TYPOGRAPHY & GRAPHICS

## Font Emotions

### Questions

**Answer the following questions about fonts from <http://www.fontsnthings.com/faq.html>.**

1. Does <http://www.fontsnthings.com> have a single downloadable file containing every font on the site?
2. What is wrong when you install the font? When you type, do you see “boxes” or nothing?
3. How can you make your own fonts?

# TYPOGRAPHY & GRAPHICS

## Font Emotions Assignment

### Activity Preparation and Assignment

Use a digital camera and take three or more pictures of each person in the team of various emotions. Select or create fonts that represent each emotional expression. Create a folder named *Type and Camera* for all your files.

1. In teams of two, use a digital camera to take at least three pictures of each team member demonstrating different emotions/feelings.
2. Download and install or create fonts to be used to name each of the photos or each emotion being portrayed.
3. Insert the photos into a word processing program and manipulate each picture using the following directions:
  - a. Proportionately size each photo to approximately 3 x 3 inches.
  - b. Put a 6 point border around each picture.
  - c. Use a text box with no fill and no border.
  - d. The font size should be about  $\frac{3}{4}$  inch, which should be placed attractively on the corresponding emotional photo.
  - e. Adjust the top and bottom margins so that all photos fit and are balanced on one page.
4. Submit a total of three photos/emotions. Each person on the team must be in at least one photo. Print to black-and-white printer and trim photos.
5. On the back of each photo, write the names of the team members and the name of the font used.
6. Submit a print screen of the folder *Type and Camera* showing all files.
7. Key your answers to the three questions and submit them to your teacher.

### Resources

#### Web sites (and/or key words to use for search):

<http://www.fontsnthings.com>

<http://www.acidfonts.com>

<http://www.fonts.ontheweb.com>

<http://www.fontfreak.com>

**Key words:** *font, emotions, free fonts*

# TYPOGRAPHY & GRAPHICS

## Font Emotions Assessment

**Directions:**

Evaluate each on a scale of 4 (high) to 0 (low or not completed) on how successful, attractive, and/or appropriate each was completed.

Criteria	4	3	2	1	0
<b>Downloading/Installing or Creating Fonts (4)</b>					
<b>Font (4)</b> Resized to ¾ inch					
<b>Pictures (4)</b> Inserted into word processor					
<b>Pictures (4)</b> Resized 3 x 3					
<b>Borders (4)</b> Changed on pictures					
<b>Textbox (4)</b> Used, no fill or line					
<b>Font (4)</b> Used to portray emotion					
<b>Digital Camera (4)</b> Used properly					
<b>Printed, Trimmed, and Labeled (4)</b>					
<b>Documents (4)</b> Submitted print screen and other documents					
<b>Question Responses (4 points each)</b>					
1					
2					
3					
<b>Subtotal</b>					
				<b>Total Points =</b>	

# AUDIO

## Audio Story Overview

**GOAL:** Create an audio file of music and other sounds to represent a story with various moods.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	<p>Determine a story to be created. Key the story outline and submit it to the teacher for approval. Decide on the music and audio clips to be used to represent the various mood changes in the story. Your production should be at least 60 seconds in length, but not longer than 90 seconds. The maximum continuous audio or music clips from any one source should be 15 seconds.</p> <p>Use copyright guidelines when creating your audio story. The audio will be from live feed and captured sources from a variety of resources. Edit sound files as needed for the final product. Copy sound files to a medium such as zip, CD, or hard drive.</p>	<p>Use the <i>Audio Story</i> assessment to evaluate the written plan for a story using music and sound clips, the effective use of effects used between moods, the length of the production, the use of appropriate copyright guidelines, importation and exportation, copying procedures, quality of audio files, and the submission of required sources and/or documentation. Evaluate whether the music and sounds represent the moods/atmosphere for the story described in the written plan. Also, evaluate file management.</p>
Create audio files (MIDI). D3	1.4, 1.8		
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Manage files. A7	1.4, 2.7		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7		
Demonstrate ethical behavior when designing multimedia applications. B1	4.4		
Proofread and correct multimedia documents. A14	CA1, 2.2		



# AUDIO

## Audio Story

### Teaching Points

#### Overview

Instrumental music, audio sounds, words put to music, or any combination, often tells a story. These types of musical and audio formats are often used as background to video and stage productions. In this assignment students will use music to create a story by streaming several soundtracks using fades and blendings for effect.

#### Content Review

Review and/or demonstrate the following as needed:

1. Creating and using audio files, sound files and audio effects
2. Ripping audio files
3. Burning audio CDs that will play in most CD players

#### Activity Preparation

Play audio and musical soundtracks and allow the students to determine what mood they think is being created or what story the music tells.

Discuss saving audio files.

Demonstrate the use of audio and sound files to create different moods or emotional atmospheres.

Discuss and demonstrate the effects of audio dissolves and other manipulations of sound files.

Discuss and demonstrate how to burn CDs in a format easily recognized by most CD players.

Discuss ethical and copyright issues in using music and other multimedia materials.

#### Resources

##### Supplies needed for the activity:

Audio and sound files

Computer

CDs

Internet connection

Head phones

Multimedia

**Web sites (and/or key words to use for search):**

<http://www.tcaps.com/ht/audio/default.htm>

Using information on audio files

<http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm>

Creating MP3 and/or WMA files

[http://www.dl.nu/linux\\_cd\\_burning.html](http://www.dl.nu/linux_cd_burning.html)

Converting, copying, etc. files

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

Webmonkey Web site on creating audio files

<http://165.248.2.40/idl2000/savesound.html>

Saving sound and video files

[http://olympus.het.brown.edu/cgi-bin/info2www?\(cookbook\)Editing+Sound](http://olympus.het.brown.edu/cgi-bin/info2www?(cookbook)Editing+Sound)

Editing sound files

<http://www.support.dsu.edu/multimedia/sound/wave-edit.htm>

Editing sound files

<http://www.blazeaudio.com/howto/edit-copypaste.html>

Copying sound files

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

Fair use of copyrighted materials

<http://www.benedict.com/>

Copyright Web site on court cases

**Key words:** *Audio files, sound files, tutorials on sound, tutorials on audio files, copyright on music, music fair use*

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Course Technology.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

**AUDIO**  
**Audio Story**  
**Instructor's Approval Form**

**Audio Story** \_\_\_\_\_

**Instructor's Approval** \_\_\_\_\_

**Date** \_\_\_\_\_

Submit this form with the instructor's signature along with the keyed ideas for the audio story when the assignment is complete.

# AUDIO

## Audio Story Assignment

### Activity Preparation and Assignment

Determine the musical clips from your favorite songs and other sounds needed to create a CD audio story. The production should be at least 60 seconds long but not longer than 90 seconds. Create a project folder entitled [*insert your name*] *music video* to hold project and audio files.

Produce a favorite music clips CD using the following directions:

1. Key the ideas for an audio story and have it approved by the instructor. (See Instructor's Approval Form.)
2. Determine 4 or 5 of your favorite audio tracks and other audio sounds to be used to portray the story. Do not use more than 15 continuous seconds from any sound track.
3. Key in alphabetical order the reference information for music and sounds used in the audio story.
4. Load only those 15-second clips from the songs of your favorite music and other sounds into the computer.
5. Create an audio layer with short segments from your favorite CD tracks and other sounds.
6. Use appropriate fade techniques to transition between tracks.
7. Save as an audio file and export the file to the project folder.
8. Copy the audio file to a CD (or other medium as directed by instructor).
9. Submit a print screen of your timeline from the audio software.
10. Submit reference information of all music and sounds used in the audio story.

### Resources

#### Web sites (and/or key words to use for search):

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)

Webmonkey Web sites

[http://www.dl.nu/linux\\_cd\\_burning.html](http://www.dl.nu/linux_cd_burning.html)

Converting and copying files

**Key words:** *audio, video, CD burning, multimedia creation*

## AUDIO Audio Story Assessment

	<b>Evaluate/assess the quality and quantity of each criterion. Indicate points on the continuum of 0-5 5 = high/good to 1 = low/needs improvement (0 = missing)</b>					
<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Audio Story (5)</b> Planned/outlined						
<b>Audio Sounds (5)</b> Appropriate						
<b>Background Music (5)</b> Appropriate						
<b>Audio Levels (5)</b> Adjustments (fades ins and fades out and other effects) Quality						
<b>Imported/Exported (5)</b> Audio files						
<b>Music/Audio Sounds (5)</b> Represent written story plan						
<b>File Management (5)</b>						
<b>Accuracy (5)</b>						
<b>Subtotal</b>						
					<b>Total Points =</b>	

<b>Documentation Submitted</b>	<b>Yes = 2 points</b>	<b>No = 0 points</b>	
References			
Keyed ideas			
Instructor's Approval Form			
<b>Subtotal</b>			<b>Total Points =</b>

**Project Total =**

# AUDIO

## Public Announcement Overview

**GOAL:** Create an audio file to represent information for a radio broadcast.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Create an audio file as a public service announcement for radio broadcast on copyright laws (e.g., newsworthy item—copyright laws, product advertisement, and/or program event announcement). Research copyright laws to gather information for the informational announcement. The audio will be from live feed and captured sources from a variety of resources. Edit sound files as needed for the final product, which is to be a sound file copied to a medium such as zip, CD, or hard drive.	Use the <i>Audio Announcement</i> assessment to evaluate the audio file for a written narration plan and accuracy of its content, quality of voice captured using a microphone, background music, noise elimination, adjustments of audio inputs, and file management.
Create audio files (MIDI). D3	1.4, 1.8		
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Proofread and correct multimedia documents. A14	CA1, 2.2		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# AUDIO

## Public Announcement

### Teaching Points

#### Overview

Radio broadcasts of public service announcements, news items, product advertisements, and program or event announcements are types of audio communications. Copyright laws impact many areas when reproducing information, i.e., audio, video, text, and art. This assignment allows students to research copyright laws and create an audio file to be used as a radio announcement that informs the audience (students and teachers) of copyright laws that impact copying/reproducing various forms of information. In addition, good audio skills are used in video and electronic presentations.

#### Content Review

Review and/or demonstrate the following as needed:

1. Ripping an audio file from a CD
2. Converting an audio file from one file type to another file type
3. Recording audio/voice files with a microphone
4. Combining audio files and adjusting the track levels (including fade effects)
5. Obtaining information from the Internet on copyright FAQ's, do's and don'ts, etc.
6. Terms such as: WAV, MP3, MIDI, CDA, digital vs. analog

#### Activity Preparation

Listen to examples of former student announcements and make note of criteria that will be used for evaluation of assignment.

Demonstrate using the software programs to rip/copy, convert, and record with a microphone and to adjust track levels in audio software.

Discuss terms associated with audio production.

Discuss planning and narration of an audio production.

Review and/or demonstrate using the Internet to conduct research.

Discuss copyrights and copy wrongs.

#### Resources

##### **Supplies and materials needed for the activity:**

Computer with microphone and CD drive



Audio software with ripping/copying, converting, and fading capabilities. Possibilities include:

- Microsoft Windows comes with Media Player and Sound Recorder; Free version of Musicmatch will also do a few things.
- Roxio 5: SoundStream can rip and convert; Sound Editor can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. “Creator” can rip.
- Roxio 6: Audio Central can rip and convert; Sound Editor can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. “Creator” can rip.
- Audacity: Can record from microphone (or anything else), add simple effects, combine multiple audio clips, and delete part of audio clips. This review is based on limited use of the program.
- Adobe Premiere: Can convert files, add simple effects, combine multiple audio clips, and delete part of audio clips. Premiere is a good place to create fades (fade in or out).
- Adobe Audition: Will do it all.
- Cool Edit: Will do it all.
- Windows Media Player: Will rip as WMA files only.

Teachers are encouraged to pick and choose parts of the assignment they would want their students to complete after reading what the programs can do and knowing what programs are available.

Stock audio would be beneficial. (Digital Juice’s “BackTraxx” is recommended.)

- a. Stock audio/image/video is royalty-free media that has been purchased and is free to use in projects.
- b. Always read users’ agreements carefully.

**Web sites (and/or keywords to use for search):**

Some copyright Web sites:

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

Fair use of copyrighted materials

<http://www.mediafestival.org/downloads.html>

Copyright quizzes, articles, handouts, and charts provided by Hall Davidson

<http://www.benedict.com/>

Copyright Web site on court cases

[http://www.cyberbee.com/cb\\_copyright.htm](http://www.cyberbee.com/cb_copyright.htm)

Copyright with Cyberbee—an interactive quiz site with answers

Some audio Web sites:

<http://www.lsc.cc.mn.us/admin/tech/mnsat.htm>

Creating an audio file

[http://www.ccd.bnl.gov/visualization/docs/guides/audio\\_video.html](http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html)

Adding audio to video files

<http://www.tcaps.com/ht/audio/default.htm>

Information on “how to” for audio files

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

Webmonkey Web site

**Key words:** *audio, audio primer, audio FAQ’s, free audio conversion, convert audio files, free audio editing, Digital Juice BackTraxx, copyright FAQ’s, do’s and don’ts*

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Lich, B. (2003). *DVD burning solutions*. Boston, MA: Thomson Course Technology.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Course Technology.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

# AUDIO

## Public Announcement Assignment

### Activity Preparation and Assignment

In this project you will create a 15-second public service announcement about copyright laws (or several variations of 5-second increments that equal 15-seconds). The goal of the announcement is to inform the public about frequently misinterpreted copyright laws. The audience is students and teachers. Remember to create a project folder for your files.

