This color-coded teacher's guide contains curriculum materials designed to give students an awareness of various desktop publishing techniques before they determine their computer hardware and software needs. The guide contains six units, each of which includes some or all of the following basic components: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment sheet answers, job sheets, practical tests, written test, and answers to written test. Units cover the following topics: introduction to desktop publishing; desktop publishing systems; software; type selection; document design; and layout. All of the units focus on measurable and observable learning outcomes. They are designed for use in more than one lesson or class period of instruction. (KC)
Basics of Desktop Publishing

Written by
Ellen Beeby

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Developed by
The Mid-America Vocational Curriculum Consortium, Inc.

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Jim Steward, Executive Director
# Basics of Desktop Publishing

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Foreword

The wide acceptance and use of desktop publishing (DTP) in today's workplace has created the need for students to acquire the basic DTP skills now required in the office and printing industry. This need has prompted the Mid-America Vocational Curriculum Consortium (MAVCC) to develop Basics of Desktop Publishing.

Using an industry representative from each member state, MAVCC has designed a publication that may supplement or be infused into a typical vocational program at the secondary or postsecondary level. An objective of the industry committee was to provide students an awareness of the various desktop-publishing techniques before they determined their computer hardware and software needs.

Every effort has been made to make this publication basic, readable, and by all means usable. Three vital parts of instruction have been intentionally omitted from this publication: motivation, personalization, and localization. These areas are left to the individual instructors who should capitalize on them. Only then will this publication become a vital part of the teaching/learning process.

Ann Masters, Chairman
Board of Directors
Mid-America Vocational Curriculum Consortium

Jim Steward
Executive Director
Mid-America Vocational Curriculum Consortium
Acknowledgments

Appreciation is extended to those individuals who contributed their time and talent to the development of *Basics of Desktop Publishing*.

The contents of this publication were planned and reviewed by the following members of the *Mid-America Vocational Curriculum Consortium* desktop-publishing committee.

- Connie Buck, Baton Rouge, Louisiana
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- Marilyn Fincken, Denver, Colorado
- Les Ko, Rapid City, South Dakota
- Vern Mastel, Bismarck, North Dakota
- Steve Matchinsky, Des Moines, Iowa
- Mary Lou Miles, Tulsa, Oklahoma
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Appreciation is also extended to Jane Huston, Mary Kellum, and Dan Fulkerson for their assistance during the development of this publication.
Use of This Publication

Instructional units

Basics of Desktop Publishing contains six units of instruction. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment-sheet answers, job sheets, practical tests, written test, and answers to written test.

All of the unit components "zero in” on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms, unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment or job sheets, and criterion test items.

Suggested activities (pink pages)

This component is included only in the instructor material. The suggested activities pages assist instructors during the preparation stage of the teaching/learning process by
providing suggestions for delivery during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the suggested activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Instructor supplements (white pages)

This component is included only in the instructor material. Instructor supplements are optional materials for the instructor to use. They have three purposes: to provide the instructor with higher-level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the instructor may not have background or with information that is not readily available in other books.

Transparency masters (white pages)

Transparencies are graphic materials used to direct the students’ attention to the topic of discussion. They may present new information, or they may reinforce information presented in the information sheet or in the assignment sheets. They appear only in the instructor material.

Information sheet (green pages)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for the teaching of each objective.

Student supplements (white pages)

Student supplements are included in the student material. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. Students are not directly tested over the information presented in a supplement, however, their ability to apply this information in the completion of assignment sheet or job-sheet objectives will be evaluated when completing those particular assignments.

Assignment sheets (tan pages)

Assignment sheets provide students with information and exercises or problems that develop the knowledge that is a necessary prerequisite to skill development.
Job sheets (blue pages)

The job sheets provide a list of equipment and materials and a procedure outline needed for practicing a psychomotor skill. The instructor should discuss the equipment and materials used—emphasizing the specific equipment and materials available in the classroom and/or laboratory—and provide the students with demonstrations of the job-sheet procedure prior to having students practice.

Job sheets are an important segment of each unit. Job sheets give direction to the skill being taught and allow both the student and instructor to check student progress toward the accomplishment of the skill. Job sheets also provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from a person who has had this training.

Practical test (yellow pages)

Practical tests provide the instructor with an instrument with which to evaluate job-sheet competencies. The instructor observes the student performing a job-sheet procedure and then evaluates both the process and the product of the procedure.

Written test (yellow pages)

This component provides criterion-referenced evaluation of every information-sheet objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual test item. The final unit grade should be obtained by compiling the practical-test evaluations, assignment-sheet scores, and the written-test score.

Assignment and written test answers (pink pages)

Assignment-sheet answers and written test answers are designed to assist the instructor in evaluation of student performances.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some instructors ask students to furnish a three-ring binder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some instructors store the materials by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student materials contain objective sheets, information sheets, student supplements, assignment sheets, job sheets, practical tests, and written tests. All tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the course.
Teaching methods

It is a challenge to keep students motivated. Instructors should supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning their teaching/learning experiences.
Basics of Desktop Publishing

Tools, Materials, and Equipment List

- Blank diskette
- Disk labels
- Graphics software/manual
- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette
- Operating-system software manual
- Page-layout software
- Pen
- Pencil
- Photocopier
- Printer, dot-matrix or laser
- Proportional scale
- Ruler
- Scanner
- Word-processing software/manual
Basics of Desktop Publishing

References


## Basics of Desktop Publishing

### Instructional/Task Analysis

**Unit I: Introduction to Desktop Publishing**

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<thead>
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<th>Related Information: What the worker should know (cognitive)</th>
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<tbody>
<tr>
<td>1. Terms associated with desktop publishing</td>
<td></td>
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<tr>
<td>2. Definition of desktop publishing (DTP)</td>
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<td>3. Basic elements of a DTP system</td>
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<td>4. Major types of DTP hardware</td>
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<td>5. Major types of DTP software</td>
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<td>6. Benefits of DTP</td>
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<td>7. Factors to consider before purchasing a DTP system</td>
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<td>8. Factors used to determine whether a document is suitable for DTP</td>
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<td>9. Simple DTP applications</td>
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<td>10. Complex DTP applications</td>
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<tr>
<td>11. Basic DTP operating procedures</td>
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</tr>
<tr>
<td>12. Basic features of mouse operation</td>
<td></td>
</tr>
<tr>
<td>13. Terms associated with basic mouse operations</td>
<td></td>
</tr>
<tr>
<td>14. Typical DTP job classifications</td>
<td></td>
</tr>
<tr>
<td>15. Characteristics of a professional DTP operator</td>
<td></td>
</tr>
<tr>
<td>16. Characteristics of a quality DTP work environment</td>
<td></td>
</tr>
<tr>
<td>17. Copyright law applying to DTP</td>
<td></td>
</tr>
<tr>
<td>18. Elements in an official U.S. copyright notice</td>
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<tr>
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<td>20. Examine computer operating manual for basic operating procedures</td>
</tr>
<tr>
<td></td>
<td>21. Examine word-processing software manual and basic instructions</td>
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<td></td>
<td>22. Boot computer</td>
</tr>
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<td></td>
<td>23. Format a diskette</td>
</tr>
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<td></td>
<td>24. Create word-processed document and store on diskette</td>
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<td></td>
<td>25. Back up a diskette</td>
</tr>
<tr>
<td></td>
<td>26. Use mouse to access page-layout-software menus</td>
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</table>

Unit II: Desktop Publishing Systems

<table>
<thead>
<tr>
<th>Related Information: What the worker should know (cognitive)</th>
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<tbody>
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<td>2. Types of computer systems used in DTP</td>
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<td>3. Common operating systems used in DTP</td>
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<td>4. Characteristics of types of storage devices</td>
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<td>5. Types of input devices used in DTP systems</td>
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<td>6. Advantages of adding a scanner to a DTP system</td>
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<td>7. Types of monitors used in DTP systems</td>
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<th>Job training: What the worker should be able to do (psychomotor)</th>
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<tr>
<td>8. Types of printers used in DTP systems</td>
<td>11. Complete a DTP system-specifications list</td>
</tr>
<tr>
<td>9. Common features of laser printers used in DTP systems</td>
<td>12. Determine system requirements for a specific software package</td>
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<td>14. Basic page-layout-software text-tool operations</td>
<td>15. Create, edit, and move a headline</td>
</tr>
<tr>
<td>16. Place a file and then edit and move sentences within file paragraphs</td>
<td>17. Copy/paste a paragraph, cut/paste a paragraph, and move a paragraph</td>
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Unit III: Software

<table>
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<td>5. Characteristics of quality draw software</td>
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<td>7. Characteristics of quality page-layout software</td>
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</tr>
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<td>8. Basic page-layout-software features</td>
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<tr>
<td>9. Page-setup features</td>
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<tr>
<td>10. Paragraph-specification features</td>
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<tr>
<td>11. Type-specification features</td>
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<tr>
<td>12. Editing features</td>
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</table>

| 13. Evaluate a page-layout software package                |                                                            |
| 14. Practice using publication-window features             |                                                            |
| 15. Practice using page-specification features             |                                                            |
| 16. Practice using paragraph- and type-specification features and flow text | |
| 17. Create a letterhead                                    |                                                            |

Unit IV: Type Selection

<table>
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<tbody>
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<td>1. Terms associated with type selection</td>
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<td>3. Basic type measurements</td>
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<td>5. Typeface classifications</td>
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<td>6. Type adjustments commonly required in DTP</td>
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<td>7. Font characteristics</td>
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<tr>
<td>8. Types of font formats</td>
<td></td>
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<tr>
<td>9. Measure type</td>
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<td>10. Practice adjusting leading, kerning, and letter spacing</td>
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</table>

## Unit V: Document Design

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</thead>
<tbody>
<tr>
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<td>2. Factors to consider when applying principles of document design</td>
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<tr>
<td>3. Types of design elements</td>
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<tr>
<td>4. Types of graphic treatments</td>
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<tr>
<td>5. Types of text treatments</td>
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<tr>
<td>6. Types of graphic enhancements</td>
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<tr>
<td>7. Steps in the design process</td>
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<tr>
<td>8. Evaluate the design of a magazine ad</td>
<td></td>
</tr>
<tr>
<td>9. Design a single-page flyer</td>
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<tr>
<td>10. Rescale graphics</td>
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</table>
### Unit V (cont.)

<table>
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<th>Related information: What the worker should know</th>
<th>Job training: What the worker should be able to do</th>
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</thead>
<tbody>
<tr>
<td>(cognitive)</td>
<td>(psychomotor)</td>
</tr>
<tr>
<td>11. Create a computer-generated grid</td>
<td></td>
</tr>
<tr>
<td>12. Create a single-page flyer</td>
<td></td>
</tr>
</tbody>
</table>

### Unit VI: Layout

<table>
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<tr>
<th>Related information: What the worker should know</th>
<th>Job training: What the worker should be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>(cognitive)</td>
<td>(psychomotor)</td>
</tr>
<tr>
<td>1. Terms associated with document layout</td>
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<tr>
<td>2. Typical steps in a DTP layout process</td>
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</tr>
<tr>
<td>3. Methods of editing text</td>
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<tr>
<td>4. Methods of editing graphics</td>
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<tr>
<td>5. Stacking text and graphics</td>
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<tr>
<td>6. Document-size commands</td>
<td></td>
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<td>7. Standard proofreader's marks</td>
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<tr>
<td>8. Steps in proofreading documents</td>
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</tr>
<tr>
<td>9. Elements of a newsletter</td>
<td></td>
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<tr>
<td>10. Elements of a multi-page document</td>
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</tr>
<tr>
<td>11. Proofread a document</td>
<td></td>
</tr>
<tr>
<td>12. Determine specifications for a newsletter</td>
<td></td>
</tr>
<tr>
<td>13. Determine specifications for a multi-page document</td>
<td></td>
</tr>
<tr>
<td>14. Stack graphics and text</td>
<td></td>
</tr>
<tr>
<td>15. Produce a newsletter</td>
<td></td>
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<tr>
<td>16. Produce a multi-page document</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION TO DESKTOP PUBLISHING

UNIT I

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the basic elements of a desktop-publishing system and perform basic operating procedures. The student will demonstrate these competencies by completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with desktop publishing to their correct definitions.
2. State the definition of desktop publishing (DTP).
3. Match basic elements of a DTP system to their correct definitions.
4. Match major types of DTP hardware to their correct functions.
5. Match major types of DTP software to their correct functions.
6. List benefits of DTP.
7. List factors to consider before purchasing a DTP system.
8. Select from a list factors used to determine whether a document is suitable for DTP.
9. Select from a list simple DTP applications.
10. Select from a list complex DTP applications.
11. Match basic DTP operating procedures to their correct definitions.
12. Discuss basic features of mouse operation.
13. Match terms associated with basic mouse operations to their correct definitions.
14. Match typical DTP job classifications to their correct functions.
15. List characteristics of a professional DTP operator.
16. Select from a list characteristics of a quality DTP work environment.
17. Discuss copyright law applying to DTP.
18. List the elements in an official U.S. copyright notice.
OBJECTIVE SHEET


20. Examine computer operating manual for basic operating procedures. (Assignment Sheet 1)

21. Examine word-processing software manual and basic instructions. (Assignment Sheet 2)

22. Boot computer. (Job Sheet 1)

23. Format a diskette. (Job Sheet 2)

24. Create word-processed document and store on diskette. (Job Sheet 3)

25. Back up a diskette. (Job Sheet 4)

26. Use mouse to access page-layout-software menus. (Job Sheet 5)
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to
determine the order in which you will present the objectives.

2. Obtain films, videotapes, posters, charts, and other items to supplement instruction
of this unit.
   - Prepare a display of DTP magazines and newsletters.
   - Collect samples of simple and complex DTP documents.
   - Collect articles on DTP.
   - Order page-layout software demonstration disks. See ordering information in
     the "Suggested Supplemental Resources" section.
   - Order graphics-software demonstration disks. See ordering information in the
     "Suggested Supplemental Resources" section.

3. Make transparencies from the transparency masters included in this unit. These
appear in the teacher guide only and are designed to be used with the following
objectives:
   - TM 1—Typical Steps in a DTP Document-Production Cycle (Objective 6)
   - TM 2—Typical Steps in a Conventional Phototypesetting Document-Production
     Cycle (Objective 6)
   - TM 3—Basic Mouse-Operation Terms (Objective 13)
   - TM 4—Sources of DTP Information (Objective 19)

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with information sheet and student supplements.

7. Discuss information sheet and student supplements.

8. Provide students with assignment sheets.

9. Discuss and then have students complete assignment sheets.

10. Provide students with job sheets.

11. Discuss job sheets and demonstrate the procedures outlined.

12. Have students complete job sheets.


SUGGESTED ACTIVITIES

15. Reteach and retest as required.

Teaching suggestions

1. Demonstrate to students the word-processing and page-layout software utilized in the classroom.
2. Take students to tour a print shop or a typesetting facility.
3. Take students to tour a desktop-publishing operation.
   NOTE: Many newspapers utilize desktop publishing.
4. Have students collect samples of documents that have been created using desktop-publishing methods.

Resources used in developing this unit


Suggested supplemental resources

1. Page-layout software demonstration disks
   - Aldus Corporation
     First Avenue, S. #200
     Seattle, WA 98104
     206-622-5500
     Aldus PageMaker
   - Quark, Inc.
     300 S Jackson St., #100
     Denver, CO 80209
     1-800-356-9363
     QuarkXPress
   - Letraset U.S.A.
     40 Eisenhower Dr.
     Paramus, NJ 07653
     1-800-343-8973
     ReadySetGo

2. Graphics software demonstration disks
   - SPC Software Publishing Corporation
     1901 Landings Dr.
     Mountain View, CA 94039
     1-800-345-2888
     Harvard Graphics or Harvard Graphics Draw
     IBM compatibles or Macintosh
   - Harcourt Brace Jovanovich
     401 Market St.
     San Francisco, CA 94104
     1-800-227-0240
     Harvard Graphics Draw
     IBM compatibles or Macintosh

3. Graphics software demonstration disks
   - Harper & Row
     10 East 53rd Street
     New York, NY 10022
     212-909-0500
     Harvard Graphics Draw
     IBM compatibles or Macintosh
Typical Steps in a DTP Document-Production Cycle

1. Text file created and edited
2. Graphics file created
3. Document designed
4. Pages laid out
5. Document output
6. Document proofed and corrected
7. Document sent to print shop
Typical Steps in a Conventional Phototypesetting Document-Production Cycle

1. Copy typed
2. Pages designed
3. Copy marked for typesetting
4. Copy sent to typesetter
5. Copy returned

6. Graphics returned
7. Graphics returned
8. Copy corrected
9. Copy returned for correction
10. Copy proofed

11. Graphics sent to camera
12. Graphics prepared
13. Copy corrected
14. Text returned
15. Copy returned

16. Text returned
17. Text returned
18. Copy proofed

Eighteen steps
# Basic Mouse-Operation Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point</td>
<td>To move tip of pointer on top of an item on monitor</td>
</tr>
<tr>
<td>Click</td>
<td>To quickly press and then release mouse button</td>
</tr>
<tr>
<td>Double-click</td>
<td>To quickly press and then release mouse button twice</td>
</tr>
<tr>
<td>Drag</td>
<td>To hold down mouse button while moving mouse to reposition pointer</td>
</tr>
<tr>
<td>Select</td>
<td>To point on a menu or graphic item or to highlight text and then click or drag mouse so that text will be affected by the next action taken</td>
</tr>
</tbody>
</table>
Sources of DTP Information

Computer and printer dealers

People and businesses that use DTP systems

Computer and DTP trade magazines, newsletters, and books

DTP associations

User groups

Hardware manufacturers

University or technical-college personnel

Vocational-education instructors

Software companies
1. Terms and definitions associated with desktop publishing

a. **Cursor**—Character or marker indicating position on computer monitor
   
   NOTE: A cursor may appear as a square, underlined, or blinking character or marker.

b. **Document**—Printed information usually combining text (copy) and graphics (artwork)

c. **Floppy diskette** (floppy)—Removable plastic media used in computer to store and load information
   
   NOTE: Common floppy-diskette sizes are 3½ inch and 5¼ inch. See Figure 1.

