



Western Technical College

10201114 Publication Design 2

Course Outcome Summary

Course Information

Description	Publication Design 2 expands on the knowledge and skills learned in Publication Design 1. Students will make brochures, catalog spreads and multiple page documents, employing text styles, multiple master pages and complex tabs. Students will decide whether process color or spot color is the correct color model for different projects. This course will cover preparing a document for commercial printing, including gathering supportive materials and preparing a press-ready PDF.
Career Cluster	Arts, A/V Technology and Communications
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	72

Textbooks

Mac is Not a Typewriter. 2nd Edition. Copyright 2003. Williams, Robin. Publisher: Pearson. **ISBN-13:** 978-0-201-78263-9. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively

10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Apply the principles of design to develop strategic marketing and communication products and services.
2. Demonstrate proficiency in the use of design software, tools and technology.
3. Implement creative solutions from concept through completion using a formal process.
4. Apply effective legal and ethical business practices and project management skills.
5. Communicate artwork rationale in formal and informal settings.

Course Competencies

1. Create multiple page documents.

Assessment Strategies

- 1.1. Product

Criteria

You will know you are successful when

- 1.1. you create documents with facing pages.
- 1.2. you control page count using menus and the document layout palette.
- 1.3. you control automatic page numbering.
- 1.4. you employ master page elements for consistency.

Learning Objectives

- 1.a. Rearrange pages in the document layout palette.
- 1.b. Section-start documents to control where automatic page numbering begins.
- 1.c. Place automatic page numbers and other repeating elements (such as header and footers) on the master page.
- 1.d. Use multiple master pages for documents with different sections.
- 1.e. Print document in reader spreads.

2. Create client proofs of documents.

Assessment Strategies

- 2.1. Product

Criteria

You will know you are successful when

- 2.1. you create client proofs in reader spreads.
- 2.2. you create bound and folded client model as final proof.
- 2.3. you proofread each print out.
- 2.4. you maintain a back up document in reader spreads.

Learning Objectives

- 2.a. Print facing pages documents in reader spreads.
- 2.b. Print with register marks.
- 2.c. Use proofreader marks and save revisions to track corrections.
- 2.d. Make a folded dummy.
- 2.e. Use folded dummy as basis for printer spreads.
- 2.f. Understand the difference between reader spreads and printer spreads.
- 2.g. Section start each page to maintain automatic page numbers.
- 2.h. Arrange pages in printer spreads.
- 2.i. Print document from manual feed tray.
- 2.j. Bind an trim printed document to make a client model.

3. Create forms and tables.

Assessment Strategies

3.1. Product

Criteria

You will know you are successful when

- 3.1. you use table tool to make order forms and tables of data.
- 3.2. you give reader room to write in form.
- 3.3. you create forms and tables that are pleasing to look at and read.
- 3.4. you use table tool as a design tool.

Learning Objectives

- 3.a. Plan out tables on paper to get row and column count correct.
- 3.b. Make form labels small enough to leave room for writing.
- 3.c. Make rows tall enough to accommodate writing.
- 3.d. Resize rows, columns and cells.
- 3.e. Combine cells.
- 3.f. Resize grid lines globally and individually.
- 3.g. Use inset to keep type from bumping into table borders.
- 3.h. Fill cells, columns or rows with pleasing, printable, color.
- 3.i. Make tables without black grid lines.

4. Use style sheets.

Assessment Strategies

4.1. Product

Criteria

You will know you are successful when

- 4.1. you create style sheets.
- 4.2. you use style sheets consistently throughout documents.
- 4.3. you purge documents of local formatting.
- 4.4. you use both character and paragraph style sheets.

Learning Objectives

- 4.a. Make style sheets from written type specifications.
- 4.b. Create style sheets from formatted type.
- 4.c. Habitually select all the type and apply the most used style sheet for speed and consistency.
- 4.d. Check documents to see that all type has a style sheet applied.
- 4.e. Reformat style sheets to accommodate changes in the design.
- 4.f. Avoid applying local formatting to type.
- 4.g. Strip local formatting from type to maintain consistency.
- 4.h. Control all paragraph attributes using paragraph style sheets.
- 4.i. Use character styles to format individual words within a paragraph that has a paragraph style sheet applied.
- 4.j. Appreciate the hours of production that might be saved during revisions, if style sheets are consistently applied.