1. After reviewing facts about copyright laws, write down at least one but not more than three statements about copyright laws that you think might be eye-opening to your peers or teachers. Create a written narration to accompany the facts. Submit the facts obtained and the written planned narration with scoring sheet.
2. Using a microphone, record your statement(s). Be clear & concise. Talk at the correct speed to hit your target time length for the announcement. Save the audio file in your project folder.
3. Decide an appropriate audio track for background music. Rip the audio track from the stock audio CD to your project folder.
4. Import audio files into audio editing software. Adjust the duration (length) of the background music as needed.
5. Lower the level of the background music and adjust the ending level so the music fades in and out as appropriate.
6. Export/copy the final combined file to your project folder. Print a copy of the folder and submit as part of the assignment.

### Resources

#### **Web sites (and/or keywords to use for search):**

<http://www.mediafestival.org/downloads.html>

Copyright quizzes, articles, etc. provided by Hall Davidson

[http://www.cyberbee.com/cb\\_copyright.htm](http://www.cyberbee.com/cb_copyright.htm)

An interactive quiz with answers

<http://www.benedict.com>

Includes copyright information and court cases

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

Webmonkey Web site

**Key words:** Use Web sites for copyright information to obtain research data and audio production Web sites for assistance with recording audio files. Some words to key in the search box for copyright are: *copyright, TEACH Act*. Some words for audio production are *audio, audio primer, audio FAQ's, free audio conversion, convert audio files, free audio editing, and Digital Juice BackTraxx*.

## AUDIO

### Public Announcement Assessment

	Evaluate/assess the quality and quantity of each criterion. Indicate points on the continuum of 0-5 5=high/good and 1=low/needs improvement (0=missing).					
Criteria	5	4	3	2	1	0
<b>Narration (5)</b> Planned and written						
<b>Narration (5)</b> Content accurate Copies of research included						
<b>Voice (5)</b> Captured with microphone						
<b>Background Music (5)</b> From CD						
<b>Audio Files (5)</b> Imported						
<b>Audio Levels (5)</b> Adjustments						
<b>Background (5)</b> Audio fade ins and fade outs						
<b>File Management (5)</b> Copy of folder submitted						
<b>Subtotal</b>						
				<b>Total Points =</b>		

# ELECTRONIC PRESENTATION

## Classmate Introduction

### Overview

**GOAL:** Create a timed kiosk presentation with voice narration “introducing” a classmate.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6	Plan and produce a multimedia presentation introducing a classmate. Interview a classmate, then outline and storyboard the information gathered during the interview process (name, nickname, hobbies, extra curricular activities, family, etc.). Scanners and/or digital cameras will be used to capture images that relate to content. Voice narration is to be captured and inserted into the presentation.	The <i>Classmate Introduction</i> assessment will be used to evaluate the planning (interview, outline, and storyboard), design, content, slide layout, graphics, text, color, audio, timing, object/slide transitions, consistency, and the degree to which presentation meets its goal of introducing a classmate to the class (target audience).
Incorporate transitions. G8	1.4, 1.6		
Apply builds to slides. G9	1.6, 1.6		
Apply timed settings. G10	1.4, 1.6		
Import files into a presentation (e.g., text, graphics, sound, video). G11	1.4, 1.6		
Prepare an electronic presentation using a variety of formats (e.g., text, graphics, bulleted lists). G12	1.4, 1.6, 1.8		
Manage files. A7	1.4, 2.7		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# **ELECTRONIC PRESENTATION**

## **Classmate Introduction**

### **Teaching Points**

#### **Overview**

Introducing speakers or persons to an audience is only one of the many forms of presentations used in the business world and every day life. Some presentations are operated by the presenter, some presentations are operated by the user based on the selections made, and some presentations run as a timed kiosk show. This activity focuses on a timed, self-running kiosk presentation, incorporating many multimedia skills that will be used to introduce a classmate.

#### **Content Review**

Review and/or demonstrate the following as needed:

1. Questions to ask in the student-to-student interview
2. Proper outline and storyboard format
3. Design and layout of presentations
4. Digital camera and scanner use
5. Setting up presentation as a kiosk—timings, narration (audio files), etc.

#### **Activity Preparation**

Show examples of former students' work (outlines, storyboards, presentations) if available to give ideas of possible slide content the student should get from the interview process.

Brainstorm possible questions to ask of the classmate during the interview process.

Assign the reading of a magazine or Web article to practice outlining and/or storyboarding.

Practice storyboarding by sketching out a presentation layout of what that outline could become.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions).

Demonstrate setting up kiosk presentations—with timings, narrations and/or other audio files.

Demonstrate the use of a digital camera and a scanner.

Review and/or demonstrate how to print presentations as handouts.

Review and/or demonstrate how to generate an output file of the presentation (Pack-and-Go). Discuss file types/extensions for this procedure.

Review design concepts: balance, white space, color, graphics, etc.

View the work of several former students, and evaluate their work using this assignment's assessment rubric.

## **Resources**

### **Supplies needed for the activity:**

Presentation software  
Computer with projection equipment  
Microphone for audio input  
Paper  
Scanner  
Digital camera(s)

### **Web sites (and/or key words to use for search):**

Font sites:

[www.acidfonts.com](http://www.acidfonts.com)

[www.fontfreak.com](http://www.fontfreak.com)

[http://www.kumc.edu/SAH/OTEd/jradel/Preparing\\_talks/103.html](http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html)

“How to” of presentations, includes information on outlining

<http://media.olivet.edu/training/powerpoint2000.htm>

How to use PowerPoint

**Key words:** *presentation, making introductions*

### **Books, articles, and other resources:**

Agency for Instructional Technology. (2002). *Communication 2000: Powerful presentations: Learner guide/CD study guide package*. Cincinnati, OH: South-Western Educational Publishing.

Beskeen, D. (2002). *Microsoft PowerPoint 2002—Illustrate introductory*. Boston, MA: Thomson Course Technology.

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).



Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003: Comprehensive concepts and techniques*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Obtain the following books, videos, and other materials from Resources@MCCE  
<http://www.resouces@mcce.org>.

**Communication 2000 - Effective Presentations - Module 14; Communication 2000**

Kit; 2 template disks, learner's guide, instructor's guide, audiocassette, videodisc, videocassette – An innovative applied academics program that uses multimedia technology to present a comprehensive communication curriculum. Consists of free-standing modules that each contain 15 lessons. This is the fourteenth unit titled "Effective Presentations."  
[6928 — R COMM 2000 MOD14]

CINCINNATI, OH, AIT & SOUTH-WESTERN PUBLISHING, 1999.

**Make Presentations Work for You**

Video; 12 min. – Gives specific techniques and tactics on speaking before a large crowd. Provides keys to successful presentations. How to build style techniques. Show ways to enhance your presentation skills.

[3672 — BE Video 107]

BLACKWOOD, NJ, COMMUNICATION BRIEFINGS, 1993.

**Using Visual Aids: A Guide For Effective Presentations; Revised; A Fifty-Minute Series**  
*Raines, Claire*

Book – When, why and how to use visual aids. Organizing and creating visuals-overheads, slides, charts and graphs, flip charts, posters, videos and others.

[7630—C&E 10.0050 CDJS73]

MENLO PARK, CA, CRISP PUBLICATIONS, INC., 1995.

# ELECTRONIC PRESENTATION

## Classmate Introduction Assignment

### Activity Preparation and Assignment

In this project you will create a timed kiosk presentation (2-3 minutes in length) introducing a classmate. Don't forget to create a project folder to house all your needed files. The goal of the presentation is to "introduce your classmate." The audience is your peers/classmates.

7. Interview your "client" (classmate) to gather the content. Possible slides could include name, nickname, extracurricular activities, hobbies, family, job, favorites, etc.
8. Outline the content gathered from your interview.
9. Storyboard the content by sketching the layout of each slide. Write out the audio narration and sketch the animation to be used throughout the presentation.
10. Collect needed media into project folder. Possibilities include:
  - a. Download and install a font
  - b. Ask "client" (classmate) to bring pictures to scan; use a digital camera to take pictures
  - c. Record voice over narration from microphone
  - d. Capture background audio
  - e. Capture background image or use template
11. Set presentation to auto play.
12. Add animation and transition effects.
13. Add background narration and timings.
14. Generate your output file.
15. Print a handout copy with four slides to a page.
16. Print a copy of the project folder/directory of contents.
17. Move the file to computer with projector to be shown as a kiosk presentation.

### Resources

#### Web sites (and/or key words to use for search):

[www.acidfonts.com](http://www.acidfonts.com)

Font site

[www.fontfreak.com](http://www.fontfreak.com)

Font site

[http://www.kumc.edu/SAH/OTEd/jradel/Preparing\\_talks/103.html](http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html)

How to prepare presentations; includes information on outlining

<http://media.olivet.edu/training/powerpoint2000.htm>

How to use PowerPoint

**Key words:** *presentation, making introductions*

## ELECTRONIC PRESENTATION

### Classmate Introduction Assessment

**Directions:** Rate each category on a scale of 10 (high) to 1 (low) on how well the criteria are met.

Criteria	10-9	8-7	6-5	4-3	2-1
<b>Planning and Content (10)</b> <input type="checkbox"/> Storyboard/outline with detailed description <input type="checkbox"/> Structure (flows smoothly) <input type="checkbox"/> Quantity of information on interview <input type="checkbox"/> Audience and purpose specific information					
<b>Layout and Design (10)</b> <input type="checkbox"/> Balanced text to images <input type="checkbox"/> Use of white space <input type="checkbox"/> Consistency <input type="checkbox"/> Color appropriateness <input type="checkbox"/> Text <input type="checkbox"/> Background <input type="checkbox"/> Pictures <input type="checkbox"/> Other					
<b>Graphics and Animation (10)</b> <input type="checkbox"/> Appropriate selection <input type="checkbox"/> Effectively used <input type="checkbox"/> Correctly manipulated <input type="checkbox"/> Sized effectively					
<b>Text (10)</b> <input type="checkbox"/> Appropriate size <input type="checkbox"/> Effective style/face <input type="checkbox"/> Readable <input type="checkbox"/> Consistency used					

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	10-9	8-7	6-5	4-3	2-1
<b>Functionality (10)</b> <input type="checkbox"/> Audio levels <input type="checkbox"/> Transition and effects <input type="checkbox"/> Timings					
<b>Creativity (10)</b> <input type="checkbox"/> Original <input type="checkbox"/> Attention getting <input type="checkbox"/> Interesting					
<b>Subtotal</b>					
			<i>Deduct 1 point for each uncorrected error =</i>		
			<b>Total Points =</b>		

Other Requirements	Yes = 2 points	No = 0 points
Handout copies (4 per page)		
Copy of project folder		
<b>Subtotal</b>		
		<b>Total Points =</b>

<b>Project Total =</b>
------------------------

# ELECTRONIC PRESENTATION

## Selection-Based Presentation

### Overview

**GOAL:** Create an electronic interactive presentation that responds based on selections made.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7	<p>Create an electronic interactive presentation that allows the user to choose the path instead of following a linear format. The selection chosen determines the sequence of the slides. The interactive show should be for a predetermined audience and contain build sequence, transitions, a variety of formats, audio and visual elements, and timings. Use organizational tools to plan, design, and layout the interactive presentation. The presentation topic should be approved by the teacher.</p> <p><u>Ideas:</u>            Cross-curricular activity            Business owner (i.e., Bill Gates)            Professional Organization            Promotion</p>	<p>The <i>Selection-Based Presentation</i> assessment will be used to evaluate the presentation on planning (outlining, flowchart, and storyboarding), design, content, layout, graphics, audio, text, color, timing, transitions, animations, builds, and sounds. The assignment will also be peer reviewed/evaluated and assessed on accuracy and following directions.</p>
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6		
Incorporate transitions. G8	1.4, 1.6		
Apply builds to slides. G9	1.6, 1.6		
Apply timed settings. G10	1.4, 1.6		
Import files into a presentation (e.g., text, graphics, sound, video). G11	1.4, 1.6		
Prepare an electronic presentation using a variety of formats (e.g., text, graphics, bulleted lists). G12	1.4, 1.6, 1.8		
Identify components of an interactive presentation developed with authoring software. G13	1.4, 1.5		
Demonstrate basic features of authoring software. G14	1.4		

<b>Measurable Learner Objectives</b>	<b>Crosswalk to Show-Me Standards</b>	<b>Instructional Activities</b>	<b>Assessment</b>
Evaluate peer-created tutorials. G17	CA5, 1.5, 1.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A13	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# **ELECTRONIC PRESENTATION**

## **Selection-Based Presentation**

### **Teaching Points**

#### **Overview**

Presentation software can be used for many purposes; and it can be used in an interactive format to inform, persuade, instruct, and evaluate. This assignment allows students to create an interactive presentation where the selections made will determine the path of the slides viewed.