FIGURE 1

![Floppy diskettes](image)

(a) 3½-inch floppy diskette  
(b) 5¼-inch floppy diskette

d. **Floppy disk drive**—Mechanism on computer that reads from and writes information to floppy diskettes
INFORMATION SHEET

e. **Hard drive**—Inflexible, magnetized, circular media permanently installed in computer to store and retrieve data

f. **Layout**—Arrangement of text and graphics on a document

g. **Media**—Common computer-technology term referring to the many types of materials used in data storage and retrieval

h. **Menu**—List of computer-program options

2. **Definition of desktop publishing (DTP)**—Utilizing a personal computer, appropriate software, and an output device to combine text and graphics to produce a document

3. **Basic elements of a DTP system and their definitions**

   a. **DTP operator**—Individual responsible for operating DTP hardware and software

   b. **Hardware**—Equipment or physical parts of a DTP system

   c. **Software**—Programs that allow computer operator to operate DTP hardware efficiently

4. **Major types of DTP hardware and their functions** (see Figure 2)

   a. **Keyboard**—Used for entering information into computer

   b. **Mouse**—Used for controlling on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

   c. **Monitor**—Used for displaying information entered into computer

   d. **Central processing unit (CPU)**—Used for executing program instructions

   e. **Floppy disk drive**—Used for reading from and writing information to floppy diskettes

   f. **Printer**—Used for printing information onto paper

   g. **Scanner**—Used for converting photographic images or line art into information usable by computer

   h. **Hard drive**—Used for magnetically storing and loading information

   **NOTE:** Hard drives can be either internal or external.
5. **Major types of DTP software and their functions**
   a. Operating system—Used to tell computer how to manipulate information
   b. Word-processing software—Used to create or revise written text
   c. Page-layout software—Used to arrange and manipulate text and graphics

6. **Benefits of DTP**
   a. Combines the tasks of many individuals into one operation

   NOTE: In a conventional phototypesetting operation many different people contributed to the completion of the final camera-ready copy. Writers, editors, typesetters, camera operators, proofreaders, and graphic designers are some of the job titles involved in this type of operation. In DTP operations, many of these jobs are performed by one person.
   
   b. Provides more control over final editing, layout, and pasteup
7. **Factors to consider before purchasing a DTP system**

   a. Types of publications commonly produced
      
      NOTE: The type of publication determines the size of the DTP system required.
   
   b. Number of available staff
      
      NOTE: DTP system can be valuable if staff size is limited because a DTP system can combine tasks assigned to many individuals and streamline production.
   
   c. Amount of training time available
      
      NOTE: Training time can be minimal for simple applications; more complex applications may require hiring consultants to train DTP operator(s). Question training consultants carefully on fees or rates. Some consultants base rates on number of individuals trained; others charge per hour of training without limiting group size.
   
   d. Equipment and software currently available
      
      NOTE: DTP may be accomplished on the equipment and software currently available to you, or you may have to acquire additional equipment. However, people who purchase DTP equipment often make two mistakes: (1) they do not fully utilize the equipment and software they presently own, and (2) they over-purchase new equipment. Be practical.
   
   e. Cost-effectiveness in relation to use, available staff, and currently available equipment and software

8. **Factors used to determine whether a document is suitable for DTP**

   NOTE: Frequently published multi-page documents that require numerous revisions are well suited for DTP.

   a. Frequency of publication
   
   b. Document size
   
   c. Number and type of graphics required
   
   d. Typical number of revisions required
   
   e. Design capabilities required
   
   f. Capabilities of existing DTP equipment
INFORMATION SHEET

9. **Simple DTP applications** (see Student Supplement 1)
   a. Resumes
   b. Business cards
   c. Flyers or brochures
   d. Advertisements
   e. Certificates
   f. Transparency masters
   g. Forms
   h. Form letters
   i. Directories
   j. Flow charts

10. **Complex DTP applications** (see Student Supplement 2)
    a. Proposals
    b. Annual or quarterly reports
    c. Magazines
    d. Newspapers
    e. Catalogs
    f. Books/booklets
    g. Technical reports
    h. Newsletters

11. **Basic DTP operating procedures and their definitions**
    a. Boot the computer—To start computer using operating system
    b. Format a diskette—To prepare diskette so that computer can store information on it
    c. Back up a diskette—To duplicate a file or diskette in case original is lost or destroyed

    **NOTE:** It is very important to make backup diskettes for both hard-drive and floppy-drive systems.

12. **Basic features of mouse operation**
    a. A mouse may have one, two, or three buttons, but the left button is usually the "main" mouse button
    b. A pointer moves across the monitor screen as the mouse is moved across the work surface

    **NOTE:** Generally, the mouse can be lifted and repositioned on the work surface without changing the position of the pointer on the monitor screen.
    c. The shape of the pointer may change as different tasks are selected

    **NOTE:** The typical pointer shape is an arrow, but the arrow shape changes with some functions. For example, the arrow shape may change to a + when the line-draw function is selected.
INFORMATION SHEET

13. Terms associated with basic mouse operations and their definitions
   a. Point—To move tip of pointer on top of an item on monitor
   b. Click—To quickly press and then release mouse button
   c. Double-click—To quickly press and then release mouse button twice
   d. Drag—To hold down mouse button while moving mouse to reposition pointer
   e. Select—To point on a menu or graphic item or to highlight text and then click or drag mouse so that text will be affected by the next action taken

14. Typical DTP job classifications and their functions
   NOTE: Desktop-publishing workers can be classified into various numbers of job classifications depending upon the number of individuals available in the DTP operation; however, the job classifications listed below are typical of many DTP organizational charts.
   a. Writer—Creates text and may create graphics to accompany text
   b. Keyboard operator (word processor, secretary)—Enters text into word-processing system
   c. Designer (layout artist)—Designs and plans layout
   d. Artist—Designs and creates graphics not suitable for DTP production
   e. DTP operator—Arranges and manipulates text using page-layout software; may operate scanner; prints text
   f. Editor/proofreader—Checks printed copy for errors and necessary revisions
   g. Project coordinator—Manages DTP production process

15. Characteristics of a professional DTP operator
   a. Has good organizational skills
      NOTE: The DTP operator must be familiar with his or her job description to plan efficiently and avoid last-minute crisis situations.
   b. Is able to meet deadlines and handle stress
   c. Is able to take initiative and work independently
   d. Has good writing skills
   e. Understands written and verbal instructions
f. Is patient, flexible, and open to change

NOTE: A DTP operator must be aware that editorial changes happen frequently and must be able to accept criticism as an evaluation of a job, not of a person.

g. Has good problem-solving skills and is able to make decisions

h. Is an accurate keyboard operator and a good proofreader

i. Is able to work effectively in teams

j. Handles other's materials with respect and maintains confidences when necessary

k. Knows copyright law

16. Characteristics of a quality DTP work environment

a. Provides comfortable, adjustable chairs that adequately support operator's lower back and encourage good posture

NOTE: Pump chairs that allow the user to adjust the height to fit his or her size are helpful when several individuals use the same workstation.

b. Provides work surfaces at or adjustable to the optimum height of 25 to 26½ inches from floor to work surface

NOTE: Work surfaces positioned at the optimum height allow the operator to relax his or her shoulders, arms, and wrists.

c. Provides adequate temperature and humidity control

d. Provides for appropriate shift lengths and work breaks

NOTE: Operators should be encouraged to stand up and walk away from a workstation to relax eyes and back and shoulder muscles. A break of even a few minutes will improve productivity and accuracy.

e. Provides proper lighting to prevent glare on monitor

f. Provides monitor that allows for proper adjustment of contrast and brightness

NOTE: Eyestrain results from a monitor that is too bright or too dim.
17. Copyright law applying to DTP

NOTE: Copyright laws apply to everyone and are intended to protect the rights of individuals, groups, or organizations that create original work. Further information on copyright law may be obtained by writing to the Copyright Office, Library of Congress, Washington, DC 20559.

a. Using copyrighted material without acknowledging and contacting the author or publisher for permission is illegal; violation of copyright law carries strict penalties.

NOTE: Using text material from a published document or using graphics without permission is copyright infringement. DTP operators should always check material for copyright notices.

b. Duplicating copyrighted software is illegal.

NOTE: An individual is permitted to make additional copies of software only for backup or archival purposes. Pirating is the common term for unauthorized duplication of software.

18. Elements in an official U.S. copyright notice

NOTE: A DTP publication can be copyrighted if you include an official copyright notice in the publication. There is no required form for official copyright notices, but they must include the following three elements.

a. The symbol ©, the word "Copyright," or the abbreviation "Copr."

b. The year of first publication

c. The name of the copyright owner

NOTE: The following are all examples of official copyright notices that contain the three required elements.

• © 1989 Allen F. Smith

• Copyright 1989 Allen F. Smith

• Copr. 1989 Allen F. Smith

19. Sources of DTP information

a. Computer and printer dealers

b. Software companies

c. Hardware manufacturers

d. Computer and DTP magazines, newsletters, and books
INFORMATION SHEET

NOTE: Following are two of the more popular DTP magazines and addresses for subscription.

PC Publishing
P.O. Box 5050
Des Plaines, IL 60019-9435

Publish!
Subscription Department
P.O. Box 51966
Boulder, CO 80321-1966

(Desktop publishing/presentation graphics for IBM and compatible PC users)

(Desktop publishing for both PCs and Macs)

NOTE: University or technical-college personnel

e. Vocational-education instructors

f. DTP associations

g. People and businesses that use DTP systems

h. User groups

EXAMPLES:

MacUser
P.O. Box 52461
Boulder, CO 80321-2461

(Mac publishing and other applications for Macs)

MacWorld
Subscription Dept.
P.O. Box 51666
Boulder, CO 80321-1666

NOTE: Information regarding the National Association of Desktop Publishers can be obtained by writing P.O. Box 508, Kenmore Station, Boston, MA 02215-9998 or phoning (617) 437-6472. The association provides support through a journal, newsletter, book catalog, source book, electronic information exchange, magazine subscriptions, and discounts on hardware, software, and accessories.
STUDENT SUPPLEMENT 1
Three-Panel Brochure

Q. Are there differences in the effectiveness of Metal Proteinate and other types of organic minerals?
A. Yes. Many competitive products have been found to be complex protein salts and not Metal Proteinate at all. Some products appear to be only mixtures of protein and inorganic mineral salts, in others, the chelating agents such as EDTA can bind the minerals too tightly or too loosely. Thus, minerals bound too loosely are no better than typical inorganic supplements and those bound too tightly are unavailable to the animal.

Q. Why is iron protelnate in nutrition preferred over all other forms of iron?
A. Iron protelnate is generally preferred because of its stability. Iron protelnate does not react with other substances that diminish iron absorption, which happens with many inorganic iron salts. For example, during the digestion process free iron from inorganic iron salts combines with phosphates, phytates, and oxalates. This can form iron phosphate which is insoluble and cannot be absorbed.

Q. Will it cost more to feed trace minerals in the form of Metal Proteinate?
A. No. The cost of feeding Metal Proteinate is about the same cost as feeding inorganic trace minerals. For example, the maximum cost of feeding Metal Proteinate to any species is only about 1 cent per head per day.

Q. Does Nutrition Service Associates manufacture its own Metal Proteinate?
A. No. Key Minerals Corporation is one of the leading manufacturers of chelated Metal Proteinate. They have been the sole supplier for our Tru Factors products for over a quarter of a century providing quality products at the lowest cost. Therefore, the livestock producer is assured of receiving a superior, correctly-balanced trace mineral product at a competitive price.

Why Feed "Chelated" Trace Minerals?

<table>
<thead>
<tr>
<th>Trace Mineral Elements and Functions</th>
<th>Problems and Symptoms of Mineral Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron</td>
<td>Anemia, anemia Iron loss up phosphates</td>
</tr>
<tr>
<td>Magnesium</td>
<td>Convulsions, tetany</td>
</tr>
<tr>
<td>Manganese</td>
<td>Poor growth and/or reproduction</td>
</tr>
<tr>
<td>Copper</td>
<td>Fading hair coat, nervous symptoms, anemia, excess molybdenum, loss of copper</td>
</tr>
<tr>
<td>Cobalt</td>
<td>Vitamin B12 synthesis</td>
</tr>
<tr>
<td>Zinc</td>
<td>Poor hair development, para-keratosis</td>
</tr>
<tr>
<td>Iodine</td>
<td>Function of thyroid gland, metabolic rate</td>
</tr>
<tr>
<td>Selenium</td>
<td>Prevention of disease, function of vitamin E</td>
</tr>
<tr>
<td>Vitamin E deficiency</td>
<td></td>
</tr>
</tbody>
</table>

Metal Proteinate (chelated trace minerals) provide better trace mineral nutrition for the animal resulting in improved reproductive efficiency and other general performance traits. The bottom line is GREATER PROFITS to the producer.

Used with permission of XF Enterprises, Inc.
Q. How much more absorbable are Metal Proteinates than the common inorganic form(s)?
A. The absorption rate varies for each mineral. As an example, copper carbonate is 5.8 times more absorbable than the inorganic form of copper. Other examples appear in the chart.

| Comparison of Absorption Rates of Inorganic Minerals and Metal Proteinates |
| Copper carbonate | Copper sulphate | Copper oxide |
|  |  |  |
| Magnesium carbonate | Magnesium sulphate |
|  |  |  |
| Iron carbonate | Iron sulphate | Iron oxide |
|  |  |  |
| Zinc sulphate | Zinc oxide |

Inorganic mineral absorption rate

Metal Proteinate absorption rate


Q. What is proper chelate trace mineral nutrition?
A. Proper chelate trace mineral nutrition means a correct balance between inorganic minerals and Metal Proteinates. For example, Metal Proteinates only react in the lower pH of the intestine. If there are too many Metal Proteinates they will only be reactive in the lower gut and the rumen "bugs" will be short changed. Likewise, too many inorganic minerals will not allow the Metal Proteinates full potential to be achieved in the lower gut.
STUDENT SUPPLEMENT 1

Form

URINE

(Specify if other than urine)

TRACK

DATE

No. 109022
IOWA

URINE

(Specify if other than urine)

TRACK

DATE

No. 109022
IOWA

URINE

(Specify if other than urine)

DATE

ANIMAL

COLOR

SEX

AGE

FINISH

RACE

TRACK

OWNER

TRAINER

SAMPLED BY,

(SIGNATURE)

WITNESS

(STATE)

OWNER'S

WITNESS

(TATOO NUMBER


215-0009
F1sa-JD901/TURINE

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA.
The Mid-America Vocational Curriculum Consortium (MAVCC) is a nonprofit educational agency that produces instructional materials for vocational and technical education in an 11-state area from North Dakota to Texas.

MAVCC and Variable 3 are currently developing a competency-based instructional manual to be titled Variable 4. The manual will be used in Variable 5 programs. This is a request to adapt the following drawings to be used in this publication.

Title: 

Copyright date: 

Supervising editor: 

Description of material: 

I am requesting permission to adapt these drawings to be used as a Variable 6 in the Variable 7 unit of the MAVCC publication.

Please see attached copies of (1) pages from your publication and (2) rough draft versions of the way your materials will be presented in the MAVCC publication.
Two-Page Form Letter (continued)

Variable 1
March 27, 1990
Page 2

If permission to adapt these drawings is granted, I will list your publication as a recommended reference in the Suggested Activities section of the unit and will provide the credit line below in the component where the materials will be printed.

This is acceptable, I would appreciate receiving the signed form below from you within thirty days. If you should need to contact me concerning this request, please call (000) 555-5555 and ask for Variable 8. Thank you very much for your time and consideration.

Sincerely,

Variable 8
Curriculum Specialist

Attachments
Enclosures

Permission granted: ____________________________ (Signature)

Conditions, if any: ____________________________

Variable 1
Variable 7
**STUDENT SUPPLEMENT 1**

**Phone Directory**

### FIRST INTERSTATE BANK OF DES MOINES

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<thead>
<tr>
<th>Name</th>
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<td>Carnahan, Elizabeth</td>
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<td>Joynt, Joann</td>
<td>Motor Bk</td>
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<td><strong>NORMANDY TERRACE OFFICE (7171)</strong></td>
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<td>Alford, Deb</td>
<td>Normandy</td>
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<td><strong>PRIVATE BANKING</strong></td>
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<td>Arens, David - VP **</td>
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<td><strong>REAL ESTATE/MORTGAGE LOAN</strong></td>
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<td><strong>RETAIL ADMINISTRATION</strong></td>
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<td>Koerber, Penny</td>
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<tr>
<td>Zook, Don</td>
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<td>7175</td>
</tr>
</tbody>
</table>

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of First Interstate Bank of Des Moines.
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

STUDENT SUPPLEMENT 2—COMPLEX DTP APPLICATIONS
SLIMSHADE BLINDS AND ENVIRONMENTAL GLASS

Important design considerations must be taken into account when environmental glass is specified for a project. All glasses are heat absorbing; however, environmental glass can reach considerably higher temperature than clear. (See figure below). If a portion of the heated glass becomes subjected to a change in temperature, extreme temperature differences can develop. As a result, the glass becomes thermally stressed and breakage may occur. Factors that contribute to the magnitude of thermal stress are

- Building orientation
- Glass size and shape
- Indoor shading
- Heating register location
- Cold weather conditions
- Outdoor shading
- Frame systems

All the above-mentioned factors must be considered by the architect to determine what type of glazing will withstand the estimated thermal stresses.

Since Slimshade Blinds are a contributing factor to thermal stress, it is important that the architect include this factor into his/her estimation when determining glazing requirements. However, as a rule of thumb, the following guidelines can be used.

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of the Rolscreen Company, Pella, IA.
Annealed prime glazing may be used for the following conditions.

**CONDITION**

![Diagram of Slimshades and Environmental Clear Glass]

**RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Thickness</th>
<th>Perimeter (max.)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar Bronze</td>
<td>1/8&quot;</td>
<td>220&quot;</td>
</tr>
<tr>
<td>Solar Gray</td>
<td>1/8&quot;</td>
<td>220&quot;</td>
</tr>
<tr>
<td>Gray Lite</td>
<td>1/8&quot;</td>
<td>80&quot;</td>
</tr>
</tbody>
</table>

*If the glazing is greater than the maximum perimeter inches, or 3/16" glass is required, please find out the required glass type, cladding color, Slimshade color, location, and details of shading, and then contact the Commercial Department for recommendations.

**CONDITION**

![Diagram of Slimshades and Environmental Clear Glass]

**RECOMMENDATIONS**

The environmental glass used in the Double Glazing Panel does not require heat-strengthening or tempering, unless building or safety codes require it. However, environmental glass on the interior can absorb enough heat to make it uncomfortable to the senses when near the window. This potential problem is most noticeable when using brown Slimshades and Solar Cool D.O.P.'s.

If you would like to know more about estimating thermal stress, P.P.G. publishes a material called "Technical Service Report No. 130-Stress Estimating".
IOWA JOBS
Qualifications: More than a High School Education, but less than Four Years of College

Department of Employment Services
Labor Market Information
1000 E. Grand Avenue
Des Moines, Iowa 50319
(515)281-8183
January 1989

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of Iowa Department of Employment Services
MANAGERS, ALL OTHER ADMINISTRATORS

This category includes a wide range of work titles such as newspaper circulation manager, fund-raising director, residence supervisor, assistant director of parks, etc. These workers sometimes direct the work of relatively few people, but may serve as aides to higher-level managers. These workers may perform some production work at peak times, but their main usefulness is their oral and written communicative skills and their training in record keeping and helping to run the business. These people hold positions that through experience, frequently lead to top-management or executive positions.