5. Apply professional typography to your documents.

Assessment Strategies

5.1. Product

Criteria

You will know you are successful when

- 5.1. you set type that is easy to read.
- 5.2. you set type that is a pleasing part of the design.
- 5.3. you mix fonts in a pleasing manner.
- 5.4. you use correct dashes.
- 5.5. you create symbols hidden on the keyboard.

Learning Objectives

- 5.a. Apply design principles to type (balance, unity, movement, proportion, emphasis).
- 5.b. Choose two or three typefaces that will look good together in a document.
- 5.c. Understand that two or three font families are the maximum needed for typesetting a document.
- 5.d. Set type and assess it for readability.
- 5.e. Critique type.
- 5.f. Use opinions shared in peer critique to make adjustments to type.
- 5.g. Search assignments for instances of incorrect dash usage and correct them.
- 5.h. Use Keyboard Viewer to find symbols and characters hidden on the keyboard.
- 5.i. Memorize key commands to type the most common hidden symbols.

6. Use the program's book feature.

Assessment Strategies

- 6.1. Product

Criteria

You will know you are successful when

- 6.1. you organize several documents into one book document.
- 6.2. you make a table of contents.
- 6.3. you make an index.

Learning Objectives

- 6.a. Make and save Book document.
- 6.b. Understand that a book document is just an organizational tool.
- 6.c. Import chapter (documents) into the book document.
- 6.d. Rearrange chapters in book document.
- 6.e. Create tables of contents that draw information from several chapters.
- 6.f. Manually tag words to appear in the index.
- 6.g. Generate an index.
- 6.h. Regenerate updated table of contents and index after revisions to chapter documents.

7. Align type with tabs and indents.

Assessment Strategies

- 7.1. Product

Criteria

You will know you are successful when

- 7.1. you use tabs in documents.
- 7.2. you create forms with tabs.
- 7.3. you align type with indents.

Learning Objectives

- 7.a. Use tabs to align columns of data.
- 7.b. Set tabs with dot leaders to help eye flow in columns of data.
- 7.c. Set tabs with underscore fill character to create fill in the black forms.
- 7.d. Apply Left, Right, and First Line indent to type.
- 7.e. Create hanging indents.
- 7.f. Use indents to communicate type hierarchy.

8. Create press-ready PDFs (portable document format).

Assessment Strategies

- 8.1. Product

Criteria

You will know you are successful when

- 8.1. you save PDF files appropriate for commercial printing.
- 8.2. you proof PDF files before submission.
- 8.3. you make revisions when necessary.

Learning Objectives

- 8.a. Use Print command to make a press-ready PDF.

- 8.b. Use Print command to make a postscript file.
- 8.c. Convert postscript file to PDF using Adobe Acrobat Distiller.
- 8.d. Upload PDF to instructor server.
- 8.e. Contrast printing PDFs with packaging for output.

9. Create a 16-page signature.

Assessment Strategies

- 9.1. Product

Criteria

You will know you are successful when

- 9.1. you make a 16-page signature manually (without automated software).
- 9.2. you create a finished book from a 16-page signature.
- 9.3. you explain why many publications are multiples of 16 pages.

Learning Objectives

- 9.a. Make a number 16-page signature folded dummy from one piece of paper.
- 9.b. Create a template for 16-page signature with full bleed to fit on 11 x 17 inch sheet of paper.
- 9.c. Layout a 16-page document on the template.
- 9.d. Print signature back-to-back.
- 9.e. Fold signature correctly to create 16 sequential pages.
- 9.f. Saddle stitch (staple) folded signature.
- 9.g. Trim signature edges to yield readable, 16-page document.

10. Create document according to web printing specifications.

Assessment Strategies

- 10.1. Product

Criteria

You will know you are successful when

- 10.1. you create documents the correct size for web printing.
- 10.2. you use only printable colors.
- 10.3. you check documents against specifications for print-ability.
- 10.4. you define terminology related to documents for web printing.

Learning Objectives

- 10.a. Create 16-page document 10.875 x 8.375 - inches with facing pages.
- 10.b. Add elements to pages that bleed off the page by 0.125 inch.
- 10.c. Maintain a 0.25 inch safe area around edge of document into which no critical type goes.
- 10.d. Understand the difference between trim size, safe area and bleed.
- 10.e. Use process color selector to choose an dcreate printable colors.
- 10.f. Proof the document for correct, printable colors and make corrections.
- 10.g. Create a commercial print quality PDF.
- 10.h. Make a client proof of the document.