#### **Content Review**

Review and/or demonstrate the following as needed:

6. Determining paths of slides based on responses
7. Proper outline and storyboard format for desired responses of a non-linear presentation
8. Flowcharting techniques
9. Design techniques for an effective functioning presentation
10. Steps in creating a basic presentation
11. Importing/inserting graphics and sounds
12. Using a scanner and/or digital camera
13. Animating text and graphics and using transitions effectively

#### **Activity Preparation**

Show examples of interactive modules and discuss possible layouts/paths.

Practice outlining by using a magazine article and/or short story to read and outline.

Practice storyboarding by sketching out a presentation layout from an outline.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions, sounds, animations).

Diagram the layouts for linear and non-linear presentations (flowcharting).

Brainstorm a layout of a presentation where the selection determines the sequence of the slides, flowcharting.

Review design concepts (balance, white space, color, graphics, etc.).

Discuss use of color per audience age and other demographics.



Review previous students' work if available and/or develop sample short interactive presentation.

Discuss the peer-evaluation process. (At least two peers selected or assigned by instructor will review/evaluate the project when completed.)

Review purposes of presentations/information—inform, persuade, instruct, educate, entertain.

Discuss proofreading and correction of errors.

## Resources

### **Supplies needed for the activity:**

Presentation software  
Computer with projection equipment  
Microphone  
Sound clips  
Paper  
Scanner  
Digital camera(s)

### **Web sites (and/or key words to use for search):**

Font sites:

[www.acidfonts.com](http://www.acidfonts.com)

[www.fontfreak.com](http://www.fontfreak.com)

[http://www.kumc.edu/SAH/OTEd/jradel/Preparing\\_talks/103.html](http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/103.html)

How to prepare presentations; includes information on outlining

<http://media.olivet.edu/training/powerpoint2000.htm>

How to use PowerPoint

<http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm>

Flow chart basics

**Key words:** *presentation*; key word for the purpose of presentation information—*inform, persuade, instruct, educate, entertain*; *sound clips; animations*

### **Books, articles, and other resources:**

Beskeen, D. (2004). *Microsoft PowerPoint 2003 – Illustrated introductory*. Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003: Comprehensive concepts and techniques*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Zimmerman, B., & Zimmerman, S. S. (2004). *New perspectives on Microsoft PowerPoint 2003 – Comprehensive*. Boston, MA: Thomson Course Technology.

# ELECTRONIC PRESENTATION

## Selection-Based Presentation

### Assignment

#### Activity Preparation and Assignment

Create a new project folder entitled: [insert your name] *Selection-Based Presentation*. Prepare a functioning, selection-based presentation of a cross-cultural activity or business owner that allows a user's path to be determined by the selections chosen. Provide a copy of the materials used to create the presentation. Complete the storyboard and/or outline to plan the layout and design of the presentation slides. Have your selection approved by your teacher.

Things to consider:

1. Audience
2. Purpose
3. The interface design
4. Use of arrows, AutoShapes, clipart, etc. for the navigation buttons
5. Location of navigational buttons

NOTE: The structure (flowchart) is extremely important! Planning will prevent confusion!!

The following elements *must* be included in your presentation:

1. Title slide—title, author, interface designer, age group in smaller credit font
2. Between 12 and 20 slides—You do not have to tell the entire story or use all aspects of a cross-cultural activity; determine slide inclusion of other ideas based on length and logical sense.
3. Gradients/textures or images from stock media or the Internet for the background (*Do not* use a design template.)
4. Slide transitions used on all slides
5. Animation effects (order with timings)
6. Clipart (3 or more) and motion clips (3 or more)
7. Interactive “choices” (3 or more)

8. Other interactions (2 or more), for example, plays sound
9. Build sequence
10. Reference slide(s) with credits, audience description, and purpose of show—inform, persuade, instruct, educate, entertain (Use no more than 2 slides for this.)
11. No uncorrected errors in the documents
12. File management with print screen of the directory submitted
13. Submission of storyboard or outline and flowchart
14. Submission of printed handout (6 slides per page) of presentation, and the *Selection-based Presentation* assessment

The completed assignment will be peer-evaluated using the *Selection-Based Presentation* assessment.

## Resources

### **Web sites (and/or key words to use for search):**

[www.acidfonts.com](http://www.acidfonts.com)

[www.fontfreak.com](http://www.fontfreak.com)

**Key words:** *presentation*; key word for purpose of presentation information—*inform, persuade, instruct, educate, entertain; sound clips; animations; flowcharts*

## ELECTRONIC PRESENTATION

### Selection-Based Presentation Assessment

Criteria	Excellent	Average	Poor
<b>Planning (12)</b>	<b>12-10</b> Well defined goals, suitable for audience; effective flowchart (structure) and storyboard/outline with descriptions	<b>9-6</b> Goals stated, suitability to audience inappropriate; more development needed for flowchart and storyboard/outline	<b>5-0</b> Considerable development needed for goals suitable to audience, flowchart, and storyboard/outline
<b>Layout (10)</b>	<b>10-9</b> Consistency followed throughout; white space used efficiently; good alignment used on up to 95% of slides	<b>8-5</b> Balance or alignment problems; position of content or graphics is ineffective; text and graphical content overwhelm slides (79-96%)	<b>4-0</b> Lacks balance and consistency; considerable work needed for slide development on at least 80% of the slides
<b>Audience Specific (10)</b>	<b>10-9</b>	<b>8-5</b>	<b>4-0</b>
	<b>Scale 10 (high) to 0 (low, not used)</b> for graphics, color scheme, text type, and audio all being designed to keep specific target audience in mind versus being audience inappropriate		
<b>Design (10)</b>	<b>10-9</b> Well-balanced colors; text contrasts and is readable; graphics are relevant and bring attention to content	<b>8-5</b> Colors might not complement each other; text may not be readable; graphics may distract from content	<b>4-0</b> Colors clash; graphics distract; or text not readable
<b>First Impression/ Creativity (7)</b>	<b>7-5</b>	<b>4-3</b>	<b>2-0</b>
	<b>Scale 7 (high) to 0 (low or not used)</b> for original, creative; catches viewer's interest		

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	Excellent	Average	Poor
<b>Content and Accuracy (10)</b>	<b>10-9</b> Accurate information; meets audience's needs and designers goals; all but 1 error corrected	<b>8-5</b> Missing some information; may not meet all needs of audience or designer goals; all but 2-3 errors corrected	<b>4-0</b> Multiple spelling or grammar errors or inaccurate information; confusing flow; all but 4 or more errors corrected
<b>Title and Reference Slides (8)</b>	<b>8-7</b>	<b>6-4</b>	<b>3-0</b>
	<b>Scale 8 (high) to 0 (low or not provided)</b> for title information provided (author, title, interface designer, age group) and reference information provided (credits, audience, purpose)		
<b>Functionality (10)</b>	<b>10-9</b> All interaction works; set as kiosk presentation so user must navigate with buttons; timings used effectively	<b>8-6</b> Some links or buttons not functioning properly; timings not set on majority of objects	<b>5-0</b> Multiple navigation, timing, and interaction errors
<b>Subtotal</b>			
			<b>Total Points =</b>

Other Requirements	Met (2 points)	Not Met (0 points)
1. Title slide (title, author, interface designer)		
2. Slides (at least 12)		
3. Slides (not over 20)		
4. Clip art (at least 3)		
5. Motion clips (at least 3)		
6. Interactive choices (at least 3)		
7. Transitions on all slides		
8. Non-design templates used, other background choices		

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Other Requirements</b>	<b>Met (2 points)</b>	<b>Not Met (0 points)</b>	
9. Animation effects used on majority of objects			
10. Automatic timings for object animation effects			
11. Build sequence			
12. Background (non-design template)			
13. Sound (at least 2 or more other interactions)			
14. Reference slide(s) (no more than 2 pages)			
15. Printed handouts (6 per page)			
16. File management (print screen)			
17. Copy of materials used for presentation			
<b>Subtotal</b>			<b>Total Points =</b>

**Project Total =**

# ETHICS

## Interactive Quiz Overview

**GOAL:** Research copyright laws relating to various media and develop an interactive electronic quiz based on obtained information from the research.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Demonstrate ethical behavior when designing multimedia applications. B1	4.4	Research copyright laws and develop an interactive presentation/quiz. Ask the user questions to show understanding of appropriate ethical use of multiple media such as video, text, sound, pictures, etc. The presentation should use good planning, layout and design; incorporate graphics, sound, animations, color, build, and hyperlinks; and have paths based on selections made to show correct and incorrect answers and options to questions.	Use the <i>Interactive Quiz</i> assessment to evaluate the presentation for accurate information of the quiz, the use of graphics, planning (flowchart and storyboard), text, sound, animations, transitions, color, timing, builds, layout, and design. Also evaluate the correct and logical link of slides to correct and incorrect responses to the questions, use of both multiple choice and true/false questions, and correction of errors. The assignment will also be peer reviewed/evaluated and be assessed on following directions for submission of documents.
Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures). B3	CA 3, 1.5		
Incorporate audio and visual elements (e.g., sound, graphics, animation). G7	1.4, 1.6		
Incorporate transitions. G8	1.4, 1.6		
Identify components of an interactive presentation developed with authoring software. G13	1.4, 1.5		
Apply builds to slides. G9	1.4, 1.6		
Create hyperlinks (internal and external). F8	1.4		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7		
Identify design principles used in multimedia productions. A18	CA 1, 1.6, 4.1		



<b>Measurable Learner Objectives</b>	<b>Crosswalk to Show-Me Standards</b>	<b>Instructional Activities</b>	<b>Assessment</b>
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# ETHICS

## Interactive Quiz

### Teaching Points

#### Overview

Copyright laws impact the personal and professional use of information from audio, video, text, and art for Web pages and in presentations. This assignment allows students to research copyright laws and create an interactive quiz to test knowledge and show understanding of the laws.

#### Content Review

Review and/or demonstrate the following as needed:

7. Using the Internet for research
8. Determining paths of slides based on responses
9. Flowcharting techniques for linear and non-linear presentations
10. Steps in designing a basic presentation
11. Design techniques for an effective functioning presentation
12. Importing/inserting graphics and sounds
13. Animating text and graphics and using transitions effectively

#### Activity Preparation

Show examples of exams created in interactive format/modules and discuss possible layouts and paths.

Brainstorm possible questions and responses for an interactive multimedia exam, then flowchart the questions and the responses for the exam.

Discuss planning and use of flowcharts and storyboards for planning the process of presentations.

Review and/or demonstrate using the Internet to conduct research.

Discuss research and other information on copyright.

Practice storyboarding by sketching out a presentation layout in a linear and a non-linear presentation.

Using presentation software, demonstrate how to create a slide show (text, graphics, transitions, sounds, animations).

Review design concepts (balance, white space, color, graphics, etc.).

Discuss the peer-evaluation process. (At least two peers selected or assigned by the instructor will evaluate the project when completed.)

## Resources

### **Supplies and materials needed for activity:**

Presentation software  
Computer with projection equipment  
Sound clips  
Paper

### **Web sites (and/or key words to use for search):**

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

**Fair use of copyrighted materials**

<http://www.mediafestival.org/downloads.html>

Copyright quizzes from Hall Davidson

<http://www.benedict.com/>

Copyright Web site on court cases

<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm#2>

Fair use guidelines for educational multimedia

[http://www.cyberbee.com/cb\\_copyright.htm](http://www.cyberbee.com/cb_copyright.htm)

Copyright with Cyberbee—an interactive copyright quiz site  
(Decide whether students are to view this site for suggestions on an interactive quiz.)

[www.acidfonts.com](http://www.acidfonts.com)

Font site

[www.fontfreak.com](http://www.fontfreak.com)

Font site

<http://www.copyright.gov>

United States Copyright Office Web site

### **Books, articles, and other resources:**

Beskeen, D. (2004). *Microsoft PowerPoint 2003 – Illustrated introductory*. Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Sebok, S. L. (2004). *Microsoft Office PowerPoint 2003: Comprehensive concepts and techniques*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Zimmerman, B., & Zimmerman, S. S. (2004). *New perspectives on Microsoft PowerPoint 2003 – Comprehensive*. Boston, MA: Thomson Course Technology.

# ETHICS

## Interactive Quiz

### Assignment

#### Activity Preparation and Assignment

Create a new project folder named *Copyright Interactive Project*. Create an interactive quiz that asks the user multiple-choice and true-false questions about copyright laws. Your audience is middle school students, senior high school students, or adults. You choose the audience. If users choose correctly, they will link to a “correct” slide with a positive comment, if users are wrong, they will link to a “sorry, try again” slide with directions on where to search for further study. Gather content from class, group discussion, and your notes. Using the Internet is an option.

#### Consider the following as you begin the planning part of the presentation design:

1. Your audience.
2. The purpose.
3. The interface design. Are you going to use arrows, autosshapes, and/or clipart for the navigation buttons?
4. Location of buttons.
5. The part of the answer to link—the letter in front of the descriptor or the entire descriptor.
6. Consistency of the design.
7. The structure of a correct slide for each question and one slide for an incorrect answer for the entire show or a slide for each incorrect response.