Working conditions

Conditions vary widely with each industry, but most of these managers help their workers at times, take care of worker scheduling, order supplies, make work assignments, and provide reports and information to an owner or upper manager. People in these positions may have an opportunity to gain a great deal of experience quickly because they deal directly with the production people, the customer, and the owner or upper manager.

Outlook

In 1986, 6,748 people held positions in this class in Iowa. During the next two years, 280 openings are expected to occur in Iowa. These openings will be because other workers have died, left the labor force, or retired, or because of the growth of some businesses.

Wages

<table>
<thead>
<tr>
<th>Position</th>
<th>Average per Hour</th>
<th>Entry Level per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Manager</td>
<td>$9.50</td>
<td>$6.40</td>
</tr>
<tr>
<td>Advertising Manager</td>
<td>$9.60</td>
<td>$7.20</td>
</tr>
<tr>
<td>Manager, Store</td>
<td>$9.40</td>
<td>$7.20</td>
</tr>
<tr>
<td>Office Manager</td>
<td>$11.90</td>
<td>$8.40</td>
</tr>
</tbody>
</table>

MANAGERS, FOOD SERVICE AND LODGING

Food service and lodging managers may also be called fast-food managers, hotel managers, executive housekeepers, front-office managers, and lodging managers. They are responsible for the profitable operation of the establishment. They determine room rates, oversee restaurant operations, and supervise the staff. They may order supplies, handle advertising and public relations, handle payroll, and balance cash registers. In larger hotels, they usually have several assistants, each responsible for a separate department, such as food service, sales, guest services, or personnel.

Working conditions

Since hotels are open around the clock, managers must be available twenty-four hours per day. Food-service and lodging managers relocate frequently at the convenience of the company. In smaller establishments they may have to fill in for absent employees or when other employees get behind in their work.

Outlook

In 1986, there were 4,385 food-service and lodging managers working in Iowa. Over the next two years, 166 openings are expected to be available. All of those openings will be due to other workers retiring, dying, or leaving the labor force.

Wages

<table>
<thead>
<tr>
<th>Position</th>
<th>Average per Hour</th>
<th>Entry Level per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast Food Manager, Trainee</td>
<td>$4.60</td>
<td>$3.20</td>
</tr>
<tr>
<td>Fast Food 2nd Manager</td>
<td>$5.60</td>
<td>$3.35</td>
</tr>
<tr>
<td>Fast Food Manager, Senior</td>
<td>$7.70</td>
<td>$3.10</td>
</tr>
</tbody>
</table>

MANUFACTURERS' REPRESENTATIVE (sales representatives)

Manufacturers' representatives sell mainly to other businesses, factories, banks, wholesalers,
and retailers. They also sell to hospitals, schools, libraries, and institutions. They visit possible buyers to tell them about their products, analyze the buyers needs, suggest how their products can meet these needs, and take orders.

Working conditions

Manufacturers representatives usually have large territories and do considerable traveling. They may be away from home for several days or weeks at a time. Others work near their home base. They call at the time most convenient to customers and may have to travel at night or on weekends. Frequently they spend evenings writing reports or discussing strategies with their bosses or other workers.

Outlook

In 1986, there were 10,438 people working as a manufacturers representatives in Iowa. Over the next two years, 317 openings are expected to be available. All of those openings will be because other workers have retired, died, or left the labor force.

Wages

<table>
<thead>
<tr>
<th>Sales Representative</th>
<th>$10.70</th>
<th>$3.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Rep., Advertising</td>
<td>$8.00</td>
<td>$4.00</td>
</tr>
</tbody>
</table>

The earnings of many manufacturers' representatives are based on commission.

NURSES, REGISTERED (RN), LICENSED PRACTICAL (LPN)

In hospitals, LPNs take and record temperatures and blood pressures, change dressings, administer certain prescribed medicines, and help patients with bathing and other personal hygiene. RNs observe, compare, and record symptoms and reactions and progress of patients; administer medications; assist in the rehabilitation of patients; and instruct patients and family members in proper health care.

Working conditions

LPNs work under the direction of Physicians and RNs. RNs may be called Hospital Nurse, Private Duty Nurse, Community Health Nurse, Office Nurse, Occupational Health or Industrial Nurses. Nurses usually work indoors, but Community Health Nurses will travel to patients in all types of weather and to a variety of locations. Nurses generally work 40 hours per week, which often includes nights and weekends and holidays. RNs and LPNs need to be calm under life-threatening situations. They should be able to treat patients as individuals when they are elderly, heavily sedated, in pain, afraid of dying, lonely, or feel as though they have lost control of their lives.

Outlook

In 1986, there were 18,955 RNs working in Iowa. Over the next two years, 889 openings are expected to be available. The openings will be due equally to growth and replacement. In 1986, there were 7,421 LPN's working in Iowa. Over the next two years, 368 openings are expected to be available. The openings are due to both growth and replacement.
STUDENT SUPPLEMENT 2

Multi-Page Two-Column
Booklet (continued)

<table>
<thead>
<tr>
<th>Wages</th>
<th>average per hour</th>
<th>entry level per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPN. Hospital Staff</td>
<td>$7.55</td>
<td>$6.00</td>
</tr>
<tr>
<td>LPN. Clinic</td>
<td>$6.95</td>
<td>$5.90</td>
</tr>
<tr>
<td>LPN. Long-Term Care</td>
<td>$6.50</td>
<td>$5.60</td>
</tr>
<tr>
<td>Nurse, Industrial</td>
<td>$12.40</td>
<td>$9.40</td>
</tr>
<tr>
<td>RN, Clinic</td>
<td>$8.90</td>
<td>$7.10</td>
</tr>
<tr>
<td>RN, Hospital Staff</td>
<td>$10.10</td>
<td>$8.10</td>
</tr>
<tr>
<td>RN, Long-Term Care</td>
<td>$8.10</td>
<td>$7.20</td>
</tr>
</tbody>
</table>

RECEPTIONIST

Receptionists greet customers and visitors, answer phone calls, and refer them to the proper person or department. They may also sell their companies' merchandise, take payments, or provide information. Receptionists may have a variety of "other duties as assigned", such as dispatching trucks, invoice and billing, filing, typing, opening and sorting mail, assisting with patients, and data entry.

Working conditions

Receptionists may work in a clean, well-lighted area of one department within a large company or work in a small dusty office, for example, an agriculture sales business. Many businesses use the latest computer technology and equipment, but some may be using older equipment. Receptionists may work varied hours depending upon the needs of the company. They may be expected to become knowledgeable about the products of the company, such as beauty supplies for a beauty parlor. Receptionists often represent the image of the company because they are the first contact the public has with it. Receptionist duties must be handled as they arise.

Outlook

In 1986, there were 6,608 receptionists working in Iowa. Over the next two years, 378 openings are expected to be available. Most of the openings will be because other workers have died, retired, or left the labor force.

WAGES

<table>
<thead>
<tr>
<th>Wages</th>
<th>average per hour</th>
<th>entry level per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptionist</td>
<td>$5.60</td>
<td>$3.35</td>
</tr>
</tbody>
</table>

SECRETARY

Secretaries perform a variety of administrative, clerical, and support duties so the employer and other employees can work on other matters. For example, secretaries do typing, filing, record keeping, make appointments and reservations for others, do light bookkeeping, handle purchase orders, data entry, prepare bank deposits, sort mail, and often assist in selling products.

Working conditions

Secretaries usually work in areas that are well lighted and clean. Their jobs often involve sitting at desks or standing at copying machines for long periods of time and typing from handwriting that is difficult to read. Secretaries usually see the same people day after day unless they help at the reception desk. Secretaries need to have accurate typing skills at 50 WPM, have good math and English skills and ability to work with word-processing equipment and personal computers. Secretaries often type confidential information and must be able to keep it confidential, even under stressful circumstances. Secretaries usually work five-day weeks and their duties must be performed every day.

Outlook

In 1986, there were 29,433 secretaries working in Iowa. Over the next two years, 729 openings are expected to be available. Most of the openings will be due to replacement because other workers have retired, died, or left the labor force.

WAGES

<table>
<thead>
<tr>
<th>Wages</th>
<th>average per hour</th>
<th>entry level per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>$5.90</td>
<td>$4.40</td>
</tr>
</tbody>
</table>

IA Jobs—More Than H.S., Less Than 4 Yrs. College
SECURITY GUARD

Security guards patrol grounds, inspect property, check employees or visitors in and out, and survey crowds to ensure against shoplifting, rowdiness, or vandalism. Guards write reports and keep logs of activities at the facility being guarded. Guards may also be called armored-car drivers, airline security representatives, bodyguards, bouncers, or merchant patrollers.

Working conditions

Security guards are usually on their feet many hours, deal with difficult people and situations, spend many hours alone, and work nights, weekends, and holidays. Some security guards work for security firms and cover several locations by car.

Outlook

In 1986, there were 4,309 security guards working in Iowa. Over the next two years, 449 openings are expected to be available. Most of the openings will be because workers have retired, died, or left the labor force.

Wages

<table>
<thead>
<tr>
<th></th>
<th>average per hour</th>
<th>entry level per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watchguard</td>
<td>$7.90</td>
<td>$3.35</td>
</tr>
</tbody>
</table>

SUPERVISORS, MANAGERS, FIRST-LINE

First-line supervisors are usually associated with manufacturing and production operations. They are referred to as foremen, top hand, gang bosses, supervisors, etc. They serve as bosses for the thousands of workers who assemble field cultivators, engines, campers, washing machines; repair cars; and generate our electricity. These supervisors have the job of making sure that millions of dollars worth of equipment and supplies are used correctly. First-line supervisors tell other employees what needs to be done, and they are responsible for controlling costs, employee safety, productivity, and product quality. Other duties include administering many company programs such as hazardous-material handling, employee training, work simplification, etc. They also conduct charity fund drives, coordinate experimental production of new products, and work closely with other departments in order to get the work done correctly, on time, and within budget. In addition, foremen tell their workers about company plans and policies, recommend good performers for promotions, and deal with poor performers by retraining them, issuing warnings, or recommending that they be dismissed. In companies with labor unions, supervisors meet with union representatives to discuss work problems and grievances.

Working conditions

Most first-line supervisors work in a shop environment. They are on their feet most of the time, and are subjected to the noise and grime of machinery. They check on the work; pass out paychecks, newsletters and messages; make sure supplies are arriving on time; assign maintenance workers to trouble spots; and constantly react to unplanned events such as mechanical failure, production schedule changes, excessive absenteeism, chemical spills, etc. Most shops now require eye and hearing protection. Communication with workers is usually accomplished above the noise of the workplace, and while the worker is doing the job. Most supervisors arrive at work one-half hour before the scheduled start time in order to check on repairs, order supplies, plan the schedule, and check work.
The early morning sun shines on their faces in the Maternity of the Blessed Virgin Church in Saint Paul, Minnesota. They are the Tallis Scholars, a British group founded and directed by Peter Phillips, and devoted to singing the sacred music of the 16th century. The ten voices of this English ensemble ring within the walls of the church. It's Easter morning on Saint Paul Sunday Morning with host Bill McGlaughlin.

Phillips thinks of the Tallis Scholars as pioneers, bringing a huge and unexplored repertoire of Renaissance sacred music out of the London and Oxford libraries to audiences all over the world. On Easter Sunday morning, April 15th at 9:00 you can hear some of the Tallis Scholars' special explorations.

During the program the ensemble sings "Gaude Virgo" by Josquin Desprez. As the sound begins to die away, you can understand why this program is not being recorded in Saint Paul Sunday Morning's usual location, Studio M at Minnesota Public Radio. "This music is all written for the great cathedrals of Europe," says McGlaughlin, "it's essential that it have a kind of ring and echo to it."

A work by composer John Shepherd, "Jesus Salvator Iacetuli," employs dissonant sounds that are similar to the blues. "They are bittersweet and rather sharp," McGlaughlin says. "In a church the sound doesn't die away. It gets under your skin."

The unaccompanied voices, four sopranos, two counter tenors, two tenors, and two basses, sing as many as eight parts at once in this usually complicated music from the Renaissance period. This special Easter program includes works by Thomas Tallis, for whom the group is named. "Tallis was the leading figure in Renaissance music throughout the 16th century in England," Phillips says.

Peter Phillips founded the experimental group of chorale scholars in 1973, but the professional life of the small chamber ensemble began in 1978 when they were first paid for their performances. They now make about six records a year, and in 1987 their recording of masses by Josquin Desprez won Gramophone Magazine's Record of the Year Award.

Part of the fun for the ensemble is introducing audiences to works they may never have heard. Says Phillips, "There was a hard core of the repertoire which was quite well known, partly through church use, in the Catholic and in the Anglican churches. But, having started off with these pieces, we now have marched out quite a long way in various directions, and are exploring things that nobody has done before. We are introducing many new things and that is very exciting."
STUDENT SUPPLEMENT 2

Four-Page Newsletter (continued)

8:00 St. Paul Chamber Orchestra
4 - Oliver Knussen, cond. KNUSSEN: Music for a Paper Crown; HOLLOWAY: Scenes from Schumann (U.S. President); GANDOLFINI: Finali of Departure; BRITTEN: A Time There Was.
11 - Anthony Newman, guest cond. and harpist; John Ondras, harp; The Minnesota Chorale, Joel Reven, dir. C.R.E. BACH: Symphony No. 2 in B-flat, Wq. 182, No. 3; J.S. BACH: Cantata No. 158 (O Fortis vini Dei); HAYDN: Harpsichord Concerto in D (Hob. XVIII:11); HANDEL: Italian Cantata (Spande anco a mio dispetto); HANDEL: Psalm 109 (Dokk Domine).
10:00 Jazz After Hours

THURSDAY

5:00 Morning Edition
9:00 KOSU Classics
3:06 Performance Today
4:00 All Things Considered
6:30 Radio Reader
5 - This evening Dick Estell begins "Esto the Century" by Jonathan Coleman. On May 19, 1962, Jay Carney, the popular 47-year-old president of a local community college in Charles County, Maryland mailed a farewell letter to his friends and disappeared. "Esto the Rennaker not only recapitulates the story of what happened; the impact on the ones left behind, but even more importantly, forces us to probe how well we ever knew someone else - or ourselves.
7:00 The San Francisco Symphony Orchestra
25 - Leif Bjaland, cond.; Jeffrey Kahane, piano. SMETANA: "Vespers from Ma Flower; MOZART: Piano Concerto No. 20 in F, K. 466; PROKOFIEV: Symphony No. 5, Op. 100.
9:00 Jazz After Hours

FRIDAY

5:00 Morning Edition
9:00 KOSU Classics
3:06 Performance Today
4:00 All Things Considered
6:30 Radio Reader
7:30 Netherdrome
6 - A Sound Defense.
13 - Superbass.
20 - His Mind May Wander.
27 - The Woman in the Window.
8:00 St. Louis Symphony Orchestra
27 - Leonard Slatkin, cond.; Tzaki Sfeir, clarinet; Brent Atkins, violin; William Martin, violin; Christopher Cyron, double bass; Edward Allan, piano. MOZART: Piano Concerto No. 6 in D, Op. 56; K. 239 ("Serenade nocturne"); Piano Concerto No. 20 in C, K. 466; SHOSTAKOVICH: Symphony No. 4, Op. 43.
10:00 Jazz After Hours

SATURDAY

6:00 Morning Concert
10:00 Weekend Edition (weather forecasts each hour)
12:00 Soundprint
14 - "When the Rain Forest Burns," L.
28 - "When the Rain Forest Burns," II.
12:30 The Parent's Journal (beginning 4/28)
11:00 Jazz After Hours

Bobbie Conner hosts this program for parents featuring interviews with nationally prominent pediatricians, authors, educators, psychologists and others who care for and about children.

The Metropolitan Opera
1:00 The Lonesome Pine Special (beginning 4/25)

Turtle Island String Quartet.
2:00 Mountain Stage (beginning 4/28)
Special Presentation: "Annie," Part II.
4:00 All Things Considered (weather on the half hour)
6:00 - 7:00, 14th, 21st
5:00 St. Ik
6:00 - 7:00, 14th, 21st
6:00 In the Groove
7:00 - 7:00, 14th, 21st
8:00 Martin�s Parnell's Piano Jazz
An hour of fascinating people and rhythms, smooth conversation, and even smoother jazz.
7 - Les McKeon.
14 - Stu Isaacs, Gregg, and "The Earl." 21 - Dan Tyrell.
28 - Rene Rossac.
9:00 The American Jazz Radio Festival
Two exciting hours of performances and concerts showcasing the best and brightest jazz musicians from around the country with host Michael Bourne.
7 - New Music America 1997.
14 - Fifth Annual Bloomfield Jazz Festival.
28 - Birthday tribute to Duke Ellington.
9:00 Save the Earth (4/21 only)
FM Tokyo and WQUB Radio, Boston, presents a worldwide radio broadcast for preservation of the global environment. Hear live performances by such notables as Dave Grisman, DJavan and Sabo Watanabe, interpreted with comment from scientists, ecologists and political leaders from around the world.
11:00 Jazz After Hours
### April Programs At A Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
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<td>11:00</td>
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<tr>
<td>12:00</td>
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<td>Classical</td>
</tr>
</tbody>
</table>

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**April Programs At A Glance**

- **Mixed**
- **April 1** Vicki Green and Bob Curry in honor of the ducks in the duck pond.
- **April 3** Frank and Louise Crow in honor of their wedding anniversary.
- **April 29** Bob and Jim Riggs in honor of the 99th birthday of their mother, Mabel Riggs.

**Western Wind Presents:**
- The Passover Story
  - This one hour special at 7:00 p.m. Wednesday, April 11th tells the story of Passover through narrative, music and song, and narration by well-known actor Theodore Bikel. It shares the joy of the holiday while presenting the meaning of Passover to a broad audience using the Haggadah as guide. The program stresses the cultural diversity of Jewish music, its emotional depth, wealth of beautiful melody, and irrepressible joyousness. The narration, written by Rachel Anne Rabinowitz, editor of the Feast of Freedom Haggadah, explains many of the traditional practices of Passover and introduces new practices not always included in the Haggadah such as the story of Moses and the Holocaust memorial.
  - Joining the six vocalists of the Western Wind are instrumentalists playing clarinet, drums, violin, bass, and ancient flutes (Turkish kaval, gamsbhorn, and occurring).
STUDENT SUPPLEMENT 3—TEXT FOR JOB SHEET 3

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET 1—EXAMINE COMPUTER OPERATING MANUAL
FOR BASIC OPERATING PROCEDURES

Name__________________________ Score _______

Directions: Examine the computer manual for the equipment used on site. Read the operating procedures for booting the computer, formatting a diskette, and copying/ backing up a diskette. Record the instructions for these procedures on the blank lines provided.

