

## **Salem Community College Course Syllabus**

**Course Title:** Introduction to Electronic Publishing

**Course Code:** CGA 122

**Lecture Hours:** 2

**Lab Hours:** 2

**Credits:** 3

### **Course Description:**

This course will introduce the student to using the computer for electronic publishing. Basic design and layout concepts necessary to complete documents for publication will be covered. Utilizing Adobe InDesign, the student will create documents, select fonts, format and edit text, import graphics, scan and manipulate digital images, and prepare documents for printing. Design projects may include: type design, logos, letterhead, envelopes & business cards, flyers, newsletters, and package design. The student should be familiar with how menu-driven graphics programs work in general.

### **Prerequisite:**

Any other CGA course, word processing course, CSC115, or written permission of instructor.

### **Co-requisite:**

None

### **Place in College Curriculum:**

This course is required for the Associate in Fine Arts with an option in Computer Graphic Art program, or may be taken as an open elective.

### **Date of Last Revision:**

January 2014

**Course Outline:**

- I. What is Electronic Publishing?
  - A. Graphic Design Overview
    - 1. History of Electronic Publishing (1970s-to present)
  - B. Basic Design Principles
    - 1. Proximity
    - 2. Alignment
    - 3. Repetition
    - 4. Contrast
  - C. Communication Tools
    - 1. Headlines and Titles
    - 2. Body text/Captions
    - 3. Photographs
    - 4. Line-art
    - 5. Graphic devices
  
- II. Type
  - A. Type History
    - 1. Roman through Renaissance
    - 2. 19th & 20th Century
  - B. Type Terminology
    - 1. Categories of type
  - C. Type Measurements
    - 1. Point size
    - 2. Leading
    - 3. Kerning
  
- III. The Adobe InDesign Application
  - A. Program Overview
    - 1. Creating a new document
    - 2. Naming the file
    - 3. Saving the file
  - B. Learning the Tools
    - 1. The toolbox
    - 2. Working with Panels
    - 3. Working with Menu Commands
  - C. Design Assignments
    - 1. Exercises: Design concepts
      - a. Grouping items together
      - b. Aligning items
      - c. Repeating elements
      - d. Contrasting elements
    - 2. Exercises: Typographical concepts
      - a. Concordant type
      - b. Conflicting type
      - c. Contrasting type
    - 3. Final Projects
      - a. Logo design
      - b. Letterhead, business card, envelope
      - c. Advertisement
      - d. Book cover
      - e. Product design

- IV. Scanning
  - A. Flatbed Scanner
    - 1. Preparing image to scan
    - 2. Using scanning software
    - 3. Saving image to disk
  - B. Importing images
    - 1. Placing the image
- V. Printing
  - A. Preparing documents for printing
  - B. Sending image to the printer
- VI. Preparing Images for Presentation
  - A. Prints
  - B. Web Gallery
  - C. PDF Gallery

## Course Objectives

### ***Course Performance Objective #1:***

Following lectures on graphic design, the student will discuss some of the key components that define graphic design.

### ***Learning Outcomes:***

Students:

1. Discuss how graphic design has evolved since the 1970s to the present.
2. Explain the differences between good design and bad design.
3. Analyze and discuss the basic design principles of proximity, alignment, repetition, and contrast.
4. Discuss the following communication tools:
  - Headlines and titles
  - Body text and captions
  - Photographs
  - Line-art
  - Graphic devices

### ***Course Performance Objective #2:***

Following lectures on type and type design, the student will determine differences among various fonts, explain key terminology that pertains to type and type design, and utilize fonts in a logical way when creating documents.

### ***Learning Outcomes:***

Students:

1. Recall the evolution of type from the Roman era through the Renaissance.
2. Change to sans serif type styles in the 19th and 20th century.
3. Recognize such type as: Old style, modern, serif, sans serif, script, and decorative. The student will recognize and utilize various point sizes in creating documents.
4. Recognize the use of kerning in a document.
5. Recognize the use of leading in a document

### ***Course Performance Objective #3:***

The student will log on to the computer, start the Adobe InDesign software program, and demonstrate a facility using the program by completing the following Learning Outcomes.