#### Include the following in your interactive exam presentation:

1. A storyboard/outline and a flowchart for the presentation (Submit both.)
2. A title slide with your name, the name *Interactive Exam on Copyright*, and an appropriate graphic
3. The second slide with the word copyright and a definition of copyright
4. The third slide (or another slide) showing a link to the U.S. Copyright Office (locate the URL for this office) and another link to the benedict.com Web site. (Provide a brief explanation of the site contents.)

5. Three questions about copyright law (Use three or four options for multiple choice questions and only one for a true/false question.)
6. One “incorrect” answer slide or several for each incorrect multiple choice response
7. A “correct” answer slide for each question
8. A background gradient or texture for the slides, not a selection from the design template
9. Interactive (functional) buttons (quit, choices, next, back, etc.)
10. The slide show set up as a kiosk presentation
11. Transitions and object animation effects on each slide throughout the presentation
12. Some automatic timing for object animation effects
13. A print screen copy of the *Copyright Interactive Project* folder
14. A printed handout of the presentation with six slides per page

## Resources

### **Web sites (and/or key words to use for search):**

Font Web sites:

[www.acidfonts.com](http://www.acidfonts.com)

[www.fontfreak.com](http://www.fontfreak.com)

Some copyright Web sites:

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

Fair use of copyrighted materials

<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm#2>

Fair use guidelines for educational multimedia

Decide on key words to use for search on the Web.

# ETHICS

## Interactive Quiz Assessment

Criteria	Excellent	Average	Poor
<b>Planning (10)</b>	<b>10-8</b> Good flowcharting (structure) and storyboarding with descriptions for questions and answers	<b>7-4</b> Some logic evident in flowcharting and storyboarding provided but more development needed	<b>3-0</b> Considerable development needed in logic for flowcharting and storyboard
<b>Layout (5)</b>	<b>5-4</b> Consistent throughout; each slide has unity. White space used efficiently and good alignment evident	<b>3-2</b> Balance or alignment problems; position of content or graphics may be ineffective; too much text on several slides	<b>1-0</b> Considerable development needed in alignment of text, graphics, and overall layout with three or more slides
<b>Design (5)</b>	<b>5-4</b> Well-balanced colors; good text contrasts and text is readable; graphics are relevant and bring appropriate attention to content	<b>3-2</b> Colors might not complement each other; text may not be readable; graphics may distract from content	<b>1-0</b> Colors clash; graphics distract; text not readable three or more slides
<b>Content and Accuracy (5)</b>	<b>5</b> Accurate and correct information; meets audience's needs and assignment's purpose	<b>4-3</b> Some information missing and at least two uncorrected errors or typos; may not serve needs of audience or assignment's purpose	<b>2-0</b> Multiple spelling or grammar errors or inaccurate information; confuses audience and does not meet assignment's purpose
<b>Functionality (6)</b>	<b>6-5</b> All interaction works; set as kiosk presentation so user must navigate with buttons; timings used effectively	<b>4-3</b> Some links or buttons not functioning properly; timings not set on majority of objects	<b>2-0</b> Multiple navigation and interaction errors
<b>Subtotal</b>			
			<b>Total Points =</b>

**Interactive Copyright Quiz Kiosk Presentation:** Evaluate in appropriate column below.

Other Requirements	Self Eval	Peer Eval	Instructor Eval	
			Met 2 pts.	Not 0 pts
Three questions; both multiple choice and true/false				
“Correct” slide and at least one “incorrect” slide for each question				
Slides link correctly to next slide				
Transitions on all slides				
Animation effects on majority of objects				
Automatic timings for object animation effects				
Title slide with name, graphic, and project title				
Slide with definition				
Slide with links to U.S. Copyright Office and benedict.com				
Background gradient or texture used at least once				
View as kiosk presentation				
Print of handouts (6 per page)				
File management (print screen)				
				<b>Total Points =</b>

Evaluated by: \_\_\_\_\_

<b>Project Total =</b>
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# GRAPHICS

## Animation

### Overview

**GOAL:** Create an animated graphic to show desired action(s)/movements.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create simple animations. C11	1.4, 1.6, 1.8	Determine the graphic and action(s) that should be displayed. Apply frame-by-frame editing to create the animated effects desired for the graphic to make the movements for the desired action(s).	Use the <i>Animation</i> assessment to evaluate the frame drawings, the manipulation of the graphics, and the animation effects for the desired action of the graphics. Also, assess the write up for the animation project, files management, and ability to follow directions for meeting specifications for the assignment.
Create original drawings using illustration software. C9	1.4, 1.8		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). A6	1.4, 1.8		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.



# GRAPHICS

## Animation

### Teaching Points

#### Overview

Video games or film designers are using animation to show action and display results that would be humanly impossible, such as actions by inanimated objects. In previous years artists drew every frame (still image/picture) of a full-length movie (think of a “flip-book”). Today animation programs help producers generate frames in between the “keyframes” to obtain the desired actions. This assignment will allow students to practice the basic elements of animation.

#### Content Review

Review and/or demonstrate the following as needed:

14. Graphic file formats: JPEG, GIF, TIFF and their uses
15. Keyframe—a frame where changes take place
16. Basic animation formats: GIF (multiple GIF’s saved as one to create animation)
17. Software programs available in the class that can be used for the assignment
18. Layering

#### Activity Preparation

Show examples of former work and/or Microsoft’s motion clips. In PowerPoint or presentation software available, insert a motion clip instead of clip art—these will be animated GIF’s.

View animations from <http://www.animfactory.com/>.

Create/demonstrate the process of creating a animated object—from beginning to desired action. Insert image into a presentation program to show the results.

Discuss the diagramming process of creating frames for desired actions of animations—drawings, timing, etc.

#### Resources

##### **Supplies needed for the activity:**

Animation program (Macromedia Flash, Adobe Live Motion, etc.); or  
Image Editor/Paint (PhotoShop, Paint, etc.) and animator program (Microsoft Gif Animator)

Adobe Image Ready (has built in animation capabilities)

**Web sites (and/or key words to use for search):**

Sites for tutorials:

<http://www.htmlgoodies.com/tutors/animate.html>

[http://www.masterviews.com/2001/06/14/how\\_to\\_create\\_simple\\_animation\\_effects\\_that\\_work\\_everywhere.htm](http://www.masterviews.com/2001/06/14/how_to_create_simple_animation_effects_that_work_everywhere.htm)

<http://www.webdiner.com/annexe/gif89/snowstp1.htm>

<http://www.adobe.com/web/tips/ai9webban/pdfs/ai9webban.pdf>

<http://www.webreference.com/dev/gifanim/>

<http://www.animationfactory.com/tutorial.html>

[http://www.kaleidoscapes.com/kc\\_intro.html](http://www.kaleidoscapes.com/kc_intro.html)

<http://webdevelopment.developersnetwork.com/Articles.asp?Article=236>

<http://members.tripod.com/dthknight1/filmstrips.html>

<http://hotwired.lycos.com/webmonkey/98/32/index0a.html>

[http://bj.canon.co.jp/image/papercraft/download/toy/anime\\_e\\_a4.pdf](http://bj.canon.co.jp/image/papercraft/download/toy/anime_e_a4.pdf)

Directions for handmade animation (flipbook)

**Key words:** *flip book, flip book animation, how to create an animated GIF, animated GIF FAQs, flash animation tutorials, download Microsoft GIF animator (free), download free animated GIF program(s), animation tutorials*

Additional Animation Ideas:

1. Try recreating or editing some animated GIFs from MS clip gallery's motion clips or <http://www.animfactory.com/>
2. Take a piece of clipart into Paint/PhotoShop to edit several times to animate
3. Require customized animations for PowerPoint presentations
4. If you want to get fancy, have students create animated greeting cards or animated comic strips. (Flash or a similar program is recommended if trying this idea.)

**Books, articles, and other resources:**

Botello, C. (2004). *Adobe Premiere 6.5 – Design professional*. Boston, MA: Thomson Course Technology.

Botello, C. (2003). *Adobe Illustrator 10 – Design professional*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

Weixel, S., Weixel, F., Morse, C., & Morse, B. (2004). *Graphics and animation basics*. Boston, MA: Thomson Course Technology.

# GRAPHICS

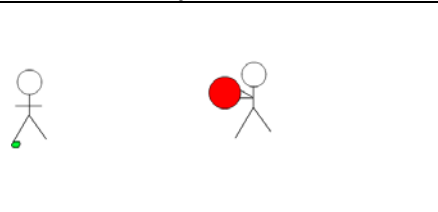
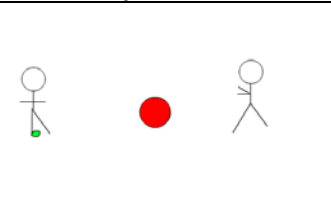
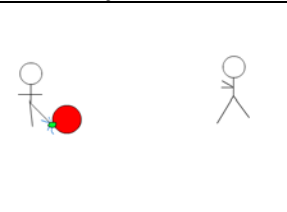
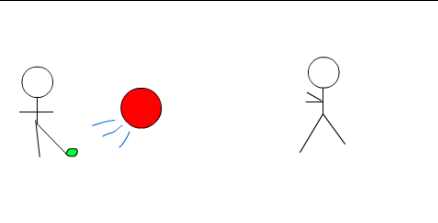
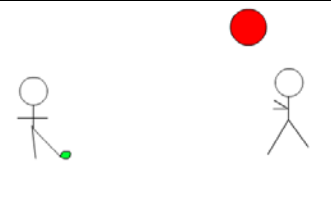
## Animation Assignment

### Activity Preparation and Assignment

In this project, determine an action desired for a figure or figures and develop the simple animations to obtain the desired movements.

1. Create a folder named *Animation* to save all your files.
2. Key your desired figure and the action the figure is to display. Draw a line for the instructor's approval and the date, and have your instructor approve.
3. If Step 2 has been approved, use appropriate software and sketch your key frames for the movements for the figure(s) to obtain the desired action. Draw a line for the instructor's approval and the date, and have your instructor approve your sketch.
4. Create your animation and save it as a GIF file.
5. Import your animated GIF into a presentation and save the presentation. Present and/or submit the presentation to your instructor.
6. Submit a print screen of your folder *Animation* showing all your files.

Example of simple kickball game animation:

Keyframe 1	Keyframe 2	Keyframe 3
		
Keyframe 4	Keyframe 5	
		

**NOTE:** Your new animated GIF files won't play if you just double click them. You must insert them into a PowerPoint or an HTML file to view the animation.

## Resources

### **Web sites (and/or keywords to use for search):**

<http://www.htmlgoodies.com/tutors/animate.html>

[http://bj.canon.co.jp/image/papercraft/download/toy/anime\\_e\\_a4.pdf](http://bj.canon.co.jp/image/papercraft/download/toy/anime_e_a4.pdf)

Directions for handmade animation (flip book)

**Key words:** *flip book, flip book animation, how to create an animated GIF, animated GIF FAQs*

# GRAPHICS

## Animation Assessment

Criteria	Excellent	Average	Poor
<b>Animation Write-up (5)</b>	<b>5</b> Clearly stated description and actions, approval and date lines included, all specifications met	<b>4-3</b> Vaguely stated description and actions, some information missing	<b>2-0</b> Questionable figure and/or actions, most information or specifications missing
<b>Frame Drawings (10)</b> Size, scale, shape, etc. of graphic drawings	<b>10-8</b> Professional look of artwork, approval and date lines included, all specification met	<b>7-5</b> More work needed on drawings, some information missing	<b>4-0</b> Little effort evident, drawings need considerable improvement, and some information missing
<b>Animation (10)</b>	<b>10-8</b> Frames imported into animator program, resaved as animated GIF, saved in a presentation program; created smooth animation with appropriate timing	<b>7-5</b> Frames out of order and/or jumpy animation; some specifications missing or not followed exactly	<b>4-0</b> GIF does not work appropriately or is not animated
<b>File Management (5)</b>	<b>5</b> All files shown and in appropriate formats	<b>4-3</b> Some files missing and/or in inappropriate formats	<b>2-0</b> Most files missing or specifications not followed
<b>Subtotal</b>			
			<b>Total Points =</b>

## VIDEO

### Movie Trailer Overview

**GOAL:** Create a movie trailer for a selected movie.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Create a movie trailer that is at least 30 seconds but not longer than 60 seconds as an advertisement for a movie. The movie trailer should have audio clips and narration to support the movie clips as well as visual graphics or credits and screens to add realism for a movie preview. Use scripting and storyboarding when determining the audio and sound clips, narration, motion shots, still pictures, and transition effect to plan the production of the movie trailer. Have at least two peers to review your final production to provide two positive and two constructive comments. Use the comments to consider whether any additional editing of your production will be needed before submission for the teacher evaluation. Practice good file management.	Use the <i>Movie Trailer</i> assessment to evaluate the movie trailer on planning with the script and storyboard, length of production, audio levels and quality, still and motion images used, text quality and credits used, accuracy, realism, transition effects, and overall creativity. Also evaluate the degree to which the requirements were met and the directions were followed. The project will be peer reviewed for feedback and evaluated for good file management.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.4, 2.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# VIDEO

## Movie Trailer

### Teaching Points

#### Overview

Previews to a movie are used to create interest in the movie so persons will attend the first weekend it opens and the weeks thereafter. The attendance of persons at a movie equates to larger profits for movie makers. This assignment will allow students to be creative in developing their own movie preview/movie trailer.