NOTE: If the term boot cannot be located in the manual, check for instructions under headings such as Start the System, Load the Operating System, or Initial Program Load (IPL).

1. Boot the computer

2. Format a diskette
3. Back up a diskette
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET 2—EXAMINE WORD-PROCESSING SOFTWARE MANUAL
AND BASIC INSTRUCTIONS

Name __________________________________________ Score __________________

Directions: Examine the word-processing software manual for the software used on site. Read the instructions for the following seven operations and record the instructions for those operations on the blank lines provided below.

1. Create a file

2. Open a file

3. Close a file
ASSIGNMENT SHEET 2

4. Set top and bottom margins ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. Set left and right margins ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

6. Create tabs _______________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Center text _______________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
8. Underline text ________________________________

9. Create boldface text ____________________________

10. Prepare printer ________________________________
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1
Evaluated to the satisfaction of the instructor

Assignment Sheet 2
Evaluated to the satisfaction of the instructor
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 1—BOOT COMPUTER

A. Equipment and materials
   • Assignment Sheet 1
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Operating-system diskette (if computer does not have a hard drive)
   • Operating-system software manual

B. Procedure
   1. Boot computer according to operating procedures recorded in Assignment Sheet 1
   2. Check monitor for disk- or system-error messages
      NOTE: Computer systems vary, but many will display an introductory message and conduct self-tests that notify you of any disk or system errors that may occur during the boot.
   3. If error message appears, notify instructor and correct error
   4. After completing successful boot, turn off computer and monitor
   5. If using a system without a hard drive, return operating-system diskette to proper storage
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 2—FORMAT A DISKETTE

A. Equipment and materials
   • Assignment Sheet 1
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Blank diskette
   • Operating-system diskette (if computer does not have a hard drive)
   • Operating-system manual
   • Disk label and pen

B. Procedure
   1. Boot computer according to operating procedures recorded in Assignment Sheet 1
   2. Format blank diskette according to operating procedures recorded in Assignment Sheet 1
   3. Remove formatted diskette from computer
   4. Attach label to formatted diskette and store diskette properly
   5. Turn off computer and monitor
   6. If using a system without a hard drive, return operating-system diskette to proper storage

C. Optional procedure
   NOTE. Some word-processing and page-layout software provide the option of formatting a diskette while the software is in use. Follow the procedures given in the software instruction manual and format a diskette with this feature if available.
A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Word-processing software manual
- Formatted diskette from Job Sheet 2
- Dot-matrix or laser printer
- Student Supplement 3
- Assignment Sheet 1
- Assignment Sheet 2

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the on-site computer system.

1. Locate printer power switch
2. Turn printer power switch to ON position
3. Boot computer according to operating procedures recorded in Assignment Sheet 1
4. Activate word-processing software
5. Enter text in Student Supplement 3, following the steps recorded in Assignment Sheet 2 for creating tabs, underlining text, and creating boldface text
6. Name document and store on formatted diskette using appropriate file extension required for importing into page-layout software at a later time
7. Print document and write your name and "Job Sheet 3—Job 1" at top of printed page
8. Exit word-processing software (and remove diskette, if necessary)
JOB SHEET 3

9. If computer uses two disk drives, remove operating-system diskette
10. Turn off computer, monitor, and printer
11. Return software to proper storage
12. Submit Job 1 to instructor for evaluation
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 4—BACK UP A DISKETTE

A. Equipment and materials
   • Assignment Sheet 1
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Blank diskette
   • Diskette with stored document from Job Sheet 3
   • Operating-system diskette (if computer does not have a hard drive)
   • Operating-system software manual
   • Disk labels and pen

B. Procedure
   1. Boot computer according to operating procedures recorded in Assignment Sheet 1
   2. Back up diskette stored in Job Sheet 3, follow operating procedures recorded in Assignment Sheet 1
   3. Remove diskettes from computer and attach label to backup diskette
   4. Store diskettes properly
   5. Turn off computer and monitor
   6. If using a system without a hard drive, return operating-system diskette to proper storage

C. Optional procedure

NOTE: Some word-processing and page-layout software provide the option of backing up a diskette while the software is in use. Follow the procedures given in the software instruction manual and back up a diskette with this feature if available.
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 5—USE MOUSE TO ACCESS PAGE-LAYOUT-SOFTWARE MENUS

A. Equipment and materials
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Mouse
   • Operating-system diskette (if computer does not have a hard drive)
   • Page-layout software
   • Assignment Sheet 1
   • Assignment Sheet 2

B. Procedure
   NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the on-site page-layout software and DTP equipment.

1. Boot computer according to operating procedures recorded in Assignment Sheet 1
2. Activate page-layout software
3. Use mouse to point on main file-management menu
4. Use mouse to point to various commands in file-management menu
   NOTE: Methods to select commands from menus vary with software packages. Some menus may "pop up" or some appear around the screen. Other menus may require dragging. Dragging the pointer down the menu is called pulling down the menu. If some items appear gray or in a lighter-colored type as they are pulled down, they may not be selected at this particular time.
5. Select a command from a menu
6. Continue pointing on various menus and selecting commands until you have viewed all the menus and their commands
7. Create a new file, following procedure recorded in Assignment Sheet 2
8. Point on line-draw menu item (or line-draw icon in tool box) and select this command
9. Drag mouse to draw a line
JOB SHEET 5

10. Practice drawing lines of various lengths and directions

11. Point on and select another menu item (or tool-box icon), and practice using 
the mouse with this feature, then return to menu

12. Continue selecting and using menu items until you have practiced using all 
the features

13. Close file, following procedure recorded in Assignment Sheet 2

14. Exit page-layout program

15. Turn off computer and monitor

16. Return software to proper storage
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 1
JOB SHEET 1—BOOT COMPUTER

Student’s name ___________________________ Date ____________
Evaluator’s name ___________________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor
to observe the procedure and complete this form. All items listed under “Process
Evaluation” must receive a “Yes” for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the “Yes” or “No” blanks to designate
whether or not the student has satisfactorily achieved each step in this procedure. If the
student is unable to achieve this competency, have the student review the materials and
try again.

The student: YES NO
1. Powered computer and monitor. □ □
2. Booted system. □ □
3. Turned off computer and monitor. □ □
4. Stored software. □ □

EVALUATOR’S COMMENTS: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

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PRACTICAL TEST 1
PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Power up</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper system boot</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS:

PERFORMANCE EVALUATION KEY

| 4 — Skilled — Can perform job with no additional training. |
| 3 — Moderately skilled — Has performed job during training program; additional training may be required. |
| 2 — Limited skill — Has performed job during training program; additional training is required to develop skill. |
| 1 — Unskilled — Is familiar with process, but is unable to perform job. |

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
# INTRODUCTION TO DESKTOP PUBLISHING

## UNIT I

### PRACTICAL TEST 2

**JOB SHEET 2—FORMAT A DISKETTE**

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator's name</td>
<td>Attempt no.</td>
</tr>
</tbody>
</table>

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

## PROCESS EVALUATION

**EVALUATOR NOTE:** Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

<table>
<thead>
<tr>
<th>Step</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Booted computer.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Formatted according to system requirements.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Stored formatted disk.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Turned off system.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**EVALUATOR'S COMMENTS:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PRACTICAL TEST 2
PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Boot

Proper diskette formatting

EVALUATOR’S COMMENTS:

PERFORMANCE EVALUATION KEY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program; additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program; additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 3

JOB SHEET 3—CREATE WORD-PROCESSED DOCUMENT
AND STORE ON DISKETTE

Student's name ___________________________ Date ____________
Evaluator's name ___________________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Prepared computer, monitor, and printer. YES ☐ NO ☐
2. Activated word-processing software. YES ☐ NO ☐
3. Entered text. YES ☐ NO ☐
4. Named document and stored on diskette. YES ☐ NO ☐
5. Printed document. YES ☐ NO ☐
6. Secured software and system. YES ☐ NO ☐

EVALUATOR'S COMMENTS: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________
PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set tabs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underline text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boldface text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store document on diskette</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS: ____________________________

<table>
<thead>
<tr>
<th>PERFORMANCE EVALUATION KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 — Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3 — Moderately skilled — Has performed job during training program; additional training may be required.</td>
</tr>
<tr>
<td>2 — Limited skill — Has performed job during training program; additional training is required to develop skill.</td>
</tr>
<tr>
<td>1 — Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

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INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 4

JOB SHEET 4—BACK UP A DISKETTE

Student's name ___________________________ Date __________
Evaluator's name ___________________________ Attempt no. ______

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Booted computer. □ □

2. Backed up according to system requirements □ □

3. Removed and labeled backup diskette. □ □

4. Secured system and software. □ □

EVALUATOR'S COMMENTS: __________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
PRACTICAL TEST 4
PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper diskette</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR’S COMMENTS:


PERFORMANCE EVALUATION KEY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program; additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program, additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in “Product Evaluation” and divide by the total number of criteria.
Student instructions. When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Booted system and activated page-layout software.  YES   NO
2. Created file.  YES   NO
3. Used mouse to select from menu commands.  YES   NO
4. Practiced dragging technique effectively.  YES   NO
5. Identified page-layout software tools.  YES   NO
6. Closed file and exited program.  YES   NO
7. Secured system and software.  YES   NO

EVALUATOR'S COMMENTS: ________________________________

______________________________

______________________________
PRACTICAL TEST 5

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment adjustment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouse operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS: ____________________________

PERFORMANCE EVALUATION KEY

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled</td>
<td>Can perform job with no additional training.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled</td>
<td>Has performed job during training program; additional training may be required.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Limited skill</td>
<td>Has performed job during training program; additional training is required to develop skill.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unskilled</td>
<td>Is familiar with process, but is unable to perform job.</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
# INTRODUCTION TO DESKTOP PUBLISHING

## UNIT I

## WRITTEN TEST

Name ____________________________  Score __________

1. Match terms associated with desktop publishing to their correct definitions. Write the numbers on the blanks provided.

   | Match terms associated with desktop publishing | Define
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____a. List of computer-program options</td>
<td>1. Document</td>
</tr>
<tr>
<td>____b. Arrangement of text and graphics on a document</td>
<td>2. Menu</td>
</tr>
<tr>
<td>____c. Inflexible, magnetized, circular media permanently installed in computer system to store and retrieve data</td>
<td>3. Cursor</td>
</tr>
<tr>
<td>____d. Removable plastic media used in computer to store and load information</td>
<td>4. Floppy diskette</td>
</tr>
<tr>
<td>____e. Printed information usually combining text and graphics</td>
<td>5. Hard drive</td>
</tr>
<tr>
<td>____f. Character or marker indicating position on computer monitor</td>
<td>6. Layout</td>
</tr>
<tr>
<td>____g. Common computer-technology term referring to the many types of materials used in data storage and retrieval</td>
<td>7. Media</td>
</tr>
<tr>
<td>____h. Mechanism on computer that reads from and writes information to floppy diskettes</td>
<td>8. Floppy disk drive</td>
</tr>
</tbody>
</table>

2. State the definition of *desktop publishing* (DTP). Write your definition on the blanks provided.

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________
WRITTEN TEST

3. Match basic elements of a DTP system to their correct definitions. Write the numbers on the blanks provided.

____a. Equipment or physical parts of a DTP system 1. Software

____b. Programs that allow computer operator to operate DTP hardware efficiently 2. Hardware

____c. Individual responsible for operating DTP hardware and software 3. DTP operator

4. Match major types of DTP hardware to their correct functions. Write the numbers on the blanks provided.

____a. Used for entering information into computer 1. Central processing unit

____b. Used for controlling on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software 2. Floppy disk drive

____c. Used for displaying information entered into computer 3. Keyboard

____d. Used for executing program instructions 4. Monitor

____e. Used for reading from and writing information to floppy diskettes 5. Mouse

____f. Used for printing information onto paper 6. Printer

____g. Used for magnetically storing and loading information 7. Scanner

____h. Used for converting photographic images or line art into information usable by computer 8. Hard drive

5. Match major types of DTP software to their correct functions. Write the numbers on the blanks provided.

____a. Used to create or revise written text 1. Page-layout software

____b. Used to arrange and manipulate text and graphics 2. Word-processing software

____c. Used to tell computer how to manipulate information 3. Operating system
6. List two benefits of DTP. Write your answers on the blanks provided.
   a. _______________________________________________________________________
   b. _______________________________________________________________________

7. List factors to consider before purchasing a DTP system. Write your answers on the blanks provided.
   a. _______________________________________________________________________
   b. _______________________________________________________________________
   c. _______________________________________________________________________
   d. _______________________________________________________________________
   e. _______________________________________________________________________

8. Select from the following list factors used to determine whether a document is suitable for DTP. Write an "X" on the blank before each correct answer.
   ___ a. Size of hard drive utilized
   ___ b. Frequency of publication
   ___ c. Type of page-layout software utilized
   ___ d. Number and type of graphics required
   ___ e. Design capabilities required

9. Select from the following list simple DTP applications. Write an "X" on the blank before each correct application.
   ___ a. Resumes
   ___ b. Flyers or brochures
   ___ c. Proposals
   ___ d. Directories
   ___ e. Advertisements
   ___ f. Magazines
   ___ g. Books/booklets
   ___ h. Certificates
   ___ i. Transparency masters
   ___ j. Forms
WRITTEN TEST

10. Select from the following list co:lex DTP applications. Write an "X" on the blank before each correct application.

   _____ a. Annual or quarterly reports
   _____ b. Flyers or brochures
   _____ c. Proposals
   _____ d. Newsletters
   _____ e. Catalogs
   _____ f. Newspapers
   _____ g. Magazines
   _____ h. Books/booklets
   _____ i. Certificates
   _____ j. Forms

11. Match basic DTP operating procedures to their correct definitions. Write the numbers on the blanks provided.

   _____ a. To start computer using operating system
   _____ b. To prepare diskette so that computer can store information on it
   _____ c. To duplicate a file or diskette in case original is lost or destroyed

   1. Format a diskette
   2. Boot the computer
   3. Back up a diskette

12. Discuss basic features of mouse operation. Write your answer on the blanks provided.

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
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   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
13. Match terms associated with basic mouse operations to their correct definitions. Write the numbers on the blanks provided.

_____ a. To move tip of pointer on top of an item on monitor
1. Click
_____ b. To quickly press and then release mouse button
2. Double-click
_____ c. To quickly press and then release mouse button twice
3. Point
_____ d. To hold down mouse button while moving mouse to reposition pointer
4. Select
_____ e. To point on a menu or graphic item or to highlight text and then click or drag mouse so that text will be affected by the next action taken
5. Drag

14. Match typical DTP job classifications to their correct functions. Write the numbers on the blanks provided.

_____ a. Creates text and may create graphics to accompany text
1. Artist
_____ b. Enters text into word-processing system
2. Writer
_____ c. Designs and plans layout
3. Keyboard operator
_____ d. Designs and creates graphics not suitable for DTP production
4. DTP operator
_____ e. Arranges and manipulates text using page-layout software; may operate scanner; prints text
5. Designer
_____ f. Checks printed copy for errors and necessary revisions
6. Project coordinator
_____ g. Manages DTP production process
7. Editor/proofreader

15. List four characteristics of a professional DTP operator. Write your answers on the blanks provided.

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________
WRITTEN TEST

16. Select from the following list characteristics of a quality DTP work environment. Write an "X" on the blank before each correct characteristic.

   ______a. Provides comfortable, adjustable chairs that adequately support operator's lower back and encourage good posture
   ______b. Provides work surfaces at a height of 35 inches
   ______c. Provides adequate temperature and humidity control
   ______d. Provides appropriate shift lengths and work breaks

17. Discuss copyright law applying to DTP. Write your answers on the blanks provided.

18. List the elements in an official U.S. copyright notice. Write your answers on the blanks provided.

   a.
   b.
   c.

19. List three sources of DTP information. Write your answers on the blanks provided.

   a.
   b.
   c.
# INTRODUCTION TO DESKTOP PUBLISHING

## UNIT I

## WRITTEN TEST ANSWERS

1. a. 2  
   b. 6  
   c. 5  
   d. 4  
   e. 1  
   f. 3  
   g. 7  
   h. 8  

2. Utilizing a personal computer, appropriate software, and an output device to combine text and graphics to produce a document.

3. a. 2  
   b. 1  
   c. 3  

4. a. 3  
   b. 5  
   c. 4  
   d. 1  
   e. 2  
   f. 6  
   g. 8  
   h. 7  

5. a. 2  
   b. 1  
   c. 3  

6. a. Combines the tasks of many individuals into one operation  
   b. Provides more control over final editing, layout, and pasteup.

7. a. Types of publications commonly produced  
   b. Number of available staff  
   c. Amount of training time available  
   d. Equipment and software currently available  
   e. Cost-effectiveness in relation to use, available staff, and currently available equipment and software.

8. b, d, e

9. a, b, d, e, h, i, j

10. a, c, d, e, f, g, h
WRITTEN TEST ANSWERS

11. a. 2
   b. 1
   c. 3

12. Discussion should include the following
   a. A mouse may have one, two, or three buttons, but the left button is usually
      the "main" mouse button
   b. A pointer moves across the monitor screen as the mouse is moved across
      the work surface
   c. The shape of the pointer may change as different tasks are selected

13. a. 3
   b. 1
   c. 2
   d. 5
   e. 4

14. a. 2
   b. 3
   c. 5
   d. 1
   e. 4
   f. 7
   g. 6

15. Answers should include any four of the following
   a. Has good organizational skills
   b. Is able to meet deadlines and handle stress
   c. Is able to take initiative and work independently
   d. Has good writing skills
   e. Understands written and verbal instructions
   f. Is patient, flexible, and open to change
   g. Has good problem-solving skills and is able to make decisions
   h. Is an accurate keyboard operator and a good proofreader
   i. Is able to work effectively in teams
   j. Handles other's materials with respect and maintains confidences when
      necessary
   k. Knows copyright law

16. a, c, d
WRITTEN TEST ANSWERS

17. Discussion should include the following
   a. Using copyrighted material without acknowledging and contacting the author or publisher for permission is illegal, violation of copyright law carries strict penalties
   b. Duplicating copyrighted software is illegal

18. a. The symbol ©, the word "Copyright," or the abbreviation "Copr."
    b. The year of first publication
    c. The name of the copyright owner

19. Answers should include any three of the following
    a. Computer and printer dealers
    b. Software companies
    c. Hardware manufacturers
    d. Computer and DTP magazines, newsletters, and books
    e. University or technical-college personnel
    f. Vocational-education instructors
    g. DTP associations
    h. People and businesses that use DTP systems
    i. User groups
UNIT Objective

After completing this unit, the student should be able to identify equipment and systems necessary for a desktop-publishing operation and perform simple page-layout procedures. The student will demonstrate these competencies by completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to
1. Match terms associated with DTP systems to their correct definitions.
2. List types of computer systems used in DTP.
3. Match common operating systems used in DTP to their correct descriptions.
4. Complete statements concerning characteristics of types of storage devices used in DTP systems.
5. Match types of input devices used in DTP systems to their correct definitions.
6. Discuss advantages of adding a scanner to a DTP system.
7. State descriptions of the types of monitors used in DTP systems.
8. Match types of printers used in DTP systems to their correct descriptions.
9. List common features of laser printers used in DTP systems.
10. Match basic page-layout-software text-tool operations to their correct definitions.
11. Complete a DTP system-specifications list. (Assignment Sheet 1)
12. Determine system requirements for a specific software package. (Assignment Sheet 2)
13. Examine page-layout-software manual for basic text-tool operations. (Assignment Sheet 3)
14. Determine basic costs of DTP systems. (Assignment Sheet 4)
15. Create, edit, and move a headline. (Job Sheet 1)
16. Place a file and then edit and move sentences within file paragraphs. (Job Sheet 2)
17. Copy/paste a paragraph, cut/paste a paragraph, and move a paragraph. (Job Sheet 3)
DESKTOP PUBLISHING SYSTEMS
UNIT II

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.