### ***Learning Outcomes:***

Students:

1. Demonstrate an ability to open the Adobe InDesign program.
2. Create a new document.
3. Name and save a new document to a disk drive.
4. Use the toolbox to select and manipulate type and images in the publication.
5. Open panels and manipulate tool options.
6. Utilize the drop-down menus to further manipulate text and images.
7. Complete exercises using the basic design concepts.
8. Complete exercises using basic typographical concepts.
9. Complete final design projects.

### ***Course Performance Objective #4:***

The student will use the flatbed scanner to capture images and import them into Adobe InDesign.

***Learning Outcomes:***

Students:

1. Demonstrate starting the flatbed scanner and scanning software.
2. Place the image in the scanner.
3. Preview, select, and edit the portion of the document to scan.
4. Save the image to an external disk drive.
5. Import scanned images into the Adobe InDesign application.

***Course Performance Objective #5:***

The student will prepare each document to send to the printer and print the document.

***Learning Outcomes:***

Students:

1. Re-size or change the orientation of the publication to fit the output media if necessary.
2. Use page setup and choose the appropriate media and printer to be used.
3. Load the appropriate media into the printer.
4. Send the image to the printer.

***Course Performance Objective #6:***

The student may present printed images in a portfolio for the final presentation, or utilize an Adobe PDF Gallery, Adobe Web Gallery or PowerPoint.

***Learning Outcomes:***

Students:

1. Prepare and print images for the portfolio.
2. Re-size images for use online.
3. Collect images in a single folder.
4. Utilize InDesign to create a final PDF portfolio.

**General Education Requirements:**

The general education goals covered in '*Introduction to Electronic Publishing*' are critical thinking & problem solving, communication, quantitative skills, aesthetic perspective and information literacy. See student handbook for additional details.

**General Outcomes Assessment:**

A college-wide outcomes assessment program has been put into place to enhance the quality and effectiveness of the curriculum and programs at Salem Community College. As part of this assessment program, the learning outcomes for this course will be assessed. Assessment methods may include tests, quizzes, papers, reports, projects and other instruments. Copies of all outcomes assessments are available in an electronic assessment bank maintained by the Institutional Research and Planning Office.

**Course Activities:**

Learning activities include reading and completing class assignments and tutorials, participating in PowerPoint lectures, internet research and critique of selected works created with InDesign [Photoshop and Illustrator], maintaining a class portfolio notebook, and completing final projects for presentation of both hard copy and digital images.

**Course Requirements and Means of Evaluation:**

Please refer to the instructor's syllabus addendum (to be distributed in class) for specific information regarding the course requirements and means of evaluation.

**Academic Honesty Policy:**

Students found to have committed an act of academic dishonesty may be subject to failure in this course, academic probation, and/or suspension from the college. See the Student Handbook for additional details.

**Attendance Policy:**

Regular and prompt attendance in all classes is expected of students. Students absent from class for any reason are responsible for making up any missed work. Faculty members establish an attendance policy for each course and it is the student's responsibility to honor and comply with that policy.

**ADA Statement:**

If you have a 504 Accommodation Plan, please discuss it with your instructor. If you have any disability but have not documented it with the Disability Support coordinator at Salem Community college, you must do so to be eligible for accommodations. To contact the Disability Support Coordinator, call 856-351-2773, or email [disabilitysupport@salemcc.edu](mailto:disabilitysupport@salemcc.edu) to set up an appointment. To find out more information about disability support services at Salem Community College, visit [www.salemcc.edu/students/student-success-programs/disability-support](http://www.salemcc.edu/students/student-success-programs/disability-support)

**Supplies:**

Flash drive with at least 256 MB available, notebook, pen/pencil.

**Additional Costs:**

As necessitated by the required supplies.