#### Content Review

Review the following with students:

1. Video formats— analog (VHS) and/or digital (camcorders that allow you to use Firewire)
2. File formats—how to export a movie (.MOV)
3. Software—non-linear editing programs (Premiere, FinalCut, iMovie)

#### Activity Preparation

View the previews of movies from television and/or previous students' work. Use the assessment instrument and note the areas that will be used for class production.

Discuss storage capacity of different storage devices because of resolution, size of still pictures, or length of motion film.

Discuss scripting and storyboarding for media productions.

Discuss and demonstrate the options for capturing and transferring motion productions.

Practice sound and audio fades and dissolves.

Practice transition effects on video.

Discuss and practice text processing (credits/titles) and the software used to create text.

#### Resources

##### **Supplies and materials needed for the activity:**

Camcorder  
VHS tapes  
CD/DVD



Movie previews  
Computer  
Internet connection  
Audio software  
Video software  
Equipment for converting video and audio files

**Web sites (and/or key words to use for search):**

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)

Importing sounds

[http://www.macromedia.com/livedocs/flash/mx2004/main/11\\_soun2.htm](http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm)

Importing sounds using Flash

<http://www.macworld.com/2000/09/bc/04imovie/>

Importing audio and video files using the MAC

<http://165.248.2.40/idl2000/savesound.html>

Saving audio and video clips; includes information on citations

<http://pd.l2l.org/linktuts/multint.htm>

Saving audio and video files

<http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/>

Using Adobe Premiere

[http://www.geocities.com/movie\\_hobbysite/movie-trailer.html](http://www.geocities.com/movie_hobbysite/movie-trailer.html)

Movie trailer site(s)

**Key words:** *audio, video, free audio software, free video software, importing audio tutorials, importing video tutorials*

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions*. Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

# VIDEO

## Movie Trailer Assignment

### Activity Preparation and Assignment

In this project you will produce a “trailer/teaser trailer,” at least 30 seconds but not more than 60 seconds long, for a fictional sequel. Be creative. Remember, this is a promotion to make the viewer want to see the movie, but not to give away too much of the story. The trailer is to be rated G. Create a new *movie trailer* folder to hold all media and editing of the project.

1. Watch the movie(s) several times to help you plan. Write down (log) the times (position on tape—hr/min/sec on VCR/DVD) so you will know where the scene is before you begin the capture steps. *You only need to log the shots you know you will use in your sequence.*
2. Script the audio clip(s) and narration you plan to use.
3. Storyboard/sketch the scenes and the order you want the scenes to appear. Give a short description of what happens in the clip and the special effect or text you plan to add to accompany the scenes.
4. Capture movie clips using the analog/digital conversion station(s) or camcorder(s). (Always start at least 5 seconds before and end a few seconds after the selected clip to prevent capturing the word *play* or *video calibration*.)
5. Move clips to your editing workstation with camcorder.
6. Edit clips in sequence to reflect the script and storyboard.
7. Use the preset DV-NTSC settings for your non-linear editing program (project file).
8. Export completed video sequence as a QuickTime file for viewing purposes.
9. Get feedback when finished. Find two people that would potentially represent the audience for the trailer. Have each person give you two positive comments and two constructive comments about the trailer. Make changes if necessary.
10. Submit a print screen of your timeline from the video editing software.
11. Submit the movie trailer, script, storyboard, feedback/peer review, and print screen of project folder.

NOTE: Remember to look over the scoring guide. (Projects will be peer evaluated using the scoring guide.)

### **Things to consider:**

1. Use seven or more different clips from the selected movie (either still pictures or video clips).
2. Find someone with a booming voice for the narration.
3. Stock video/images/audio can be used (consider your resources).
4. Text: Consider visual graphics.
5. Include green “Preview Approved” or “Twentieth Century Fox” screens before movie trailers to add realism.
6. Use transition effects. Fades or dissolves in movie trailers are usually seen.
7. File management is essential.

### **Resources**

#### **Web sites (and/or key words to use for search):**

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)

Importing sounds

[http://www.macromedia.com/livedocs/flash/mx2004/main/11\\_soun2.htm](http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm)

Importing sounds using Flash

<http://www.macworld.com/2000/09/bc/04imovie/>

Importing audio and video files using the MAC

<http://165.248.2.40/idl2000/savesound.html>

Saving audio and video clips; includes information on citations

<http://pd.121.org/linktuts/multint.htm>

Saving audio and video files

<http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/>

Using Adobe Premiere

**Key words:** *importing sounds, importing video, saving sound files, saving video files, and adding tutorial* to the key words

## VIDEO

### Movie Trailer Assessment

Criteria	Excellent	Average	Poor
<b>Storyboard/Planning (6)</b>	<b>6-5</b> Professional storyboard with descriptions and times	<b>4-1</b> Sloppy storyboard	<b>0</b> No plan
<b>Time Requirements (4)</b>	<b>4</b> Meets requirements	<b>3-2</b> Just under designated time	<b>1-0</b> Over designated time or half as long as designated
<b>Appropriate Content (6)</b>	<b>6-5</b> Appropriate and relevant media used, audience knows enough, but not too much about movie	<b>4-2</b> Some media used may not be relevant or fit theme, may give away too much of plot/ending	<b>1-0</b> Not sure what movie is about
<b>Audio/Levels (5)</b>	<b>5-4</b> Appropriate audio levels throughout	<b>3-2</b> Incorrect fade levels, background music may be too loud to hear narration	<b>1-0</b> Audio levels are not consistent and audio captured is not quality—audio may jump
<b>Quality (4)</b>	<b>4</b> Good quality audio	<b>3-2</b> Quality could be slightly better	<b>1-0</b> Needs considerable improvement
<b>Images/Video Quality (6)</b>	<b>6-5</b> Good quality video and images	<b>4-2</b> Video may be too choppy or pixilated	<b>1-0</b> Needs considerable improvement to be marginally acceptable
<b>Text Quality (4)</b>	<b>4</b> Efficient use of text, easy to read, font type agrees with theme	<b>3-2</b> Choice of type font or color could be better, may be a little hard to read	<b>1-0</b> Little effort, distracting, poor choice of type font or color

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Poor</b>
<b>Special Effects (5)</b> Superimposing and video effects	<b>5-4</b> Smooth appropriate effects used	<b>3-2</b> Some effects not working properly or not smooth	<b>1-0</b> Effects may be inappropriate
<b>Motion and Timing (5)</b>	<b>5-4</b> Motion settings enhance video, brings attention to important text/images	<b>3-2</b> Moving objects may be too fast or slow	<b>1-0</b> Very fast or extremely slow motion settings, very distracting
<b>Transition (3)</b>	<b>3</b> Smooth appropriate effects used	<b>2</b> Some effects not working properly or not smooth	<b>1-0</b> Choppy or inappropriate
<b>Creativity/Overall Impression (6)</b>	<b>6-5</b> Original, creative, a must see movie	<b>4-2</b> Average appeal, may not entice attendance	<b>1-0</b> Idea "copied" from real example, may be hard to follow
<b>File Management (3)</b>	<b>3</b> All files and extensions showing	<b>2</b> No more than one file missing	<b>1-0</b> More than one file missing
<b>Accuracy (5)</b>	<b>5</b> 1 error remaining	<b>4-3</b> 2-3 errors remaining	<b>2-0</b> 4 or more errors remaining
<b>Subtotal</b>			

**Total Points =**

<b>Other Requirements</b>	
Use of camcorder or VCR-capture (2)	
Feedback – peer review (5)	
<b>Subtotal</b>	<b>Total Points =</b>

**Project Total =**

# VIDEO

## Music Video Overview

**GOAL:** Produce a music video using video and images with music and other audio sounds to develop the interest for a product or to tell a story.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Determine a theme for a story or product and produce a music video with video and other images using video editing software. Use music, audio, and sound files as the background for the images/video. Your final product should be at least 60 seconds but not longer than 90 seconds and include 2 to 4 audio files and 2 to 4 video/image clips. Use copyright guidelines in the production of your music video. Edit sound files and video clips for the final product. Proofread and correct the text credit information. Copy the files to another medium as directed by the instructor.	Use the <i>Music Video</i> assessment to evaluate the video clips and images captured and the effective manipulation of these files; the sound and audio quality; the length of the production; and file management. Assess the text credit information for correction of errors and typos. Evaluate the transfer of files to a CD or some other medium as directed by the instructor. Also evaluate the overall video and audio production for the story line or theme as being representative of the written plan to sell a product or tell a story.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Create scanned images. C1	1.4, 1.8		
Manipulate scanned images (e.g., resizing, cropping, scaling, rotating). C3	1.4, 1.6		
Create digital camera images. C8	2.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

<b>Measurable Learner Objectives</b>	<b>Crosswalk to Show-Me Standards</b>	<b>Instructional Activities</b>	<b>Assessment</b>
*Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures). B3	CA3, 1.5		

\*Used to apply appropriate copyright guidelines.



# VIDEO

## Music Video

### Teaching Points

#### Overview

MTV and commercials or advertisements for products and/or services are a few examples of how video and audio are used simultaneously to develop interest and/or tell a story. This assignment will allow students to create their own music video using audio clips from CDs, audio files, and video they record. The students are to develop a theme for a music video so that their production tells a story or sells a product.

#### Content Review

Review and/or demonstrate the following as needed:

Using pictures/images: scanning, file formats, resolutions

2. Manipulating graphics/images
4. Creating and using audio and sound files and audio effects
5. Ripping audio files
6. Using motion effects for still pictures and text
7. Using motion video

#### Activity Preparation

View samples of appropriate MTV productions, previous students' work, and/or commercials. Discuss the theme development and the sound/music selections used.

Direct students on how to use a video camera to record a classmate and have your classmate video you to display various themes, e.g., love, heartbreak, disappointment, joy, exercising, etc.

Discuss importing/capturing video footage into a computer.

Demonstrate the use of audio and sound files including procedures for manipulating and saving sound files.

Discuss the selection of images and video to support a theme and the use of appropriate audio and sound files as a background to images/movie productions with sound.

#### Resources

##### Supplies needed for the activity:

Video camera

Computer to capture video/motion shots

Multimedia

Music Video Teaching Points

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Audio and sound files  
Head phones  
Software for video and audio editing

**Web sites (and/or key words to use for search):**

<http://www.lsc.cc.mn.us/admin/tech/mnsat.htm>

Creating an audio file

[http://www.ccd.bnl.gov/visualization/docs/guides/audio\\_video.html](http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html)

Adding audio to video files

<http://www.tcaps.com/ht/audio/default.htm>

Information on using and manipulating audio files

<http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm>

Creating MP3 and/or WMA files

<http://hotwired.lycos.com/webmonkey/multimedia/video/index.html>

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)

Webmonkey Web sites on audio, video, and multimedia

<http://165.248.2.40/idl2000/savesound.html>

Saving audio and video clips; includes information on citations

<http://search.hotwired.com/webmonkey/default.asp?query=video>

Make a selection from this site on video and other multimedia tutorials

<http://pd.l2l.org/linktuts/multint.htm>

Harvesting online sounds, images, videos and creating originals

<http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/>

Capturing video using Adobe Premiere 6.0

[http://www.macromedia.com/livedocs/flash/mx2004/main/11\\_soun2.htm](http://www.macromedia.com/livedocs/flash/mx2004/main/11_soun2.htm)

Sounds with Flash

[http://olympus.het.brown.edu/cgi-bin/info2www?\(cookbook\)Editing+Sound](http://olympus.het.brown.edu/cgi-bin/info2www?(cookbook)Editing+Sound)

Selecting, converting, and editing sound files

<http://www.rice.edu/fondren/erc/howto/cooledit.html>

Using sound with Cool Edit

<http://www.support.dsu.edu/multimedia/sound/wave-edit.htm>

Editing sound files with .wav extension

<http://www.blazeaudio.com/howto/edit-introduction.html>

Tutorial on editing sound files

[http://linux.oreillynet.com/pub/a/linux/2001/10/18/snd\\_parttwo.html?page=2](http://linux.oreillynet.com/pub/a/linux/2001/10/18/snd_parttwo.html?page=2)

Editing sound in Linux

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

**Fair use of copyrighted materials**

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions*. Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

**VIDEO**  
**Music Video**  
**Instructor's Approval Form**

**Music Video Theme** \_\_\_\_\_

**Instructor's Approval** \_\_\_\_\_

**Date** \_\_\_\_\_

Submit this form with the instructor's signature when the assignment is complete.

# VIDEO

## Music Video Assignment

### Activity Preparation and Assignment

Using video/pictures for the visual, 2 to 4 audio files, and special effects, create a music video that will tell a story or sell a product. The production should be at least 60 seconds but not more than 90 seconds long. Create a project folder entitled [*insert your name*] *music video* to hold images, audio, video, and other project files.