3. Provide students with objective sheet.

4. Discuss unit and specific objectives.

5. Provide students with information sheet and student supplement.

6. Discuss information sheet and student supplement.

7. Provide students with assignment sheets.

8. Discuss and then have students complete assignment sheets.

9. Provide students with job sheets.

10. Discuss job sheets and demonstrate the procedures outlined in the job sheets.

11. Have students complete job sheets.


13. Compile assignment-sheet scores, job-sheet ratings, and written-test score.

14. Reteach and retest as required.

Teaching suggestions

• Demonstrate to students the desktop-publishing equipment utilized in the classroom.

Resources used in developing this unit


1. **Terms and definitions associated with DTP systems**

   a. **AT**—Advanced-technology computer; computer that uses an 80286 or 80386 processor and permits multi-tasking

      NOTE: AT computers process data faster than XT computers.

   b. **Byte**—Unit of measure related to how much information a computer can manipulate and store

      NOTE: Common measurements are kilobytes (K or KB) or megabytes (MB)

   c. **Compatible (clone)**—Computer with an operating system and software that simulate another computer manufacturer's products

   d. **DPI (dots per inch)**—Measure of print density

   e. **80386 and 80486 computers**—Computers that use 80386 or 80486 processors and permit multi-tasking

   f. **Handles**—Boundaries around a graphic image or text indicating it has been selected

   g. **IBM Presentation Manager**—Simultaneous graphic display of several applications

      NOTE: The Presentation Manager is a windows-type display for the OS/2 operating system.

   h. **Icon**—Symbol representing a particular page-layout operation

   i. **Input device**—Equipment used to enter information into a computer

   j. **Memory**—Portion of computer that stores information and software while the machine is on

   k. **Multi-tasking**—Using more than one application simultaneously

   l. **Networking capability**—Ability to connect several workstations into one system that shares equipment and software

   m. **Operating system**—Computer program responsible for housekeeping and establishing communications between disk-storage device and computer, tells computer how to manipulate information

      EXAMPLES: MS-DOS, OS/2, UNIX
INFORMATION SHEET

n. **Pointer**—Icon indicating mouse position

o. **RAM** (random-access memory)—Temporary memory that stores data and programs while computer is in use

NOTE: The computer system must have a minimum RAM capacity that is large enough to accommodate the system's software requirements.

p. **Resolution**—Density of dots per inch

NOTE: Resolution can refer to *screen resolution* in regard to monitors or computer displays or to *print quality* in relation to printers.

q. **Storage device**—Equipment used to store and retrieve information on a computer

EXAMPLES: Hard drive, floppy diskettes

r. **Text tool**—Page-layout tool utilizing keyboard to delete, insert, or modify text

s. **Tool box**—Group of icons for page-layout operations

t. **Windows-like environment**—Graphic display that allows quick movement from one application to another without exiting the application

u. **XT**—Extended-technology computer; computer that uses an 8088 processor

NOTE: XTs were earlier types of computers than ATs.

2. Types of computer systems used in DTP

a. Dedicated DTP system

b. Apple Macintosh™ (see Figure 1-a)

c. AT-class computer (see Figure 1-b)

d. 80386 and 80486

e. Mini support stations
FIGURE 1

(a) Apple Macintosh™ (b) AT-class computer

3. Common types of operating systems used in DTP and their descriptions

NOTE: This list of operating systems represents only a few of the several systems available.

a. **MS-DOS** (Microsoft disk operating system)—System designed to be used with the original IBM personal computer but has come to be used with all IBM XTs and ATs as well as most IBM compatibles; application features include word-processing and all computer applications that can be used with DTP.

b. **OS/2** (operating system/2)—System specifically designed to be used with IBM OS/2 series computers; application features include multi-tasking and a windows-like environment called a Presentation Manager.

NOTE: To retain compatibility, OS/2 has the ability to access MS-DOS.

c. **Mac Operating System**—System specifically designed for mouse operation; application features include a windows-like environment and multi-tasking.

d. **Apple DOS** (Apple disk-operating system)—System designed to be used with floppy disks on early Apple (II and IIe) computers; application features include spreadsheet sheets and typical data bases.

e. **Apple Pro-DOS** (Apple professional disk operating system)—System designed to be used with later Apple computer systems; provides more power than early system and allows access to hard disks; application features include word-processing and computer applications tailored to DTP.
INFORMATION SHEET

f. UNIX—System designed to be used with AT&T computers; application features include text-manipulation and cut-and-paste capabilities as well as multi-user, multi-tasking, and networking capabilities that make it four to five times as powerful as earlier DOS systems

4. Types of storage devices used in DTP systems and their characteristics (Table 1)

TABLE 1: Characteristics of storage devices used in DTP systems

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Floppy diskettes</th>
<th>Hard disks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage capacity</td>
<td>Are limited by size of diskette (high-density diskettes have larger storage capacity)</td>
<td>Are able to store more information in less space</td>
</tr>
<tr>
<td></td>
<td>NOTE: Floppy diskettes are available in various sizes (5½'' or 3½'') and various capacities, such as high-density for a 1.2MB disk drive or 360 KB.</td>
<td>NOTE: Hard disks are available in various sizes, such as 20, 30, or 40 megabytes. Hard disks of 40 megabytes or larger are best suited for DTP.</td>
</tr>
<tr>
<td>Speed</td>
<td>Slow retrieval of information and cumbersome exchange when inserting disks to complete various tasks</td>
<td>Fast retrieval of information</td>
</tr>
<tr>
<td>Compatibility</td>
<td>Can be a problem if several users input information on computers with disk drives of different sizes</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Portability</td>
<td>Are physically portable</td>
<td>Are electronically portable</td>
</tr>
<tr>
<td>Usage</td>
<td>Are more useful for backing up disks for long-term storage and saving space on hard-disk drive</td>
<td>Are more useful for efficient use of DTP and word-processing software</td>
</tr>
</tbody>
</table>

5. Types of input devices used in DTP systems and their definitions

e. Keyboard (see Figure 2-a and -b)—Typewriter-like unit used to enter information into computer

NOTE: Some keyboards also have function keys.
FIGURE 3

(a) AT-style keyboard with function keys

(b) Enhanced 101-key keyboard with function keys

b. Monitor—Monochrome (one-color) or color screen that displays information entered into computer

c. Mouse (Figure 3-a and -b)—Hand-held device used to control on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

NOTE: A mouse can be purchased in many configurations. Two types are shown in Figure 3: (a) a mouse with a trackball that moves on the desktop and (b) a mouse with a trackball that is manipulated by the fingertips.
d. **Scanner**—Device that converts an image such as line art or photos to digital data usable by computer.

**NOTE:** A scanner is an optional DTP input device. DTP systems do not require the use of scanners, but they are very worthwhile in more sophisticated DTP operations involving complex or intricate graphic images. Scanners are available in either hand-held, sheet-fed, or flatbed models. See Figure 4-a, -b, and -c.

**FIGURE 4**

(a) Hand-held scanner  
(b) Sheet-fed scanner  
(c) Flatbed scanner

6. **Advantages of adding a scanner to a DTP system**

   a. Provide a quick and simple way to utilize hard-copy images such as photos or line art.

   b. Can reproduce images at reduced, enlarged, or original size.

   c. Can reproduce images in color or in various shades of gray.

   d. Some can support optical character recognition (OCR) software used to scan typed or typeset text.
7. Types of monitors used in DTP systems and their descriptions (Figure 5)

NOTE: Monitors are available in various types and sizes and should be selected according to their intended use. For example, black and white 19-inch monitors are best for applications requiring extended work or intricate detail. Also, when purchasing monitors, remember that a monitor's capabilities are only as good as the graphics adapter board with which it is combined. The graphics adapter board provides the communication link among the graphics software, word-processing software, and the computer. It tells the monitor how to arrange graphics and text on the display.

a. Monochrome—Displays one color on a solid background
   
   NOTE: A white screen with black type is an example of a monochrome monitor.

b. Color—Displays multi-colors
   
   EXAMPLES: CGA, EGA, VGA

c. Full-page—Displays one full-size (8½" × 11") page
   
   NOTE: Full-page monitors can be either monochrome or color.

d. Two-page—Displays two pages simultaneously.
   
   NOTE: Two-page monitors can be either monochrome or color.

FIGURE 5

(a) Standard monitor (b) Full-page monitor (c) Two-page monitor
8. Types of printers used in DTP systems and their descriptions

NOTE: Desktop publishing requires a printer that can print text and graphics and can support DTP software.

a. **Dot-matrix printer** (impact printer) (Figure 6-a)—Printer capable of supplying 160 DPI or more resolution; uses a printhead and ink to impact characters and graphics on paper by placing a large number of tiny dots close together.

b. **Laser printer** (Figure 6-b)—Printer capable of supplying a resolution of 300 DPI or more; uses intense light and toner to transfer (or draw) images on paper.

EXAMPLES: Apple LaserWriter, Hewlett Packard LaserJet Series II

c. **Phototypesetting printer** (Figure 6-c)—Printer capable of supplying high resolutions of 1270 DPI to 3000 DPI; uses a photographic process to transfer images onto special paper.

EXAMPLES: Allied Linotype Linotronic 100 or Linotronic 300

d. **Inkjet printer** (Figure 6-d)—Printer capable of supplying near-laser-quality resolutions; forms characters and graphics by spraying ink on paper.

EXAMPLE: Hewlett Packard InkJet

FIGURE 6
INFORMATION SHEET

9. Common features of laser printers used in DTP systems
   a. Minimum of 512K of memory
      NOTE: Although 512K of memory is required for DTP applications, more memory is recommended to provide printing of multiple graphics and type styles (fonts) and to decrease the time it takes to print a document.
   b. 300-DPI resolution
      NOTE: Laser printers can be upgraded to 600 DPI or more.
   c. Page-description language
      NOTE: A page-description language is a computer language (stored either in the printer or in the computer) that tells how text and graphics are placed on a page. Adobe PostScript™ is an example of a page-description language.
   d. Hard fonts
      NOTE: Hard fonts are a group of fonts built into the printer's memory or available on a cartridge that can be inserted into the printer.
   e. Soft fonts
      NOTE: Soft fonts are fonts that are stored on the computer then downloaded to the printer prior to or during the printing operation.

10 Basic page-layout-software text-tool operations and their definitions
   a. Type text—To keyboard text
   b. Edit text—To delete, insert, or rearrange text
   c. Cut and paste text—To mark text so that it will be removed from its current position, temporarily stored in the computer's memory, and then retrieved in another position
   d. Copy and paste text—To mark text so that it will be left in its current position, while a copy is temporarily stored in the computer's memory, and then retrieved in another position
   e. Move or adjust text—To rearrange an area of text that is defined by boundaries
Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.
## ASSIGNMENT SHEET 1—COMPLETE A DTP SYSTEM-SPECIFICATIONS LIST

Name ____________________________________________ Score ________

Directions: Examine the DTP system used on site and interview the class instructor to determine its specifications. Record the information you obtain on the blanks provided below.

### DTP system-specifications list

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Type of computer ____________________________________________</td>
</tr>
<tr>
<td>2.</td>
<td>Amount of RAM ____________________________________________</td>
</tr>
<tr>
<td>3.</td>
<td>Capacity of hard drive (if available) __________________________</td>
</tr>
<tr>
<td>4.</td>
<td>Number of floppy drives __________________________</td>
</tr>
<tr>
<td>5.</td>
<td>Capacity of floppy diskettes required __________________________</td>
</tr>
<tr>
<td>6.</td>
<td>Type of keyboard (i.e., enhanced) __________________________</td>
</tr>
<tr>
<td>7.</td>
<td>Type of monitor (i.e., monochrome, color) ___________________</td>
</tr>
<tr>
<td>8.</td>
<td>Type of mouse and number of buttons __________________________</td>
</tr>
<tr>
<td>9.</td>
<td>Type of printer ____________________________________________</td>
</tr>
</tbody>
</table>
ASSIGNMENT SHEET 1

DTP system-specifications list (cont.)

10. Operating system ________________________________

11. Word-processing software __________________________

12. Page-layout software ______________________________

13. Graphics software _________________________________
DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET 2—DETERMINE SYSTEM REQUIREMENTS
FOR A SPECIFIC SOFTWARE PACKAGE

Name ___________________________ Score ________

Directions: Select one word-processing software or DTP page layout software package
Determine the system specifications necessary for using the software package, and record
the information you obtain on the blanks provided below.

Name of software ____________________________

Type of software (Check one of the following.)

____ Word processing  ______ Page layout

Software-package system requirements

1. Type of computer ____________________________

2. Amount of RAM ____________________________

3. Operating system ____________________________

4. Capacity of hard drive (if available) ____________________________

5. Number of floppy drives ____________________________

6. Capacity of floppy diskettes required ____________________________

7. Type of keyboard (i.e., enhanced) ____________________________
ASSIGNMENT SHEET 2

Software-package system requirements (cont.)

8. Type of monitor (i.e., monochrome, color)

______________________________

9. Type of mouse and number of buttons

______________________________

10. Type of printer

______________________________
ASSIGNMENT SHEET 3—EXAMINE PAGE-LAYOUTSOFTWARE
MANUAL FOR BASIC TEXT-TOOL OPERATIONS

Name ___________________________________________ Score _________

Directions: Examine the page-layout software manual for the software used on site. Read the instructions for the following operations and record the instructions for those operations on the blank lines provided below.

1. Type text ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Edit text ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Cut and paste text ____________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
ASSIGNMENT SHEET 3

4. Copy and paste text ____________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

5. Move or adjust text ____________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

6. Change type size ____________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
ASSIGNMENT SHEET 4—DETERMINE BASIC COSTS OF DTP SYSTEMS

Name ___________________________  Score ________

Directions. Your instructor will arrange for you to visit a desktop-publishing equipment vendor and talk with the owner/operator about the cost of hardware and software required for the operation. Make three copies of the following DTP system checklist and compare three systems, using the checklist as a guideline for system configuration. Include acquisition costs where they are applicable.

### DTP system checklist

<table>
<thead>
<tr>
<th>1. Type of computer</th>
<th>6. Size of floppy drives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated DTP system</td>
<td>360 K</td>
</tr>
<tr>
<td>Apple Macintosh</td>
<td>1.2 MB</td>
</tr>
<tr>
<td>AT-class computer</td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td>Cost</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Size of processor</th>
<th>7. Size of floppy disks</th>
</tr>
</thead>
<tbody>
<tr>
<td>80286</td>
<td>5½&quot;</td>
</tr>
<tr>
<td>80386</td>
<td>3½&quot;</td>
</tr>
<tr>
<td>68000</td>
<td>Other</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Amount of RAM</th>
<th>8. Type of keyboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 K</td>
<td>AT-class</td>
</tr>
<tr>
<td>640 K</td>
<td>Enhanced 101</td>
</tr>
<tr>
<td>1.2 MB</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Cost</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Size of hard drive</th>
<th>9. Type of monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 MB</td>
<td>Monochrome</td>
</tr>
<tr>
<td>30 MB</td>
<td>Color</td>
</tr>
<tr>
<td>40 MB</td>
<td>Full-page</td>
</tr>
<tr>
<td>Other</td>
<td>Two-page</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Cost</td>
<td>Cost</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Number of floppy drives</th>
<th>10. Graphics card</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>Cost</td>
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</tbody>
</table>


### DTP system checklist (cont.)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>12&quot;</td>
<td>Bus</td>
<td>Dot matrix</td>
<td>512 K</td>
<td>Parallel</td>
<td>MS-DOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>14&quot;</td>
<td></td>
<td>Laser</td>
<td>1 MB</td>
<td></td>
<td>OS/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19&quot;</td>
<td></td>
<td>Professional typesetting</td>
<td>2 MB</td>
<td></td>
<td>UNIX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>Other</td>
<td>Other</td>
<td></td>
<td>Apple PRO-DOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>Other</td>
<td></td>
<td>MacDOS</td>
<td></td>
<td></td>
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<td></td>
<td>Other</td>
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</table>

**Cost**

<table>
<thead>
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</tr>
</tbody>
</table>

**TOTAL hardware costs**

**TOTAL software costs**

**TOTAL investment**
Assignment Sheet 1
Evaluated to the satisfaction of the instructor

Assignment Sheet 2
Evaluated to the satisfaction of the instructor

Assignment Sheet 3
Evaluated to the satisfaction of the instructor

Assignment Sheet 4
Evaluated to the satisfaction of the instructor
JOB SHEET 1—CREATE, EDIT, AND MOVE A HEADLINE

A. Equipment and materials
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Mouse
   • Operating-system diskette (if computer does not have a hard drive)
   • Page-layout software
   • Printer
   • Pen
   • Assignment Sheet 3

B. Procedure
   NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.
   1. Boot computer
   2. Turn on printer
   3. Activate page-layout software
   4. Create new file and complete initial setup, if required
   5. Use the following specifications to create headline shown in Figure 1 below
      Specifications:
      • Use upper-case letters in 10-point type
      • Place headline on page approximately 2 inches from top edge

FIGURE 1

EDITING TECHNIQUES FOR DESKTOP PUBLISHING

6. Print page and write your name and "Job Sheet 1—Job 1" at top of printed page
JCB SHEET 1

7. Use mouse and appropriate editing tool to center headline

8. Print page and write your name and "Job Sheet 1—Job 2" at top of printed page

9. Use mouse and appropriate editing tools to change headline type size from 10-point to 12-point type

10. Print page and write your name and "Job Sheet 1—Job 3" at top of printed page

11. Use mouse and appropriate editing tools to edit headline to read as shown in Figure 2 below

FIGURE 2

DESKTOP-PUBLISHING EDITING TECHNIQUES

12. Print page and write your name and "Job Sheet 1—Job 4" at top of printed page

13. Use mouse and appropriate steps necessary to move headline upward to place it 1½ inches from top of page

14. Print page and write your name and "Job Sheet 1—Job 5" at top of printed page

15. Save file, using appropriate name

16. Close file

17. Exit page-layout software

18. Turn off computer and printer

OR

Continue to next job sheet, as directed by instructor

19. Submit Jobs 1 through 5 to instructor for evaluation
DESKTOP PUBLISHING SYSTEMS
UNIT II

JOB SHEET 2—PLACE A FILE AND THEN EDIT AND MOVE
SENTENCES WITHIN FILE PARAGRAPHS

A. Equipment and materials
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Mouse
   • Operating-system diskette (if computer does not have a hard drive)
   • Page-layout software
   • Printer

B. Procedure
   NOTE: The steps in this procedure should be modified to comply with the
commands and prompts of the page-layout software and DTP equipment used on
site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 1
5. Place word-processed file created in Unit 1, Job Sheet 3
   NOTE: The text paragraphs in the file should appear as shown in Figure 1
   below.