Produce a music video using the following directions:

1. Determine a theme for the music video, key it, and have the theme approved by the instructor. (See Instructor's Approval Form.)
2. Gather *only* the content for the project:
  - a. Video recorded on a video camera
  - b. Pictures (Scan at 150 ppi resolution; save as TIFF files.)
  - c. Name video clips and other digital images with recognizable, easy-to-remember names and the order in which they will be used
  - d. Audio files.
3. Use 2 to 4 audio files to create the audio layer for your music video sequence.
4. Use appropriate fade techniques for audio files.
5. Once the audio track is put together the way you like it, place your video, pictures, and/or images over the appropriate audio.
6. Use different transition effects between each image/picture.
7. Save as a movie file and export the file to the project folder.
8. Copy the movie file to a CD, or other medium, as directed by instructor.
9. Submit a print screen of the files in the project folder in Details view and a print screen of your timeline from the video software.

### Resources

**Web sites (and/or keywords to use for search):**

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)  
Webmonkey Web sites

**Key words:** *audio, video, CD burning, multimedia creation* and/or the word *tutorial* with any of the key words

## VIDEO

### Music Video Assessment

Criteria	Excellent	Average	Poor
<b>Captured Media (4)</b> Quantity	<b>4</b> Quantity meets requirements	<b>3-1</b> Missing part of media	<b>0</b> Media not captured
<b>Theme (6)</b> Consistency	<b>6-5</b> Video, images and audio are relevant to theme	<b>4-3</b> Some media are not relevant	<b>2-0</b> Media inconsistent with theme/each other
<b>Video Images (5)</b>	<b>5-4</b> Quality video clips/images, appropriate and balanced	<b>3-2</b> Video clips/images may be shaky, inappropriate pan/tilt	<b>1-0</b> Video clips/images may be distorted in movie
<b>Audio (5)</b>	<b>5-4</b> Quality fades, quality audio, audio at same level	<b>3-2</b> Audio levels “jump” or quality audio not captured	<b>1-0</b> Audio levels inconsistent and of poor quality
<b>Design of Titles (3)</b> Readable text	<b>3</b> Readable typeface and size, contrast with background, inside safe-zones	<b>2</b> Type size too small or poor choice of typeface	<b>1-0</b> Unreadable and distracting text
<b>Transitions (5)</b>	<b>5</b> Different transition effects used between each video clip/image	<b>4-3</b> Missing a transition or duplicate transitions used	<b>2-0</b> Missing many transitions
<b>Motion Settings (2)</b>	<b>2</b> Motion settings professionally used on titles	<b>1</b> Speed or effects of motion distracts from video	<b>0</b> Motion settings not used
<b>First Impression/Creativity (5)</b>	<b>5-4</b> Original, creative, and catches viewers’ interest	<b>3-2</b> Some effort evident, more creativity needed	<b>1-0</b> Lacks creativity

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Poor</b>
<b>File Management (2)</b>	<b>2</b> Project folder with subfolders appropriately organized	<b>1</b> File organization problem(s)	<b>0</b> Some files missing
<b>Timing (4)</b>	<b>4</b> Production is at least 60 second, but not over 90 seconds	<b>2</b> Production is under or over time length	
<b>Output (2)</b>	<b>2</b> Final project exported properly as MOV file	<b>1</b> Not exported properly	<b>0</b> Not exported
<b>Subtotal</b>			
<i>Deduct 1 point for each uncorrected error =</i>			
<b>Total Points =</b>			



# VIDEO

## Video Postcard Overview

**GOAL:** Create a video postcard to be sent via e-mail to your instructor.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8	Students will videotape each other in front of a solid background (blue or green) then capture video and open in video editing software (5-10 seconds). Students will choose a background scene (either image or video) and import it into video editing software. Students will layer the two clips onto the timeline and key-out the solid color so the new background shows through. Students will export the final video clip as a compressed file (MPEG or MPG). This file should be small enough (no larger than 1 megabyte) to attach to an e-mail and send to the instructor.	Use the <i>Video Postcard</i> assessment to evaluate the postcard for video taping, importing and exporting video, using background with an overlay, adjustments to overlay of tracks, and file management. Any text in the video and the e-mail will also be evaluated for accuracy.
Edit a video. E2	1.4, 1.8, 2.2		
Proofread and correct multimedia errors. A 14	CA1, 2.2		
Manage files. A7	1.4, 2.7		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# VIDEO

## Video Postcard

### Teaching Points

#### Overview

The entertainment world often uses color backgrounds for the chroma-keying effect. Actors will be filmed in rooms with blue walls, floor, and ceiling; the weather man stands in front of a green-screen; sometimes actors even wear special blue or green suits for effect. This is all done to create a relatively simple, but really neat, technique of being able to move in areas the body could not naturally travel, e.g., superman flying across the sky.

#### Content Review

Review and/or demonstrate the following as needed:

19. Video camera basics: record with camera, capture with Firewire (IEEE 1394) cable
20. Video editing software basics: capturing files, importing files, layering files (putting files on different tracks/layers), exporting files
21. File management
22. Advanced video editing: adjusting the transparency of a video clip
23. Terms to know/review: NLE (non-linear editing) vs. analog, MOV, AVI, JPG, FireWire, keying

#### Activity Preparation

Prepare a wall with solid green or blue color. (Explain that green and blue are the furthest hue from flesh/skin-tones and the reason for using them. Construction paper, poster board, or bed sheets work fine if you haven't purchased a professional screen/matte.)

Show examples of former students' work (or something you've created) to give ideas of how the product should look like.

Demonstrate use of video camera and capture process.

Demonstrate importing, layering, and transparency settings in video editing software.

Demonstrate exporting.

Review the process of drafting an e-mail and Web etiquette.

#### Resources

##### **Supplies needed for the activity:**

Digital video camcorder  
Fire Wire (IEEE 1394 Cable)

Computer with FireWire card (place to plug cable in)  
Computer with video editing software  
Solid colored wall (Green or blue construction paper will work great in good lighting with no shadows or wrinkles on background.)  
Internet connection

**Websites (and/or key words to use for search):**

<http://165.248.2.40/idl2000/savesound.html>

Saving audio and video clips; includes information on citations

<http://pd.l2l.org/linktuts/multint.htm>

Saving audio and video files

<http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/>

Using Adobe Premiere

<http://hotwired.lycos.com/webmonkey/multimedia/video/index.html>

Site with various video tutorials based on equipment

<http://search.hotwired.com/webmonkey/default.asp?query=video>

Make a selection from this site on video and other multimedia tutorials

**Key words:** *digital video primer, video FAQ, chroma-keying*

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions*. Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

# VIDEO

## Video Postcard Assignment

### Activity Preparation and Assignment

With the advances in e-mail and the Internet, persons can send and receive video postcards and messages. In this project you will create a video postcard. You will decide on a place to visit, then using a video camcorder and editing software, make the place appear as if you were there. Using the background, create a video postcard to be e-mailed to your instructor. Create a *video postcard* project folder to hold all files created for the project. Follow the steps/directions below to develop your video postcard:

1. Choose a place to visit. Find an image, picture, or frame from a video clip of that place. Save/copy the image or video to your project folder.
2. Select a partner and have your partner video tape you for at least 5, but not more than 10 seconds in front of the solid background (blue or green). Pose appropriately, wave and say hi and/or something relevant. Record your partner doing the same.  
  
NOTE: Be sure to wear colors other than blue or green.
3. Capture the video and/or image.
4. Import the image/video of your destination. Import the video of yourself (if necessary).
5. Drag the destination clip to Track-1. Drag the movie of yourself to Track-2.
6. Adjust the durations so that Track-1 and Track-2 are the same length.
7. Apply effect to remove green/blue background (chroma key/transparency) and adjust accordingly. Background from track-1 should start to appear.
8. Export your file as a MOV or MPG.
9. Key an appropriate e-mail to the instructor and attach your video postcard or submit it in appropriate media as indicated by instructor (burn to CD/DVD). Proofread and correct any errors in the e-mail before it is sent.
10. Submit a screen shot/print screen of project folder in Details view.

## Resources

### **Web sites (and/or keywords to use for search):**

<http://pd.l2l.org/linktuts/multint.htm>

Saving audio and video files

<http://www.library.georgetown.edu/dept/gelardin/guides/Premiere/>

Using Adobe Premiere

<http://hotwired.lycos.com/webmonkey/multimedia/video/index.html>

Site with various video tutorials based on equipment

<http://search.hotwired.com/webmonkey/default.asp?query=video>

Make a selection from this site on video and other multimedia tutorials

**Key words:** *digital video primer, video FAQ, chroma-keying*

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

## VIDEO Video Postcard Assessment

**Directions:** Assign points on a scale from 5 (high/good) to 0 (low/poor or not present) in each category below.

Criteria	5	4	3	2	1	0
<b>Video Editing (5)</b> Track adjustments (movie over image/picture)						
<b>Timing (5)</b> At least 5, but not over 10 seconds						
<b>Importing and Exporting Files (5)</b> Capture of video and background; transfer to output						
<b>File Management (5)</b> All files present with all extensions showing						
<b>Subtotal</b>						
<i>Deduct 1 point for each uncorrected error =</i>						
<b>Total Points =</b>						

# VIDEO

## Video Scrapbook Overview

**GOAL:** Produce a personal scrapbook of pictures with sounds using multimedia equipment.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Import sound files. D2	1.4, 1.8	Determine a theme and produce a video scrapbook from scanned and digital still pictures using video editing software. Manipulate the graphics/images for best results. Use audio and sound files as a background for the images. Proofread and correct the multimedia files. Copy the files to another form of multimedia as directed by the instructor.	Use the <i>Video Scrapbook</i> assessment to evaluate the pictures, video clips, and images captured; effective manipulation of the images; the sound and audio quality; timing within the presentation; and file management. Also evaluate transfer of files to a CD or some other multimedia source as directed by the instructor. Assess the scrapbook for correction of errors and typos.
Access and capture recorded and live audio from a variety of sources (e.g., laser disk, CD-ROM, video, microphone). D4	1.4, 1.8		
Edit sound files. D5	1.4, 1.8, 2.2		
Access and capture video clips from a variety of sources (e.g., laser disk, CD-ROM, video camera). E1	1.4, 1.8		
Alter frames per second. E3	1.4, 1.8		
Transfer digital video output to other media (e.g., videotape, disk, CD-ROM, Web page). E5	1.4, 1.8		
Create scanned images. C1	1.4, 1.8		
Manipulate scanned images (e.g., resizing, cropping, scaling, rotating). C3	1.4, 1.6		
Create digital camera images. C8	2.7		
Manage files. A7	1.4, 2.7		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.

# VIDEO

## Video Scrapbook

### Teaching Points

#### Overview

Companies exist that will take pictures from persons' scrapbooks and create a video file with the pictures, sounds, motions, and other multimedia effects. This assignment will allow students to scan pictures that already exist, capture pictures with a camera, use video clips, and capture sound to create a video scrapbook.

#### Content Review

Review and/or demonstrate the following as needed:

10. Using pictures/images: scanning, file formats, resolutions
11. Manipulating graphics/images
12. Creating and using audio and sound files and audio effects
13. Ripping audio files
14. Using motion effects for still pictures and text

#### Activity Preparation

Use a scanner to scan and save existing pictures and images.

Discuss saving pictures and images as different file formats.

Discuss resolutions for pictures and images and the impact on load time, file size, etc.

Demonstrate the use, manipulation, and saving of audio and sound files.

Discuss the selection of pictures and images to support a theme and use of audio and sound files as a background.

Discuss and demonstrate the effects for still pictures, images, and text.

#### Resources

##### Supplies needed for the activity:

Digital camera

Scanner

Printer

Paper

Computer

Internet connection



Audio and sound files  
Head phones and microphones  
Software

**Web sites (and/or key words to use for search):**

<http://www.lsc.cc.mn.us/admin/tech/mnsat.htm>

Creating an audio file

[http://www.ccd.bnl.gov/visualization/docs/guides/audio\\_video.html](http://www.ccd.bnl.gov/visualization/docs/guides/audio_video.html)

Adding audio to video files

<http://www.tcaps.com/ht/audio/default.htm>

Information on audio files

<http://www.intel.com/support/peripherals/audioplayer/3kplayer/createfile.htm>

Creating MP3 and/or WMA files

[http://www.dl.nu/linux\\_cd\\_burning.html](http://www.dl.nu/linux_cd_burning.html)

Converting, copying, etc. files

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)

Webmonkey Web sites

[http://www.milwaukee.k12.wi.us/pages/MPS/Teachers\\_Staff/Tech\\_Tools/Distance Learning Opportunities/Video Scrapbook](http://www.milwaukee.k12.wi.us/pages/MPS/Teachers_Staff/Tech_Tools/Distance_Learning_Opportunities/Video_Scrapbook)

Video scrapbook of Milwaukee Public Schools

**Books, articles, and other resources:**

Brown, T. (2004). *Cubase SX for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Counts, E. L. (2004). *Multimedia design and production for students and teachers*. Boston, MA: Allyn and Bacon (Pearson Education).

Lich, B. (2003). *DVD burning solutions*. Boston, MA: Thomson Publishing.

Middleton, C. (2003). *Complete guide to digital audio*. Boston, MA: Thomson Publishing.

Roback, S. (2004). *Pro Tools 6 for Macintosh and Windows: Visual quickstart guide*. Berkeley, CA: Peachpit Press (Pearson Education).

Solomon, A.W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

**VIDEO**  
**Video Scrapbook**  
**Instructor's Approval Form**

**Video Scrapbook Theme** \_\_\_\_\_

**Instructor's Approval** \_\_\_\_\_

**Date** \_\_\_\_\_

Submit this form with the instructor's signature when assignment is complete.

# VIDEO

## Video Scrapbook Assignment

### Activity Preparation and Assignment

Create a video scrapbook around a determined theme using still pictures and images, appropriate background sounds and audio files, and special effects. The production should be at least one minute, but not more than 2 minutes long.

Follow the steps/directions below for developing a video scrapbook:

15. Determine a theme for the video scrapbook and have it approved by the instructor. (See Instructor's Approval Form.)
16. Create a project folder entitled [*insert your name*] *scrapbook* to hold images, audio, title, and other project files.
17. Gather the content for the project:
  - a. Pictures (scanned at 150 ppi resolution and saved as TIFF files)
  - b. Name video clips and other digital images with recognizable, easy-to-remember names and order
  - c. Audio files and/or script
  - d. Titles.
18. Use 12 scanned and/or digital pictures, 2 or 3 audio clips and background sound effects, 2 or 3 plug-in titles.
19. Use different transition effects between each image/picture. Each picture/image is to be timed for viewing at least 5 seconds, but not more than 10 seconds.
20. Use appropriate fade techniques for audio files.
21. Use motion settings and fading for titles.
22. Save as a movie file and export the file to the project folder.
23. Copy the movie file to a CD, or other medium, as directed by the instructor.
24. Submit a print screen of the files in the project folder in Details view and a print screen of your timeline from the video software.

## Resources

### **Web sites (and/or keywords to use for search):**

[http://hotwired.lycos.com/webmonkey/multimedia/audio\\_mp3/](http://hotwired.lycos.com/webmonkey/multimedia/audio_mp3/)

[http://hotwired.lycos.com/webmonkey/01/10/index3a\\_page2.html?tw=multimedia](http://hotwired.lycos.com/webmonkey/01/10/index3a_page2.html?tw=multimedia)  
Webmonkey Web sites

**Key words:** *audio, video, CD burning, multimedia creation*

## VIDEO

### Video Scrapbook Assessment

Criteria	Excellent	Average	Poor
<b>Captured Media (4)</b> Quantity	<b>4</b> Quantity meets requirements	<b>3-1</b> Missing part of media	<b>0</b> Media not captured
<b>Theme (3)</b> Consistency	<b>3</b> Images and audio are relevant to theme	<b>2</b> Some media are not relevant	<b>1-0</b> Media inconsistent with theme/each other
<b>Images (5)</b>	<b>5-4</b> Quality scans, appropriate aspect ratio	<b>3-2</b> Images may be scanned off-center or have white borders	<b>1-0</b> Scanning or images are distorted in movie
<b>Audio (5)</b>	<b>5-4</b> Quality fades, quality audio, audio at same level	<b>3-2</b> Audio levels “jump” or quality audio not captured	<b>1-0</b> Audio levels inconsistent and of poor quality
<b>Title/Design (3)</b> Text	<b>3</b> Readable typeface and size, contrast with background, inside safe-zones	<b>2</b> Type size too small or poor choice of typeface	<b>1-0</b> Unreadable and distracting text
<b>Transitions (5)</b>	<b>5</b> Different transition effects used between each image	<b>4-3</b> Missing a transition or duplicate transitions used	<b>2-0</b> Missing many transitions
<b>Motion Settings (2)</b>	<b>2</b> Motion settings professionally used on titles	<b>1</b> Speed or effects of motion distracts from video	<b>0</b> Motion settings not used
<b>First Impression/Creativity (5)</b>	<b>5-4</b> Original, creative, and catches viewers’ interest	<b>3-2</b> Some effort evident, more creativity needed	<b>1-0</b> Lacks creativity

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Poor</b>
<b>File Management (2)</b>	<b>2</b> Project folder w/sub folders appropriately organized	<b>1</b> File organization problem(s)	<b>0</b> Some files missing
<b>Output (2)</b>	<b>2</b> Final project exported properly as MOV file	<b>1</b> Not exported properly	<b>0</b> Not exported
<b>Subtotal</b>			
			<i>Deduct 1 point for each uncorrected error =</i>
			<b>Total Points =</b>

# WEB PAGE DESIGN

## Career Web Site

### Overview

**GOAL:** Create an interactive Web site on careers, with emphasis on careers in desktop publishing (DTP) and multimedia (MM) to be navigated by users.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7	Create an interactive Web site that allows the users to investigate careers in general and desktop publishing and multimedia career opportunities in specific. Locate sites on careers in general and desktop publishing and multimedia careers specifically, personality types, and learning styles to use as links on the site. The Web site should include bulleted and numbered lists, marquee and scrolling text, animated gifs, an e-mail link, internal and external links, targets to move within pages, page modified date, and a form for feedback. The site should also follow design strategies for layout, color usage, background, graphics, and length (more than one page for the site is highly recommended). The site should also be creative, easy to navigate, and error free. Practice good file management.	Use the <i>Career Web Site</i> assessment to evaluate the Web site on careers for layout and design, color usage, graphics, length of page(s), ease of navigation, inclusion of required information and accuracy (free of errors). The assignment will be evaluated for characteristics of being creative, attractive, distraction free, effective, understandable, labeled, and logically arranged information.
Download files (e.g., graphics, sound, video, animation). A11	2.7		
Design a Web page with text, graphics, and tables. F7	1.4, 1.6		
Apply external media (e.g. text, images, sound). F10	1.4, 1.6		
Apply object linking in multimedia products. C12	1.4		
Import graphics. C4	1.4, 1.6		
Evaluate file size as it relates to the Internet. F12	1.4, 1.6, 1.8		
Create hyperlinks (internal and external). F8	1.4		
Proofread and correct multimedia documents. A14	CA1, 2.2		
Identify career/self-employment opportunities in desktop publishing. A12 (DTP)	CA3, 1.10		
Identify career/self-employment opportunities in multimedia. A 17	CA1, 2.6		
Manage Files. A7	1.4, 2.7		

Activity originally developed by Darla Brocksmith; adapted and used with her permission.

# WEB PAGE DESIGN

## Career Web Site

### Teaching Points

#### Overview

Persons who investigate their personality, interests, learning styles, and resources to determine their potential and abilities will better understand the career options available and their career match. Much of the information to explore career development can be obtained on the Web. This assignment allows a student to locate Web sites on careers in general and desktop publishing and multimedia careers in specific, personality types, and learning styles to be used as links in the development of a Career Web Site.

#### Content Review

Review and/or demonstrate the following as needed:

8. Creating hyperlinks (both internal and external) and an e-mail link
9. Using targets on a Web page
10. Inserting and manipulating an image on a Web page
11. Applying backgrounds and using Web-friendly colors
12. Using horizontal lines, tables, bullets, and listings on a Web page
13. Inserting a marquee or scrolling text
14. Using animated images
15. Creating and using a feedback form with different boxes
16. Using documentation on a Web site
17. Using the Internet for research
18. Using multiple pages on a Web site (length)

#### Activity Preparation

Show and discuss with the students examples of good and poor Web page design and layout.

Discuss how to conduct research on career information, self-assessment career and personality tools, and other career resources using the Internet.

Discuss and demonstrate background, Web-friendly color, text, graphics, and animations on a Web site.

Discuss and demonstrate the use of lines, tables, bullets, and listings in the organization of information on a Web site.

Discuss organizational tools for Web site development (e.g., storyboarding, outlining, branching).



Discuss and demonstrate the use of a marquee and scrolling text.

Discuss and demonstrate creating links (internal and external), targets, an e-mail link, page documentation, and a feedback form for a Web page and a Web site.

Brainstorm categories to be used for the organization of a career Web site and appropriate layout and design techniques.

Discuss and demonstration how to create a form for feedback in a Web site.

Discuss the length of pages on a Web site.

## **Resources**

### **Supplies needed for the activity:**

Computer

Internet access

Web editing software or a way to enter HTML code (Notepad)

Computer and projection equipment to view Web sites

### **Web sites (and/or key words to use for search):**

The following Web sites provide career assessment tools:

<http://www.jobhuntersbible.com/counseling/counseling.shtml>

Several career assessment and personality tools:

*The Princeton Review Quiz* (also called the Birkman Method) consisting of 24 questions.

*The Career Interests Game*—Exercises in color with career links.

*The Career Key*—This site also provides information on education beyond high school.

NOTE: Clicking on a career area of interest in the above tools link to the job title found in the *Occupational Outlook Handbook*.

<http://www.schoolfinder.com/careers/3step1.asp>

Consists of an 80-item questionnaire; you must register to complete the questions. *Do not request the long report because of cost.* Click on a career area, and information similar to the *Occupational Outlook Handbook* will appear. A school listing will also be provided; schools are located in Canada (some even have e-tours).

<http://www.myfuture.com/career/interest.html>

Contains a 60-question career assessment and a 70-item personality test.

*The Career (Work Interest) Quiz:* The career options link to armed forces sites and compare civilian job titles to military job titles by responsibilities and requirements.

*The Personality Quiz:* A preliminary report is provided, but a more extensive reports costs approximately \$14.95. A listing of famous people who have similar personality types are also available at this site.

<http://www.personalitytype.com>

Upon completion of this quick personality quiz, a job listing will be provided.

The following Web sites link to the Occupational Outlook Handbook and similar sources:

<http://stats.bls.gov/oco/>

Bureau of Labor Statistics: The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as in other countries. It provides great detail on outlook for the future as well as information on the current job market and salaries.

<http://www.works.state.mo.us>

Missouri Works: Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH and the *Dictionary of Occupational Titles*.

<http://www.acinet.org/acinet/>

America's Career InfoNet: Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the Career Videos link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

America's Career InfoNet can also be used to locate career information for self-assessment. NOTE: Most instruments have fees.

<http://keirseey.com>

Information about the Myers-Briggs personality assessment and the results – information about careers

<http://www.joinwow.org>

World Organization of Webmasters

**Key words:** *career, Occupational Outlook Handbook, personality inventory, self-assessment*

### **Books, articles, and other resources:**

Barksdale, K., & Stubbs, T. (2003). *Web design basics*. Boston, MA: Thomson Course Technology.

- Bishop, S. (2001). *Macromedia Dreamweaver 4—Illustrated introductory*. Boston, MA: Thomson Course Technology.
- Carey, P. (2003). *New perspectives on creating Web pages with HTML and Dynamic HTML*. Boston, MA: Thomson Course Technology.
- Hart, K., & Geller, M. (2003). *New perspectives on Macromedia Dreamweaver MX—Introductory*. Boston, MA: Thomson Course Technology.
- Shelly, G. B., Cashman, T. J., & Kosteba, L. (2002). *Web design introductory concepts and techniques*. Boston, MA: Thomson Course Technology.
- Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).
- Towers, J. T. (2004). *Dreamweaver MX for Windows and Macintosh, student edition*. Berkeley, CA: Peachpit Press (Pearson Education).

# WEB PAGE DESIGN

## Career Web Site

### Assignment

#### Activity Preparation and Assignment

Create a Web site that allows users to investigate careers in general and desktop publishing and multimedia careers in specific. The site should also have links for users to investigate their personalities and assess their potential and abilities for various careers. Create a folder entitled [*insert your name*] *Career Web Site* to hold all files. Follow the steps/directions below for the development of your Web site:

1. Locate and research sites on:
  - a. Careers in general and DTP/MM careers in specific. Write brief notes about the contents of each site and ways to use each.
  - b. Personality types and learning styles. Write brief notes about the contents and/or directions on how to use or maneuver the sites.
2. Plan and/or design the layout of your Web site using an organizational tool (e.g., storyboarding, etc.); submit your plan with assignment.
3. Use bulleted and numbered lists for the site.
4. Use at least two tables for the layout of information on the site (or the entire site could use tables) and at least two horizontal lines.
5. Have a marquee and scrolling text on the site.
6. Create links to sites on career information, personality types, learning styles, and e-mail. Have at least one graphic which is a link.
7. Use internal links to navigate within a Web page.
8. Use targets to maneuver up and down the Web page.
9. Apply at least two appropriate animations on the site.
10. Create a form for feedback to be used on the site.
11. Use appropriate design strategies for color usage, background, graphics, and page length.
12. Use documentation of creation and modification date of site.
13. Proofread and correct all errors.

14. Test the Web site in several engines to determine ease of navigation and appearance.
15. Submit the Web site on a disk or source determined by the instructor and/or post on the Web.
16. Submit a print screen of the project folder in Details view.

## Resources

### Web sites (and/or keywords to use for search):

<http://keirseey.com>

The Keirseey Temperament Sort II has 70 questions and a good overview and is similar to Myers-Briggs, except no cost.

<http://stats.bls.gov/oco/>

Bureau of Labor statistics: The Occupational Outlook Handbook (OOH) or hard copy from the library.