FIGURE 1

Desktop-publishing software provides unlimited opportunities to produce professional-looking
documents. The ease of making revisions is a principal reason why desktop publishing is so popular.
Text changes that used to require hours can now be accomplished with simple keystrokes and
mouse movements.

Editing text in page-layout software is simple. It is important to follow each step carefully.
Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs
can be rearranged with ease.
JOB SHEET 2

6. Insert and delete words in sentences in text paragraph
   a. Refer to third sentence of second text paragraph; see highlighted text in Figure 2 below

FIGURE 2

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

b. Using the mouse and appropriate editing tools and keystrokes, insert the word moved between the words or and to

NOTE: The paragraph should now appear as it does in Figure 3 below.

FIGURE 3

Editing text in page-layout software is simple. It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

7. Save file
8. Print page and write your name and "Job Sheet 2—Job 1" at top of printed page
9. Delete sentence in text paragraph
   a. Refer to second sentence of second text paragraph; see highlighted text in Figure 4 below

FIGURE 4

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.
b. Using mouse and appropriate editing tools, delete highlighted sentence

NOTE: The paragraph should now appear as it does in Figure 5 below.

FIGURE 5

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease.

10. Save file
11. Print page and write your name and "Job Sheet 2—Job 2" on printed page
12. Copy and paste a sentence in text paragraph
   a. Refer to first sentence of first text paragraph; see highlighted text in Figure 6 below

FIGURE 6

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease.

b. Using mouse and appropriate editing tools, copy highlighted sentence then paste (retrieve) sentence at end of first text paragraph

NOTE: The text paragraph should now appear as it does in Figure 7 below.

FIGURE 7

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.
13. Save file

14. Print page and write your name and "Job Sheet 2—Job 3" on printed page

15. Cut and paste a sentence in text paragraph
   a. Refer to last sentence of first text paragraph; see highlighted text in Figure 8 below

FIGURE 8

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Editing text in page-layout software is simple. It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

b. Using mouse and appropriate editing tools, cut highlighted sentence and then paste (retrieve) sentence at end of second text paragraph

NOTE: The page should now appear as it does in Figure 9 below.

FIGURE 9

DESKTOP-PUBLISHING EDITING TECHNIQUES

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

16. Save file

17. Print page and write your name and "Job Sheet—Job 4" at top of printed page

18. Close file
JOB SHEET 2

19. Exit page-layout software
20. Turn off computer and printer

OR

Continue to next job sheet, as directed by instructor

21. Submit Jobs 1 through 4 to instructor for evaluation
A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer
- Student Supplement 1

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 2
5. Create two text paragraphs by typing and inserting text provided in Student Supplement 1 below the existing text paragraphs

NOTE: The text paragraphs should appear as shown in Figure 1 below. The numbers that appear beside the paragraphs are reference numbers you will use in the following steps in the procedure.
Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

6. Save file

7. Print page and write your name and "Job Sheet 3—Job 1" at top of printed page

8. Copy and paste text paragraph
   a. Refer to text paragraph 3; see Figure 1 above
   b. Using the mouse and appropriate editing tools, copy text paragraph 3 and paste (retrieve) the paragraph below the last text paragraph (paragraph 4)

   NOTE: The text paragraphs should now appear as they do in Figure 2 below.
TEXT changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

9. Save file

10. Print page and write your name and "Job Sheet 3—Job 2" at top of printed page

11. Cut and paste text paragraph
   a. Refer to text paragraph 4; see Figure 2 above
   b. Using the mouse and appropriate editing tools, cut text paragraph 4 and paste (retrieve) the paragraph between text paragraphs 2 and 3

NOTE: The text paragraphs should appear as they do in Figure 3 below.
Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

12. Save file
13. Print page and write your name and "Job Sheet 3—Job 3" at top of printed page
14. Move text paragraph
   a. Refer to text paragraph 5; see Figure 3 above
   b. Using the mouse and/or appropriate editing-tool combination, move (drag) text paragraph 5 to a location 2 inches below text paragraph 4

   NOTE: The page should now appear as it does in Figure 4 below.
Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.
PRACTICAL TEST 1
JOB SHEET 1—CREATE, EDIT, AND MOVE A HEADLINE

Student's name ______________________ Date ______________________
Evaluator's name ____________________ Attempt no. ____________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
2. Created headline. □ □
3. Edited headline. □ □
5. Changed headline type size. □ □
6. Moved headline. □ □
7. Saved file. □ □
8. Printed page. □ □
9. Secured equipment and software. □ □

EVALUATOR'S COMMENTS: ____________________________________________
PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Created headline of specified type size and centered on page correctly

4  3  2  1

EVALUATOR'S COMMENTS: ________________________________

PERFORMANCE EVALUATION KEY

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program, additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program, additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>
DESKTOP PUBLISHING SYSTEMS
UNIT II

PRACTICAL TEST 2

JOB SHEET 2—PLACE A FILE AND THEN EDIT AND MOVE SENTENCES WITHIN FILE PARAGRAPHS

Student’s name ______________________ Date __________________
Evaluator’s name ______________________ Attempt no. __________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under “Process Evaluation” must receive a “Yes” for you to receive an overall performance evaluation.

PROCCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the “Yes” or “No” blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

<table>
<thead>
<tr>
<th>Step Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed startup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Placed word-processed file.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Used text-insertion and -deletion procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Used cut-and-paste procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Printed pages required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Secured equipment and software.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR’S COMMENTS: _____________________________________________

_________________________________________________________________

_________________________________________________________________

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PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Inserted and deleted words in sentences as specified

4 3 2 1

Deleted sentence as specified

4 3 2 1

Copied and pasted sentence as specified

4 3 2 1

Cut and pasted sentence as specified

4 3 2 1

EVALUATOR'S COMMENTS: ________________________

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Produce Evaluation" and divide by the total number of criteria.
**DESKTOP PUBLISHING SYSTEMS**

**UNIT 5**

**PRACTICAL TEST 3**

**JOB SHEET 3—COPY/PASTE A PARAGRAPH, CUT/PASTE A PARAGRAPH, AND MOVE A PARAGRAPH**

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator’s name</td>
<td>Attempt no.</td>
</tr>
</tbody>
</table>

**Student instructions:** When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

**PROCESS EVALUATION**

**EVALUATOR NOTE:** Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

<table>
<thead>
<tr>
<th>The student:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed startup.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Opened file created in Job Sheet 2.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Created two text paragraphs.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Used cut-and-paste procedures.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Used move-text procedures.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Saved file.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Printed pages required.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Secured equipment and software.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**EVALUATOR’S COMMENTS:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Created text paragraphs as specified

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Copied and pasted text paragraph as specified

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Cut and pasted text paragraph as specified

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Moved text paragraph as specified

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

EVALUATOR'S COMMENTS: ________________________________

PERFORMANCE EVALUATION KEY

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program; additional training may be required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program; additional training is required to develop skill.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in "Produce Evaluation" and divide by the total number of criteria.

13
1. Match terms associated with DTP systems to their correct definitions. Write the numbers on the blanks provided. Terms and definitions continue on the next page.

   a. Unit of measure related to how much information a computer can manipulate and store
   b. Computers that use 80386 or 80486 processors and permit multi-tasking
   c. Measure of print density
   d. Boundaries around a graphic image or text indicating it has been selected
   e. Symbol representing a particular page-layout operation
   f. Computer program responsible for housekeeping and establishing communications between disk-storage device and computer; tells computer how to manipulate information
   g. Icon indicating mouse position
   h. Computer with an operating system and software that simulate another computer manufacturer's products
   i. Temporary memory that stores data and programs while computer is in use
   j. Density of dots per inch
   k. Simultaneous graphic display of several applications
   l. Page-layout tool utilizing keyboard to delete, insert, or modify text
   m. Group of icons for page-layout operations

   1. Text tool
   2. Pointer
   3. Handles
   4. Resolution
   5. RAM
   6. Compatible
   7. DPI
   8. IBM Presentation Manager
   9. Operating system
   10. Tool box
   11. Byte
   12. Icon
   13. 80386 and 80486 computers
WRITTEN TEST

---

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n. Advanced-technology computer; computer that uses an 80286 or 80386 processor and permits multi-tasking

o. Extended-technology computer; computer that uses an 8088 processor

p. Using more than one application simultaneously

q. Graphic display that allows quick movement from one application to another without exiting the application

r. Ability to connect several workstations into one system that shares equipment and software

s. Equipment used to store and retrieve information on a computer

t. Equipment used to enter information into a computer

u. Portion of computer that stores information and software while machine is on

---

2. List types of computer systems used in DTP.

a. 

b. 

c. 

d. 

e. 

---

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3. Match common operating systems used in DTP to their correct descriptions. Write the numbers on the blanks provided.

_____a. System designed to be used with later Apple computer systems; provides more power than early system and allows access to hard disks; application features include word-processing and computer applications tailored to DTP

1. MS-DOS
2. OS/2
3. Apple DOS
4. Apple PRO-DOS
5. UNIX
6. Mac Operating System

_____b. System designed to be used with AT&T computers; application features include text-manipulation and cut-and-paste capabilities as well as multi-user, multi-tasking, and networking capabilities that make it four to five times as powerful as earlier DOS models

_____c. System specifically designed to be used with IBM OS/2 series computers; application features include multi-tasking and a windows-like environment called a Presentation Manager

_____d. System designed to be used with floppy disks on early Apple (II and IIe) computers; application features include spread sheets and typical data bases

_____e. System designed to be used with the original IBM personal computer but has come to be used with all IBM XTs and ATs as well as most IBM compatibles; application features include word-processing and all computer applications that can be used with DTP

_____f. System specifically designed for mouse operation; application features include a windows-like environment and multi-tasking

4. Complete statements concerning characteristics of types of storage devices used in DTP systems. Circle the word(s) that best completes each statement.

a. The (storage capacity or speed) of a floppy diskette is limited by the size of the diskette.

b. Retrieval of information is (faster or slower) with a floppy diskette than with a hard disk.

c. Compatibility can be a problem with a (hard disk or floppy diskette) if several users input information on computers with disk drives of different sizes.
WRITTEN TEST

d. A (floppy diskette or hard disk) is more useful for efficient use of DTP and word-processing software.

e. A (floppy diskette or hard disk) is electronically portable

5. Match types of input devices used in DTP systems to their correct definitions. Write the numbers on the blanks provided.

_____a. Typewriter-like unit used to enter information into computer

_____b. Monochrome or color screen that displays information entered into computer

_____c. Hand-held device used to control on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

_____d. Device that converts an image such as line art or photos to digital data usable by computer

6. Discuss advantages of adding a scanner to a DTP system. Write your answer on the blanks provided.


7. State descriptions of the types of monitors used in DTP systems. Write your answers on the blanks provided.

a. Monochrome


WRITTEN TEST

8. Match types of printers used in DTP systems to their correct descriptions. Write the numbers on the blanks provided.

_____a. Printer capable of supplying 160-DPI or more resolution; uses a pin head and ink to impact characters and graphics on paper by placing a large number of tiny dots close together

1. Phototypesetting printer

_____b. Printer capable of supplying a resolution of 300 DPI or more; uses intense light and toner to transfer images on paper

2. Dot-matrix printer

_____c. Printer capable of supplying high resolutions of 1270 DPI to 3000 DPI; uses a photographic process to transfer images onto special paper

3. Laser printer

_____d. Printer capable of supplying near-laser-quality resolutions; forms characters and graphics by spraying ink on paper

4. Inkjet printer

9. List common features of laser printers used in DTP systems. Write your answers on the blanks provided.

a. 

b. 

c. 

d. 

e. 

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WRITTEN TEST

10. Match basic page-layout-software text-tool operations to their correct definitions. Write the numbers on the blanks provided.

_____a. To keyboard text  
1. Cut and paste text

_____b. To delete, insert, or rearrange text  
2. Type text

_____c. To mark text so that it will be removed from its current position, temporarily stored in the computer's memory, and then retrieved in another position  
3. Edit text

_____d. To mark text so that it will be left in its current position, while a copy is temporarily stored in the computer's memory, and then retrieved in another position  
4. Copy and paste text

_____e. To rearrange an area of text that is defined by boundaries  
5. Move or adjust text
DESKTOP PUBLISHING SYSTEMS
UNIT II

WRITTEN TEST ANSWERS

1. a. 11  g. 2  m. 10  s. 19
   b. 13  h. 6  n. 17  t. 14
   c. 7   i. 5  o. 18  u. 21
   d. 3   j. 4  p. 16
   e. 12  k. 8  q. 20
   f. 9   l. 1  r. 15

2. a. Dedicated DTP system  d. 80386 and 80486
   b. Apple MacintoshTM  e. Mini support station
   c. AT-class computer

3. a. 4   d. 3
   b. 5   e. 1
   c. 2   f. 6

4. a. Storage capacity  d. Hard disk
   b. Slower  e. Hard disk
   c. Floppy diskette

5. a. 4   c. 1
   b. 3   d. 2

6. Discussion should include the following
   a. Provide a quick and simple way to utilize hard-copy images such as photos or line art
   b. Can reproduce images at reduced, enlarged, or original size
   c. Can reproduce images in color or in various shades of gray
   d. Some can support optical character recognition software used to scan typed or typeset text

7. a. Displays one color on a solid background
   b. Displays multi-colors
   c. Displays one full-size page
   d. Displays two pages simultaneously

8. a. 2
   b. 3
   c. 1
   d. 4
WRITTEN TEST ANSWERS

9.  a. Minimum of 512K memory  
   b. 300-DPI resolution  
   c. Page-description language  
   d. Hard fonts  
   e. Soft fonts

10. a. 2  
     b. 3  
     c. 1  
     d. 4  
     e. 5
SOFTWARE
UNIT III

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify software used in DTP systems and appropriate applications for this software. The student should also be able to use page-layout menus. The student will demonstrate these competencies by correctly completing the assignment sheet and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with DTP software to their correct definitions.
2. Match types of software used in DTP systems to their correct uses.
3. List factors to consider before purchasing DTP software.
4. State characteristics of quality word-processing software.
5. Complete statements concerning characteristics of quality draw software.
6. Complete statements concerning characteristics of quality paint software.
7. List characteristics of quality page-layout software.
8. Match basic page-layout-software features to their correct descriptions.
9. Match page-setup features to their correct descriptions.
10. Match paragraph-specification features to their correct descriptions.
11. Define type-specification features.
12. Describe editing features.
13. Evaluate a page-layout-software package. (Assignment Sheet 1)
14. Practice using publication-window features. (Job Sheet 1)
15. Practice using page-specification features. (Job Sheet 2)
16. Practice using paragraph- and type-specification features and flow text. (Job Sheet 3)
17. Create a letterhead. (Job Sheet 4)
SOFTWARE
UNIT III

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.

3. Review the informational items provided in Instructor Supplements 1 and 2 for suggested resources for materials concerning desktop-publishing software.

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with information sheet.

7. Discuss information sheet.

8. Provide students with assignment sheet.

9. Discuss and then have students complete assignment sheet.

10. Provide students with Student Supplement 1 and Job Sheet 1.

11. Discuss Job Sheet 1 and the use of Student Supplement 1; demonstrate the procedure outlined.

12. Have students complete Job Sheet 1.

13. Provide students with Student Supplement 2 and Job Sheet 2.

14. Discuss Job Sheet 2 and the use of Student Supplement 2, demonstrate the procedure outlined.

15. Have students complete Job Sheet 2.

16. Provide students with Job Sheet 3.

17. Discuss Job Sheet 3 and demonstrate the procedure outlined.

18. Provide students with Student Supplement 3 and Job Sheet 4.

19. Discuss Job Sheet 4 and the use of Student Supplement 3, demonstrate the procedure outlined.

20. Have students complete Job Sheet 4.
SUGGESTED ACTIVITIES


22. Compile assignment-sheet score, job-sheet ratings, and written-test score.

23. Reteach and retest as required.

Teaching suggestions

1. Have students collect articles on desktop publishing software, including page-layout, paint, and draw software.

2. Have students compare word-processing software to page-layout software.

3. Have students review operator's manual for software used in class.

4. Show students examples of desktop-published materials.

References used in developing this unit


INSTRUCTOR SUPPLEMENT 1—SOFTWARE PRODUCT LIST

The following list of software and books is provided for your convenience. The list is not comprehensive but simply a small sample of products available, the author and publisher do not endorse or promote any product or vendor. Our thanks to Vern Mastel of Team Electronics, Mandan, ND for compiling the list.