<http://www.joinwow.org>

World Organization of Webmasters site

**Key words:** *career, Occupational Outlook Handbook, personality inventory, self-assessment*

## WEB PAGE DESIGN

### Career Web Site Assessment

Criteria	Outstanding	Sufficient	Some Success	Little Success
<b>Planning and Organization (10)</b> <input type="checkbox"/> Main points/purpose evident <input type="checkbox"/> Main points/purpose supported by details <input type="checkbox"/> Organized logically <input type="checkbox"/> Organizational tool used and submitted	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Research (10)</b> <input type="checkbox"/> All categories researched <input type="checkbox"/> Careers in general <input type="checkbox"/> DTP/MM careers <input type="checkbox"/> Personality <input type="checkbox"/> Learning styles	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Research (10)</b> <input type="checkbox"/> Quality and quantity of data <input type="checkbox"/> Sufficient research conducted on each category <input type="checkbox"/> Sources properly documented <input type="checkbox"/> Each category is well developed	<b>10-9</b>	<b>8-6</b>	<b>5-3</b>	<b>2-1</b>
<b>Navigation (10)</b> <input type="checkbox"/> Links operate as expected <input type="checkbox"/> Internal hyperlinks <input type="checkbox"/> External hyperlinks <input type="checkbox"/> E-mail link <input type="checkbox"/> Targets <input type="checkbox"/> Graphic as a link (1 or more)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Four criteria evident and correct	<b>5-3</b> Three criteria evident and correct	<b>2-1</b> Two or less criteria evident and correct

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

<b>Criteria</b>	<b>Outstanding</b>	<b>Sufficient</b>	<b>Some Success</b>	<b>Little Success</b>
<b>Visual Attributes (10)</b> <input type="checkbox"/> Present, appropriate, and operates <input type="checkbox"/> Images <input type="checkbox"/> Appropriate backgrounds and color usage <input type="checkbox"/> Horizontal lines (2 or more) <input type="checkbox"/> Animated GIF (2 or more)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Organizing Information (10)</b> <input type="checkbox"/> Tables (2 or more) <input type="checkbox"/> Bulleted and numbered listing (1 or more each) <input type="checkbox"/> Marquee and scrolling text (1 each) <input type="checkbox"/> Feedback form (1)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Proofreading and Editing (10)</b> <input type="checkbox"/> Text edited to short clauses/phrases where appropriate <input type="checkbox"/> Text reflects correct grammar, punctuation, spelling and word uses	<b>10-9</b> All errors corrected, one clause/phrase needs improvement	<b>8-6</b> One error remains, two clauses/phrases need improvement	<b>5-3</b> Two errors remain, three clauses/phrases need improvement	<b>2-1</b> Three or more errors remain, four or more clauses/phrases need improvement
<b>Creativity (10)</b> <input type="checkbox"/> Original, creative, and catches and holds viewers' interests	<b>10-9</b>	<b>8-6</b>	<b>5-3</b>	<b>2-1</b>
<b>Documentation (2)</b> <input type="checkbox"/> Site creation and modification dates provided and updated	<b>Yes = 2</b>	<b>xxxxxxx</b>	<b>Partial = 1</b>	<b>No = 0</b>
<b>Print Screen (2)</b> <input type="checkbox"/> Submitted in Details view	<b>Yes = 2</b>	<b>xxxxxxx</b>	<b>xxxxxxx</b>	<b>No = 0</b>
<b>Subtotal</b>				
<b>Total Points =</b>				

# WEB-PAGE DESIGN

## Multiple-Page Web Site Overview

**GOAL:** Create a Multiple-Page Web site with forms for an organization.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Define Web-page design principles. F1	CA1, 1.5	Create a multiple-page Web site for a business, school club, or organization. The site should have at least four pages (three pages and the home page) and a form. Create navigation among the pages. Interview the sponsor of the organization or business owner to determine the content of the site. Consider the name, trademark, symbols, missions, goals, products and/or services, contact information, and other pertinent information to be included on the site. Use a flowchart and storyboard to plan the structure and layout of the pages for the site.	Use the <i>Multiple-Page Web Site</i> assessment to evaluate the Web-page for content and consistency; design principles of layout, text, Web-safe color, graphics/animations; usefulness for targeted/intended audience; accessibility; storyboard/flowchart use; hardware efficiency and navigation; authority and credits; impression and creativity; use of HTML and/or Dynamic HTML; accuracy; and specific assignment requirements. Also, evaluate the <i>Client Interview Sheet</i> for inclusion of information on the Web site and the client's signature.
Evaluate Web-page design. F2	CA5, 1.5, 1.6, 1.8		
Define creation, organization, and navigation of links. F5	1.4, 1.6		
Create storyboards. F6	1.4, 1.6, 2.2		
Design a Web page with text, graphics, and tables. F7	1.4, 1.6		
Create hyperlinks (internal and external). F8	1.4, 1.6		
Edit using HTML. F9	1.4, 1.6		
Apply external media (e.g., text, images, sound). F10	1.4, 1.6		
Evaluate file size as it relates to the Internet. F12	1.4, 1.6, 1.8		
Upload files to a Web server. F15	1.4, 1.6, 1.8		
Proofread and correct multimedia documents. A14	CA1, 2.2		

Activity originally developed by Jeff Cochran, Columbia Career Center; adapted and used with his permission.



# WEB-PAGE DESIGN

## Multiple-Page Web Site

### Teaching Points

#### Overview

The Web is becoming one of the primary sources of advertisement for organizations. A Web site can be used to inform persons about products and/or services, to purchase items, to build an image, and to establish a point of contact. This assignment will have students conduct an interview and create a Web site to be posted on the Internet for an organization (club or business).

#### Content Review

Review the following with students:

19. Courtesy in general and interview techniques to obtain information
20. Web site development using planning sheets, such as flowcharts and storyboards

#### Activity Preparation

Brainstorm interview techniques and questions to ask business owners and/or organization sponsors.

Demonstrate the use of planning sheets, such as flowcharts and storyboards, to create the layout and design of Web sites and pages.

Have students evaluate established Web sites to review setup, flow, links, and design.

Examine Web locations for free posting of Web pages.

Review HTML/DHTML coding for Web-page development.

#### Resources

##### **Supplies needed for the activity:**

Software or Web location for free Web development  
Printer (color printer preferred)  
Paper  
Internet connection  
Computer

**Web sites (and/or key words to use for search):**

<http://www.cast.org/bobby/>

Web test site

<http://www.wpdfd.com/wpdres.htm>

Compilation of resources submitted by readers

<http://www.webstyleguide.com/index.html?/contents.html>

Complete Web source

<http://www.useit.com/alertbox/9605.html>

Mistakes often made in Web design

<http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm>

Flowcharting

[www.2createawebsite.com/build/html.html](http://www.2createawebsite.com/build/html.html)

HTML coding

[www.davesite.com/webstation/html/rules\\_regs.shtml](http://www.davesite.com/webstation/html/rules_regs.shtml)

HTML coding

**Key words:** *HTML tutorial, HTML coding, Dynamic HTML coding, Web posting, free HTML, etc.*

**Books, articles, and other resources:**

Barksdale, K., & Stubbs, T. (2003). *Web design basics*. Boston, MA: Thomson Course Technology.

Carey, P. (2003). *New perspectives on creating Web pages with HTML and Dynamic HTML*. Boston, MA: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Kosteba, L. (2002). *Web design introductory concepts and techniques*. Boston, MA: Thomson Course Technology.

Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).

# WEB-PAGE DESIGN

## Multiple-Page Web Site Client Interview

### Interview

### **THE CLIENT**

**Interview Summary:** Take notes from your first interview with the client. List the main areas of content (pages the client wants) and points the client wants to get across to the audience.

---

Client Signature

# WEB-PAGE DESIGN

## Multiple-Page Web Site Client Assessment

### Assessment

#### THE CLIENT

**Feedback:** List two constructive criticisms and two positive comments (things liked) about the Web site.

---

Client Signature

# WEB-PAGE DESIGN

## Multiple-Page Web Site

### Assignment

#### Activity Preparation and Assignment

You will create a Web site for an organization (business or student organization or club). Determine a sponsor and interview the person to decide on the content for a Web site. This person will be considered your client. Create a flowchart to help you organize the structure for the Web site. Then develop a detailed storyboard for all the pages. The Web site will have at least four pages (home page plus three other pages) and a form.

#### Planning and Design:

1. Determine questions to ask the sponsor regarding the content for the Web site. Use the *Multiple-Page Web Site* client interview to record your answers.
  - a. Organization name
  - b. Trademark, mascot, symbol, etc.
  - c. Products and/or services offered
  - d. Mission/goals/objectives
  - e. Web links
  - f. Contact information
  - g. Other information (i.e., last date modified, credits, copyright, etc.)
2. Organize the structure of your content using a flowchart.
3. Use information from the client's interview in developing the Web site. Obtain client's signature on the interview form.
4. Plan the layout and interactivity using a storyboard. Ask yourself these questions:
  - a. What are some possible Web sites that I might use as models?
  - b. What is the hierarchy of the Web site design?
5. Obtain evaluation and signature from client.

#### Production Process:

1. Include in the Web site:
  - a. Sufficient relevant information for the organization
  - b. Consideration of the audience
  - c. Tables MUST be used for layout
  - d. Hyperlinks (including 2 or more links outside/external of Web site)
  - e. Scanned pictures or digital camera pictures
  - f. Form for club membership, an order, or contact
  - g. HTML or DHTML (use wisely)
  - h. Graphics and animations
  - i. Remember to follow page design and layout criteria you learned from discussions, handouts, and notes and from reviewing the *Multiple-Page Web Site* assessment.

2. Web site critique:  
Have two people from the sample audience evaluate your Web site. Ask them to list two positive comments and two constructive criticisms for you. Make changes if necessary. The *Multiple-Page Web Site* assessment could be used to glean possible evaluation pointers.
3. Submit the Web site to the client and instructor for evaluation.
4. Publish site:
  - a. Choose a free Web hosting service to publish your site
  - b. Provide the URL
5. Submit:
  - a. Printed version of the index page from the Web browser (published page) and/or disk
  - b. Printed version of other pages created and/or disk
  - c. Design documents (planning and design sheet, flowchart, storyboard)
  - d. Client sheets (will be separate grade)
  - e. Copy project folder to designated network drive
  - f. Client interview sheet(s)
  - g. *Multiple-Page Web Site* assessment from client

## Resources

### **Web sites (and/or keywords to use for search):**

<http://www.cast.org/bobby/>

Testing Web site

<http://www.webstyleguide.com/index.html?/contents.html>

Complete Web source

<http://www.useit.com/alertbox/9605.html>

Mistakes often made in Web design

<http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm>

Flowcharting

[www.2createawebsite.com/build/html.html](http://www.2createawebsite.com/build/html.html)

HTML coding

Decide on keywords to use for search on the Web.

## WEB-PAGE DESIGN

### Multiple-Page Web Site Assessment

**Directions:** Rate each category on a scale of 10 (high) to 1 (low) on how well the criteria are met.

Criteria	10-9	8-7	6-5	4-3	2-1
<b>Planning and Content (10)</b> <input type="checkbox"/> Storyboard with detailed description <input type="checkbox"/> Structure (flows smoothly) <input type="checkbox"/> Goals/Objective/Mission <input type="checkbox"/> Products and/or services					
<b>Design and Layout (10)</b> <input type="checkbox"/> Tables used effectively <input type="checkbox"/> White space efficient <input type="checkbox"/> Text readable, appropriate size and style <input type="checkbox"/> Consistency <input type="checkbox"/> Web-safe colors <input type="checkbox"/> Text color changes for site usage					
<b>Graphics (10)</b> <input type="checkbox"/> Relevant <input type="checkbox"/> Manipulation efficient <input type="checkbox"/> Animations used <input type="checkbox"/> Color blends with site <input type="checkbox"/> Hardware efficiency <input type="checkbox"/> Enhances theme					
<b>Links (10)</b> <input type="checkbox"/> Clearly labeled <input type="checkbox"/> Internal links used <input type="checkbox"/> External links used (2 or more) <input type="checkbox"/> All links work correctly					

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	10-9	8-7	6-5	4-3	2-1
<b>Authority (10)</b> <input type="checkbox"/> Contact information <input type="checkbox"/> Organization name <input type="checkbox"/> Trademark/Mascot/Symbol <input type="checkbox"/> Copyright information <input type="checkbox"/> Date of update					
<b>First Impression/Creativity (10)</b> <input type="checkbox"/> Original <input type="checkbox"/> Creative <input type="checkbox"/> Free of distractions <input type="checkbox"/> Usefulness <input type="checkbox"/> Target audience					
<b>Subtotal</b>					
<i>Deduct 1 point for each uncorrected error =</i>					
<b>Total Points =</b>					

Other Requirements	Yes = 2 points	No = 0 points
Client form		
Client Interview sheet		
Client Assessment sheet		
Peer review		
Tables used in design		
HTML and/or Dynamic HTML		
Accessibility		
<b>Subtotal</b>		
<b>Total Points =</b>		

**Project Total=**