TABLE 1: Desktop-publishing product chart

<table>
<thead>
<tr>
<th>Software</th>
<th>Power*</th>
<th>Ease**</th>
<th>Computer</th>
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<td>6</td>
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</tr>
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<td>Apple Ilgs</td>
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<td>6</td>
<td>Apple, IBM, Macintosh</td>
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<td>3</td>
<td>2</td>
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<td>Books</td>
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<td>Looking Good In Print</td>
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<td>Personal Publishing Magazine</td>
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<td>Publishing from the Desktop</td>
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<td>The Art of Desktop Publishing</td>
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*Power 1 = least powerful 10 = most powerful
**Ease 1 = least difficult 10 = most difficult
## TABLE 2: Product ordering information

<table>
<thead>
<tr>
<th>Software</th>
<th>Vendor</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
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<tr>
<td><strong>Desktop publishing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xpress</td>
<td>Quark</td>
<td>300 South Jackson</td>
<td>Denver, Co.</td>
<td>80209</td>
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<tr>
<td>First Publisher</td>
<td>Software Publishing</td>
<td>1901 Landings Dr.</td>
<td>Mountain View, CA</td>
<td>94039</td>
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<tr>
<td>Full Write Professional</td>
<td>Ashton Tate</td>
<td>20101 Hamilton Ave.</td>
<td>Torrance, CA</td>
<td>90502</td>
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<tr>
<td>GeoPublish</td>
<td>Berkeley Softworks</td>
<td>2150 Shattuck Drive</td>
<td>Berkeley, CA</td>
<td>94704</td>
</tr>
<tr>
<td>Medley</td>
<td>Milliken</td>
<td>1000 Research Road</td>
<td>St. Louis, MO</td>
<td>63132</td>
</tr>
<tr>
<td>Newsroom Pro</td>
<td>Springboard Software</td>
<td>7808 Creekside Circle</td>
<td>Minneapolis, MN</td>
<td>55435</td>
</tr>
<tr>
<td>Pagemaker</td>
<td>Aldus</td>
<td>411 First Ave S</td>
<td>Seattle, WA</td>
<td>98104</td>
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<tr>
<td>Personal Newsletter</td>
<td>Executive Software</td>
<td>Box 1911</td>
<td>Murray Hill Sta., NY</td>
<td>10156</td>
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<tr>
<td>Personal Publisher</td>
<td>Executive Software</td>
<td>Box 1911</td>
<td>Murray Hill Sta., NY</td>
<td>10156</td>
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<tr>
<td>Prinrix</td>
<td>Data Transforms</td>
<td>616 Washington St.</td>
<td>Denver, CO</td>
<td>80203</td>
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<td>Publish-III</td>
<td>Timeworks</td>
<td>444 Lake Cook Road</td>
<td>Deerfield, IL</td>
<td>50015</td>
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<tr>
<td>Publish-IT Lite</td>
<td>Timeworks</td>
<td>444 Lake Cook Road</td>
<td>Deerfield, IL</td>
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<td>Ready, Set, Go</td>
<td>LetraSet</td>
<td>40 Eisenhower Dr.</td>
<td>Paramus, NJ</td>
<td>07653</td>
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<td>Springboard Software</td>
<td>7808 Creekside Circle</td>
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<td>Ventura Publisher</td>
<td>XEROX</td>
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<td><strong>Graphics</strong></td>
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<td>EPYX</td>
<td>600 Galveston Dr.</td>
<td>Redwood City, CA</td>
<td>94063</td>
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<tr>
<td>Print Shop</td>
<td>Broderbund</td>
<td>17 Paul Drive</td>
<td>San Rafael, CA</td>
<td>94903</td>
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<td>Corel Draw</td>
<td>Corel Systems Corp.</td>
<td>1600 Carling Ave.</td>
<td>Ottawa, Ontario</td>
<td>K12807</td>
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<tr>
<td>Mac Draw</td>
<td>Claris Corp.</td>
<td>5201 Patrick Henry Dr.</td>
<td>Santa Clara, CA</td>
<td>95052</td>
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<tr>
<td>PC Paintbrush</td>
<td>Z Soft Corp.</td>
<td>450 Franklin Rd., 100</td>
<td>Marietta, GA</td>
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<td>Super Paint</td>
<td>Silicon Beach Software</td>
<td>9770 Carroll Center Rd.</td>
<td>San Diego, CA</td>
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<td>Microsoft Corp</td>
<td>1601 NE 36th Way</td>
<td>Redmond, WA</td>
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<td>Microsoft Works</td>
<td>Microsoft Corp</td>
<td>1601 NE 36th Way</td>
<td>Redmond, WA</td>
<td>98073</td>
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<td>MultiScribe</td>
<td>Claris Corp.</td>
<td>5201 Patrick Henry Dr.</td>
<td>Santa Clara, CA</td>
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<td>WordPerfect</td>
<td>WordPerfect Corp</td>
<td>1555 N. Technology</td>
<td>Orem, UT</td>
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### Books

<table>
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<th>Title</th>
<th>Author</th>
<th>Publisher</th>
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<tr>
<td>Design for Desktop Publishing</td>
<td>John Miles</td>
<td>Chronicle Books</td>
<td>San Francisco, CA</td>
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<tr>
<td>Design for the Electronic Age</td>
<td>Jan White</td>
<td>Watson-Guptell</td>
<td>New York</td>
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<td>Looking Good in Print</td>
<td>Roger Parker</td>
<td>Ventana Press</td>
<td>Chapel Hill, NC</td>
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<td>Personal Publishing Magazine</td>
<td>John Seybold, Fritz Dressler</td>
<td>Hitchcock Publishing</td>
<td>Wheaton, IL</td>
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<td></td>
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<tr>
<td>Usage characteristic</td>
<td>Low end</td>
<td>High end</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Frequency</td>
<td>Few times a month</td>
<td>Several times a week</td>
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</tr>
<tr>
<td>Type of publication</td>
<td>Simple</td>
<td>Complex</td>
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</tr>
<tr>
<td>Number of pages</td>
<td>Few (1-10)</td>
<td>Many (25+)</td>
<td></td>
</tr>
<tr>
<td>Number of revisions</td>
<td>Few</td>
<td>Several</td>
<td></td>
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<tr>
<td>Type of graphics</td>
<td>Clip art</td>
<td>Computer generated</td>
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<td>Number of graphics</td>
<td>Few</td>
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<td>Typographical style</td>
<td>Flexible</td>
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<td>Fonts desired</td>
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<td>10+</td>
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<tr>
<td>Use of color</td>
<td>Seldom</td>
<td>Full color</td>
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<td>80386 PC with full-page display or Macintosh II with full-page display</td>
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<td>monitor or Macintosh with monitor</td>
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<td></td>
<td></td>
<td>High-resolution laser printer or image setter</td>
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<td>Type of printer</td>
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</table>
Page-Layout-Software
Publication Window

Zero point marker
Zero point
Rulers
Margin guides
Ruler guides
Column guides
Space between columns
Column guide and margin guide overlapping
Master page icons
Page icons

Menu bar
Tool box
Mouse pointer set for pointer tool
Pasteboard
Scroll box
Scroll bar
Page-icon scroll arrow
Publication-window scroll arrow
SOFTWARE
UNIT III

INFORMATION SHEET

1. Terms and definitions associated with DTP software
   a. Clip art—Electronically stored artwork that can be inserted into a document
during page makeup
   b. Customizing—Arranging elements of design and type to meet specifications
   c. Dialog box—Area in publication window that requests information or shows
status of a process taking place
   d. Dictionary—Computerized listing of words that is used to check spelling and
suggest hyphenation
   e. Global selection—Process that searches and/or applies an attribute or feature
to an entire document
   f. Import—To load a document or graphics file from one source to another
   g. Mouse-driven software—Software that performs functions based upon
operator's selections from menus
   h. Text block—Unit of text that can be broken into smaller units, consolidated
with other units, or moved

2. Types of software used in DTP systems and their uses
   a. Word-processing—Software used to create or revise text
      EXAMPLES: Microsoft Word™, WordPerfect™
   b. Draw—Software used to create graphics
      EXAMPLES: Adobe Illustrator™, Corel Draw!™
   c. Paint—Software used to enhance or modify graphics
      EXAMPLES: Publisher's Paintbrush™, MacPaint™
   d. Page-layout—Software used to arrange and manipulate text and graphics
      EXAMPLES: Aldus PageMaker™, Xerox Ventura Publisher™
3. **Factors to consider before purchasing DTP software**
   
   a. Can software efficiently produce types of publications desired?
   
   b. Is software compatible with existing hardware or hardware to be purchased?
      
      **NOTE:** Compatibility with existing hardware or hardware to be purchased is an important criterion to consider. Many experts suggest that consumers determine the type of software they intend to use before purchasing equipment. Software is expensive and software purchases should be made with the same amount of attention to detail as equipment purchases.
   
   c. Will software utilize computer’s and printer’s total capabilities?
   
   d. Is software compatible with existing software?
   
   e. Is software mouse-driven?
   
   f. Does software provide error messages?
   
   g. Does software supply thorough yet easy-to-understand documentation?
      
      **NOTE:** The documentation provided with the software should include step-by-step instructions, a tutorial, a list of features and commands, and ample examples that illustrate the instructions.
   
   h. Does software provide technical support at no or low cost?
   
   i. Can software be upgraded, or can upgrades be obtained in the future?
   
   j. Is software competitively priced with programs with similar features?

4. **Characteristics of quality word-processing software**
   
   **NOTE:** The capabilities of word-processing software range from very easy to complex. Determine the features you will use most frequently as the basic criteria for evaluating word-processing packages.
   
   a. Allows input of large amount of text in a convenient, fast, and efficient manner
   
   b. Provides easy access to input features, such as setting tabs and margins
   
   c. Provides easy access to editing features, such as moving, copying, inserting, and deleting text
   
   d. Provides a spell-check feature
      
      **NOTE:** A spell-check program is a computerized dictionary that checks proper spelling and prompts the operator if a misspelled word is located or if that word is not found in the dictionary.
e. Provides search-and-replace feature for words, letters, numbers, and phrases

NOTE: A search-and-replace program searches a document for specific information and replaces it with new information. This feature may allow the operator the option of confirming each replacement or it may automatically replace all information located. The search-and-replace feature is a fast, efficient, and accurate way of making changes in a document.

f. Allows files to be exported in a pure ASCII format

NOTE: ASCII is an acronym for American Standard Code for Information Interchange. A pure ASCII file does not contain imbedded codes.

g. Provides a merge feature

NOTE: The merge feature is used to individualize documents, such as form letters, by combining the document file with data files, such as names and addresses.

5. Characteristics of quality draw software
   a. Uses line and curve segments to produce object-oriented graphics
   b. Provides the capability of resizing images without affecting their original form
   c. Can produce three-dimensional drawings
   d. Allows files to be exported into page-layout and/or paint software
   e. Is able to apply text

6. Characteristics of quality paint software
   a. Produces bit-mapped graphics
   b. Offers a wide degree of resolutions and colors
   c. Is easy to use
   d. Allows files to be exported into page-layout and/or draw software
   e. Is able to apply text

7. Characteristics of quality page-layout software

NOTE: The capabilities of page-layout software range from very easy to complex. Determine the features you will use most frequently as the basic criteria for evaluating page-layout software

   a. Provides templates or outlines for arranging text and graphics
b. Imports text and graphics from various sources, such as word-processing, paint, or draw software

c. Allows text and graphics to be moved (together or separately) to fit available space

d. Provides text-editing features such as cut, copy, and paste

NOTE. Although page-layout programs should provide some basic text-editing features, most initial inputting and any extensive editorial changes should be performed in the word-processing software rather than in the page-layout software. To facilitate this, some page-layout software has a word-processing program built into it.

e. Provides features for customizing paragraphs, type styles, and type sizes throughout document

f. Provides features for adding graphic elements, such as lines, boxes, and circles

g. Provides pull-down menus accessed by mouse or mouse/keystroke combinations

8. Basic page-layout-software features and their descriptions

a. Publication-window size selection (Figure 1)—Options providing a variety of window views selected according to amount of detail needed to be seen for a particular task

FIGURE 1: Size-selection options available on Aldus PageMaker for the Apple Macintosh
INFORMATION SHEET

b. **Pull-down menus** (Figure 2)—Listings of options that drop down when selected by mouse or keystroke

NOTE: The usual procedure used for pulling down a menu is to drag the mouse to highlight an option and then click the mouse to select that option.

FIGURE 2: Aldus PageMaker menus for IBM compatibles

---

c. **Cursor-position indicators**—Icons and/or markers that appear on rulers and within text to indicate cursor position in publication window

d. **Rulers** (see Figure 3)—Measuring edges used in placing text and graphics on page in publication window

e. **Scroll bars** (see Figure 3)—Tools used to move page horizontally and vertically inside publication window

f. **Pasteboard** (clipboard) (see Figure 3)—Blank space surrounding page in publication window; used to temporarily store text and graphics
FIGURE 3: Aldus PageMaker publication window for Apple Macintosh

FIGURE 4: Aldus PageMaker tool box for IBM compatibles

g. Function box (tool box) (Figure 4)—Menu of tools available to point, edit text, crop, or draw
9. Page-setup features and their descriptions (Figure 5)

FIGURE 5: Aldus PageMaker page-setup features for Apple Macintosh

- **Page setup**
  - **Page size:**
    - Letter
    - Legal
    - Tabloid
    - A4
    - A5
    - B5
    - Custom: 8.5 in. by 11 in.
  - **Orientation:**
    - Portrait (Tall)
    - Landscape (Wide)
  - **Start page #:**
  - **# of pages:**
  - **Options:**
    - Double-sided
    - Facing pages
  - **Margin in inches:**
    - Left: 0.75
    - Right: 0.75
    - Top: 0.75
    - Bottom: 0.75

**Page-setup dialog box**

- **Margin settings** (see item a in Figure 5)—Dialog box for setting left (inside), right (outside), top, and bottom page limits
  
  **NOTE:** When margins are set, nonprinting guides indicating margin position appear on the page in the publication window.

- **Page orientation** (see item b in Figure 5)—Dialog box for selecting either portrait (tall) or landscape (wide) page position
  
  **NOTE:** Text on a portrait page orientation will be printed from left to right across the width of the page. See Figure 6-a. Text on a landscape page orientation will be printed from left to right across the length of the page. See Figure 6-b. Page orientation does not apply to documents produced on the Apple Macintosh. Page orientation is not defined until the document is ready to be printed.

FIGURE 6

- (a) Text printed from left to right across width of page
- (b) Text printed from left to right across length of page
c. **Columns** (Figure 7)—Dialog box for creating either equal- or unequal-size column positions and numbers

NOTE: As the number of columns are defined, nonprinting guides indicating column position appear on the page in the publication window.

FIGURE 7

![Diagram of two equal-size and two unequal-size columns](image)

---

d. **Style sheets**—Items that customize a format, such as margins, column widths, border thicknesses, and type styles

e. **Pagination**—Menu item for selecting page-numbering method (automatic or manual) and position of page number on page

f. **Templates**—Permanent page formats that can be copied and used repeatedly

NOTE: Templates may be either predesigned as a part of the software program or designed by the user.

10. **Paragraph-specification features and their descriptions**

a. **Text flow** (see Figure 8)—Option selected to move text from page to page and column to column
b. Auto text flow—Option selected to allow text to flow automatically from page to page and column to column when using place-text function

c. Text wrap (Figure 9)—Option selected to adjust the placement of text around graphics

d. Alignment (see Figure 10)—Options selected to position text flush left, flush right, centered, or justified
d. **Tabs and indents** (Figure 11)—Options selected to align text lines in specific increments left, right, center, decimal, or dot leader

**FIGURE 11: Tabs and indent menu**

- Arrow indicates alignment:
  - Flag to left = align left
  - Flag to right = align right
  - No flag = center
  - Dot = decimal

---

e. **Paragraph-specification changes** (Figure 12)—Options selected to make either global or individual selection of any of the various paragraph-specification features, such as hyphenation or kerning

**FIGURE 12: Paragraph-specification dialog box**
11. Type-specification features and their definitions

a. Hyphenation—Options allowing dictionary- or operator-prompted word division at end of text lines

b. Kerning (see Figure 13-a)—Options allowing automatic or manual adjustment of spacing between text characters

c. Word spacing (Figure 13-b)—Option allowing adjustment of spacing between words

FIGURE 13

Automatic kerning can leave gaps between characters and words. Adjusting it allows more words to fit on a line and creates even letter spacing.

Default

In the course of human events, it may become necessary to adjust word spacing to subtly fit more words on a page.

Adjusted

(a) Kerning

(b) Word spacing

In the course of human events, it may become necessary to adjust word spacing to subtly fit more words on a page.

d. Leading (Figure 14)—Options allowing automatic or manual adjustment of vertical spacing between text lines

FIGURE 14

Leading features are options allowing automatic or manual adjustment of vertical spacing between text lines. In the course of human events, it may become necessary to adjust either kerning, word spacing, or leading to subtly fit more words on a page.

Default

Adjusted
INFORMATION SHEET

e. Type-specification changes—Options allowing global or manual adjustment of typefaces and type sizes

12. Editing features and their descriptions
   a. Text tool—Options used to insert or delete text or change type specifications
   b. Undo command—Options used to restore deleted material
      NOTE: Some software may not have this option.
   c. Clipboard—Options used to temporarily store graphics or text that was cut or copied
   d. Page changes—Options used to insert, delete, or rearrange text or graphic blocks on page in publication window
A. Change publication-window size

After selecting the smallest reduced view size available,

1. Are the typed words legible on the display? (Circle the appropriate answer below.)
   
   Yes       No

2. Describe the characters on the display.

   __________________________________________

   __________________________________________

   __________________________________________

After selecting the largest enlarged view size,

3. Are the typed words legible on the display? (Circle the appropriate answer below.)

   Yes       No

4. Write down any words that can be easily viewed.

   __________________________________________

   __________________________________________

   __________________________________________

B. Use scroll bars to move page

1. Describe the action necessary to move the page upward in the publication window.

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________
2. Describe the action necessary to move the page to the right in the publication window.

________________________________________

________________________________________

________________________________________

C. Use pasteboard (clipboard), if available

1. Does the page-layout software in use at the present time have a pasteboard or clipboard feature? (Circle the appropriate answer below.)
   Yes    No

2. Describe the actions necessary to move text to the pasteboard.

________________________________________

________________________________________

________________________________________

3. Describe the actions necessary to move text from the pasteboard to the page.

________________________________________

________________________________________

________________________________________

D. Use rulers, if available

1. What is the position of the left edge of the paper on the ruler?

________________________________________

2. What is the position of the right edge of the paper on the ruler?

________________________________________

3. What is the position of the left margin on the ruler?

________________________________________

4. What is the position of the right margin on the ruler?

________________________________________

5. What is the position of the first typed character on the ruler?

________________________________________
6. What is the position of the last typed character on the ruler?

7. What is the exact measurement of the typed line?
SOFTWARE
UNIT III

STUDENT SUPPLEMENT 2—WORKSHEET FOR JOB SHEET 2

Name ___________________________________________ __________

Select margin settings

1. Does the page-layout software have default margin settings for an 8½" x 11" page? (Circle the appropriate answer below.)
   Yes    No

2. If the answer to item 1 above is yes, record the settings requested on the blank lines provided below.
   Left (outside) _______    Top _______
   Right (inside) _______    Bottom _______

3. What is the name of the menu that must be accessed to define margin settings?
_________________________________________________________________________
SOFTWARE
UNIT III

STUDENT SUPPLEMENT 3—SPECIFICATIONS TO BE USED IN JOB SHEET 4

A. Specifications

Margins: Top — .5"
        Bottom — .75"
        Left — .5"
        Right — .5"

Company name: 18 pt. type, flush left, upper/lower-case letters

Company address: 10 pt. type, flush right, upper/lower-case letters

Graphics: Double-line rule between company name and address

B. Text

Company name: Creative Desktop Design

Company address: 22 West Boulder Avenue
                  P.O. Box 7474
                  Noland, OH 1275
                  999/888-7777
ASSIGNMENT SHEET 1—EVALUATE A PAGE-LAYOUT-SOFTWARE PACKAGE

Name ___________________________________________ Score ______

Directions: Select a page-layout-software package. Review its accompanying documentation and literature, and then complete the checklist below. Decide whether the software is best suited for simple or complex DTP applications and explain your decision on the blanks provided on the next page.

Name of software ___________________________________________

Evaluation checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible by mouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessible by keystroke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cursor-position indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on rulers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>within text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rulers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>available both on and off screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have ability to change increments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasteboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Window resizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>move</td>
<td></td>
<td></td>
</tr>
<tr>
<td>insert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undo command</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unequal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>text adjusted if column size changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text flow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from page to page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>around graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation checklist (continued)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Page changes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>insert and delete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rearrange</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style sheets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Search and replace</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hyphenation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dictionary-assisted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>operator-prompted</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kerning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjustable settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjustable</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type-specification changes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>global</td>
<td></td>
<td></td>
</tr>
<tr>
<td>individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph-specification changes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>global</td>
<td></td>
<td></td>
</tr>
<tr>
<td>individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tabs and indents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Page orientation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>portrait</td>
<td></td>
<td></td>
</tr>
<tr>
<td>landscape</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pagination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>circles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rectangles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ASSIGNMENT SHEET 1

**Evaluation checklist (continued)**

<table>
<thead>
<tr>
<th>Graphics and manipulation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>shading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cropping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scaling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rotation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decide whether the software package you evaluated in the checklist above is best suited for simple or complex DTP applications.  (Circle the appropriate response below.)

Simple  Complex

Explain your decision on the blanks provided below.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
JOB SHEET 1—PRACTICE USING PUBLICATION-WINDOW FEATURES

A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Page-layout software
- Student Supplement 1

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Create a new file and do initial setup, if required
4. Set up a blank page with two equal columns
5. Change publication-window view size

NOTE: The publication window can be adjusted to show a page in a variety of sizes, for example, reduced, 100%, or enlarged. See Figure 1.

FIGURE 1: View sizes on Aldus PageMaker for Apple Macintosh
JOB SHEET 1

a. Practice selecting view sizes until you can easily move from one view size to the other

b. Use 12-point type to type the text in Figure 2 below

FIGURE 2

Practice using the publication-window features.

---

c. Select the smallest reduced view size available and then complete worksheet items 1 and 2 in Section A of Student Supplement 1

d. Select the largest enlarged view size available and then complete worksheet items 3 and 4 in Section A of Student Supplement 1

6. **Use scroll bars to move page**

NOTE: The page may be moved horizontally or vertically using the scroll bar. The scroll bar(s) may appear on an edge of the publication window. Clicking the arrows or dragging the bars moves the page. See Figure 3.

FIGURE 3
JOB SHEET 1

a. Use scroll bar to move page horizontally in publication window
b. Use scroll bar to move page vertically in publication window
c. Complete worksheet items 1 and 2 in Section B of Student Supplement 1

7. Use pasteboard (clipboard), if available

NOTE: The pasteboard is the area that surrounds the page in the publication window. See Figure 4. Use the pasteboard as an area to store graphics and text temporarily while arranging the page.

FIGURE 4

a. Move the previously typed text to pasteboard
b. Move text from pasteboard to page
c. Practice entering and moving text from pasteboard to page
d. Complete worksheet items 1 through 3 in Section C of Student Supplement 1

8. Use rulers, if available

NOTE: Rulers border the publication window to assist in positioning text and graphics on the page. The rulers intersect at a zero point for accurate measurement of the page from edge to edge. The zero point is generally set at the top-left outside edge of the page (not the margins). See Figure 5. The cursor position or pointer-tool position may be shown on both the horizontal and vertical ruler.

The units of measure on the rulers vary, but usually include inches, picas, or millimeters. The tick marks indicating the unit of measure may change when the page view changes. A reduced view may have fewer tick marks than an enlarged view, which requires more tick marks for greater accuracy.

170
JOB SHEET 1

FIGURE 5

a. Select various page-view sizes and observe changes in tick marks
b. Select various measures from rules feature, if available, and observe how they are displayed on the rulers
c. Set rulers to display tick marks in inch increments
d. Align previously typed text with the left margin
e. Complete worksheet items 1 through 7 in Section D of Student Supplement 1

9. Save file, using appropriate name
10. Close file, exit page-layout software, and turn off computer

OR

Continue to next job sheet, as directed by instructor

11. Submit Student Supplement 1 to instructor for evaluation
SOFTWARE
UNIT III

JOB SHEET 2—PRACTICE USING PAGE-SPECIFICATION FEATURES

A. Equipment and materials
   • Microcomputer with one or two floppy disk drives and/or hard drive
   • Mouse
   • Operating-system diskette (if computer does not have a hard drive)
   • Page-layout software
   • Printer
   • Student Supplement 2

B. Procedure

   NOTE: The steps in this procedure should be modified to comply with the
commands and prompts of the page-layout software and DTP equipment used on
site.

   1. Boot computer
   2. Turn on printer
   3. Activate page-layout software
   4. Open file created in Job Sheet 1
   5. Select margin settings

   NOTE: With many programs, the margin-setting features appear in the page-
setup menu; however, sometimes they appear as a feature in another menu.

   a. Set margin settings to the following specifications:
      • Top margin — 1"
      • Bottom margin — 1"
      • Left (or outside) margin — 0.75"
      • Right (or inside) margin — 0.5"

   b. Complete worksheet items 1 through 3 of Student Supplement 2
JOB SHEET 2

6. **Set up equal columns**

NOTE: Page-layout software differs in the ways columns are set up. Some programs automatically set up columns of equal size after the margin settings have been defined. Other programs provide an empty page with no column definitions. However columns are set up, page-layout software often calculates the width of all columns, based upon the margin settings, number of columns, and the space to be allowed between columns. Nonprinting column guides appear on the page to assist you in arranging text and graphics.

a. Create equal columns using the following specifications:

- Type of columns — Equal
- Number of columns — 2
- Space between columns — 0.5"

NOTE: Some column guides can be set to act as magnets when aligning text and graphics. This feature is sometimes called *snap to guides*, and it can be turned on and off as desired.

b. Type the text in Figure 1 below in the left column

**FIGURE 1**

<table>
<thead>
<tr>
<th>Column 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page-layout software often calculates the width of all columns, based upon the margin settings, number of columns, and the space to be allowed between columns.</td>
</tr>
</tbody>
</table>

c. Type the text in Figure 2 below in the right column

**FIGURE 2**

<table>
<thead>
<tr>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprinting column guides usually appear on the page to assist in arranging text and graphics.</td>
</tr>
</tbody>
</table>

NOTE: The page on the display should appear as shown in Figure 3 below.
7. Set up unequal columns

NOTE: As with setting up equal columns, methods of establishing unequal columns vary from software to software. Some page-layout software requires you to define equal columns then drag the column guides to create the needed unequal sizes. Others automatically establish unequal columns when the margin settings have been defined.

a. Create unequal columns on a new page, using the following specifications:

- Type of columns — Unequal or custom
- Number of columns — 3
- Width of column 1 — 2¼"
- Width of column 2 — 1½"
- Width of column 3 — 2¼"
- Space between columns — 0.5"

b. Type the header "Column 1" in 12-point type in column 1
c. Type the header "Column 2" in 12-point type in column 2

d. Type the header "Column 3" in 12-point type in column 3

e. Type the text in Figure 4 in 12-point type in each of the three columns

NOTE: The page on the display should appear as it does in Figure 5 below.

FIGURE 4

Newsletters use unequal columns to produce an informal appearance.

FIGURE 5

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters use unequal columns to produce an informal appearance</td>
<td>Newsletters use unequal columns to produce an informal appearance</td>
<td>Newsletters use unequal columns to produce an informal appearance</td>
</tr>
</tbody>
</table>

f. Print page and write your name and "Job Sheet 2—Job 2" at top of printed page
JOB SHEET 2

8. Save file

9. Exit page-layout software and turn off computer

OR

Continue to next job sheet, as directed by instructor

10. Submit Student Supplement 2 and Jobs 1 and 2 to instructor for evaluation
A. Equipment and materials
   - Microcomputer with one or two floppy disk drives and/or hard drive
   - Mouse
   - Operating-system diskette (if computer does not have a hard drive)
   - Page-layout software
   - Printer

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 1
5. Select text alignment

NOTE: With many programs, the text-alignment feature appears in the paragraph-specifications menu, however, it may appear as a feature in another menu.

a. Go to page 2 in the file, which contains three unequal columns; see Figure 1 below

FIGURE 1
JOB SHEET 3

b. Edit header in column 1 to read "Left Alignment"
c. Select header and text, and then implement left align
d. Edit header in column 2 to read "Right Alignment"
e. Select header and text, and then implement right alignment
f. Edit header in column 3 to read "Centered Alignment"
g. Select header and text, and then implement centered alignment
h. Copy and paste header and text in column 1 one inch below the original text
i. Edit header to read "Justified Alignment"
j. Select header and text, and then implement justified alignment

NOTE: The page on the display should appear as it does in Figure 2 below.

FIGURE 2

<table>
<thead>
<tr>
<th>Left Alignment</th>
<th>Right Alignment</th>
<th>Centered Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters use unequal columns to produce an informal appearance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletters use unequal columns to produce an informal appearance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletters use unequal columns to produce an informal appearance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Save file

7. Print page showing all four alignment methods, write your name and "Job Sheet 3—Job 1" at top of printed page
8. **Set indents** (left or right paragraph spacing)

   NOTE: Indents provide a way of setting a line of type to the right or left of the remaining type in a text block. Indents can also be set to indent both right and left edges of type from remaining type. See Figure 3. With many programs, the indent-setting feature appears in the paragraph-setup menu; however, it may appear as a feature in another menu.

   **FIGURE 3**

   The first three lines of type are not indented. They are carried out the full width of the margins. The fourth and following lines of type are indented on both sides. Indents can occur on both sides or a single side.

   A hanging paragraph can be created by placing the first line at the left margin and indenting the remainder of the paragraph.

   a. Go to page 2 in the file, which contains the four alignment methods

   b. Enter the following information to implement a first-line indent in column 1:

   - First-line indent — 0.25"

     **NOTE:** The indent will set the first line of the text to begin to the right of the remaining lines.

   - Left indent — 0
   - Right indent — 0

   c. Enter into column 1 the text shown in Figure 4 below; observe how the first line is indented

   **FIGURE 4**

   First-line indents are commonly used in paragraphs set with left alignment and a ragged-right edge.
d. Enter the following information to implement left and right indents in column 2
   - First-line indent — 0
   - Left indent — 0.25"
   - Right indent — 0.25"

e. Enter into column 2 the text shown in Figure 5 below; observe the indents on both sides of the text

FIGURE 5

Lengthy quotations sometimes appear within left and right indents.

9. Save file

10. Print page, showing various indents created, write your name and "Job Sheet 3—Job 2" at top of printed page

11. Set tabs

   NOTE: Tabs differ from indents because they can be utilized for placing individual characters as well as words in specific positions. Tab alignment can be set for either left, right, center, dot-leader, or decimal positions. See Figure 6.

FIGURE 6

The field of desktop publishing is expanding because it is a simple, efficient, and cost-effective method of creating business documents.

A left tab or indent is the standard for beginning new paragraphs.

Right tabs are attractive in resumes.

Center tabs are frequently used for headlines and in tables.

Decimal tabs appear in financial documents.

<table>
<thead>
<tr>
<th>CAPITAL</th>
<th>PROFESSIONAL EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,278.35</td>
<td>255.00</td>
</tr>
<tr>
<td>3.67</td>
<td></td>
</tr>
</tbody>
</table>

a. Insert a new page in file containing indent samples

b. Recreate tabs shown in Figure 6 above
JOB SHEET 3

12. Save file

13. Print page showing all four tab-alignment positions; write your name and "Job Sheet 3—Job 3" on top of printed page

14. Select type specifications

NOTE: Type specifications can include the following:

- Style—normal, boldface, italics, underline, etc.
- Typeface—Helvetica, Courier, Times Roman, etc.
- Type size—6, 8, 10, 12, 14 points, etc.
- Case—upper/lowercase, all caps, small caps, etc.
- Position—normal, superscript, subscript
- Leading—automatic or a specific increment

a. Access type-specifications menu

b. Enter text in Figure 7 below in 10-point boldface type

FIGURE 7

Creative use of type can add flair to most any document.

c. Copy text and retrieve at different location on page

d. Remove boldface and then select a different typeface for text; observe how text appears on page

e. Copy text and retrieve at different location on page

f. Select 12-point type specification; observe how text appears on page

g. Copy text and retrieve at different location on page

h. Select all-caps type specification; observe how text appears on page

i. Copy text and retrieve at different location on page

j. Select 16-point leading as type specification; observe how text appears on page

NOTE: The page on display should appear as it does in Figure 8 below.
12. Print page showing five type specifications; write your name and "Job Sheet 3—Job 3" on top of printed page

13. Close file

14. Flow text

NOTE: The following steps assume that handles are used to flow text in the on-site software program. Other methods are used in some software programs. If necessary, modify the following steps to comply with the page-layout software used on site.

a. Open file created in Unit 2, Job Sheet 3

NOTE: File should appear as it does in Figure 9 below.
Desktop-publishing software provides unlimited opportunities to produce professional looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional looking documents.

Text is enclosed with handles that indicate where the text begins and ends. Handles let you flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

b. Delete last paragraph of text in file

c. Copy and paste remaining four file paragraphs until you obtain a full page of text

NOTE: The page on the display should appear as it does in Figure 10 below.
FIGURE 10

Desktop publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed with handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut and paste operations are essential in efficient desktop publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Desktop publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

| d. Save file |
| e. Use the following specifications to create new file containing two pages: |
| Columns—3 of equal size |
| Typesize—12-point Helvetica (automatic leading) |
| f. Save file |
| g. Place text file in 3-column page created in step e; omit heading and flow text as necessary |

NOTE: The page on the display should appear as it does in Figure 11 below.
h. Save file

i. Print page and write your name and "Job Sheet 3—Job 4" at top of printed page

15. Close file, exit page-layout software, and turn off computer

OR

Continue to next job sheet, as directed by instructor

16. Submit Jobs 1 through 4 to instructor for evaluation
A. Equipment and materials
   - Microcomputer with one or two floppy disk drives and/or hard drive
   - Mouse
   - Operating-system diskette (if computer does not have a hard drive)
   - Page-layout software
   - Printer
   - Student Supplement 3

B. Procedure
   NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.
   1. Boot computer
   2. Turn on printer
   3. Activate page-layout software
   4. Create new file, using specifications in Student Supplement 3
   5. Enter text provided in Student Supplement 3 to create letterhead
      NOTE: Letterhead should appear as it does in Figure 1 below
6. Print letterhead; write your name and Job Sheet 4 at top of printed page
7. Close file
8. Exit page-layout software
JOB SHEET 4

9. Turn off computer and printer
10. Return software to proper storage
11. Submit printed page to instructor for evaluation
SOFTWARE
UNIT III

PRACTICAL TEST

JOB SHEET 1—PRACTICE USING PUBLICATION-WINDOW FEATURES

Student's name ___________________________ Date ________________________
Evaluator's name ___________________________ Attempt no. ________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

## PROCESS EVALUATION

**EVALUATOR NOTE:** Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

<table>
<thead>
<tr>
<th>The student:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed startup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Changed publication-window view size.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Used scroll bars to move page.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Moved text to and from the pasteboard, if available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Selected different measurement units on rulers, if available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Secured equipment and software.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATOR'S COMMENTS:** ____________________________________________

_________
PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered publication-window view-size questions correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Described scrolling actions correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Described pasteboard movements correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answered ruler-measurement questions correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS: ________________________________________

PERFORMANCE EVALUATION KEY

| 4—Skilled—Can perform job with no additional training. |
| 3—Moderately skilled—Has performed job during training program; additional training may be required. |
| 2—Limited skill—Has performed job during training program; additional training is required to develop skill. |
| 1—Unskilled—Is familiar with process, but is unable to perform job. |

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in “Product Evaluation” and divide by the total number of criteria.
SOFTWARE
UNIT III

PRACTICAL TEST 2

JOB SHEET 2—PRACTICE USING PAGE-SPECIFICATION FEATURES

Student's name __________________________ Date ____________________
Evaluator's name __________________________ Attempt no. ____________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Completed startup. YES ☐ NO ☐
2. Used procedures to establish margins. YES ☐ NO ☐
3. Used procedures to establish equal columns. YES ☐ NO ☐
4. Used procedures to establish unequal columns. YES ☐ NO ☐
5. Saved file. YES ☐ NO ☐
6. Secured equipment and software. YES ☐ NO ☐

EVALUATOR'S COMMENTS: ________________________________

______________________________
PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered margin-setting questions correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created equal columns according to specifications and printed example.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created unequal columns according to specifications and printed example.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS: _______________________________________________________

PERFORMANCE EVALUATION KEY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled—Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled—Has performed job during training program, additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill—Has performed job during training program; additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled—is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
JOB SHEET 3—PRACTICE USING PARAGRAPH- AND TYPE-SPECIFICATION FEATURES AND FLOW TEXT

Student's name __________________________ Date ____________________
Evaluator's name _________________________ Attempt no. ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Completed startup. □ YES □ NO
2. Used procedures for text alignment. □ YES □ NO
3. Used procedures for setting indents. □ YES □ NO
4. Used procedures for setting tabs. □ YES □ NO
5. Used procedures for setting type specifications. □ YES □ NO
6. Used procedures for flowing text. □ YES □ NO
7. Saved file. □ YES □ NO
8. Secured equipment and software. □ YES □ NO

EVALUATOR'S COMMENTS: ________________________________
PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned text as specified and printed example</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Set indents as specified and printed example</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Set tabs as specified and printed example</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Set type specifications as specified and printed example</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Created text as specified, flowed text, and printed example</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS:


PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
PRACTICAL TEST 4

JOB SHEET 3—CREATE A LETTERHEAD

Student's name _________________________ Date _________________________
Evaluator's name _________________________ Attempt no. ________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
2. Set page orientation and margins. □ □
3. Selected typeface and type size. □ □
5. Printed letterhead. □ □
6. Secured equipment and software. □ □

EVALUATOR'S COMMENTS: ____________________________________________
PRACTICAL TEST 4

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

4 3 2 1

Created letterhead according to specifications and printed example

EVALUATOR'S COMMENTS:


PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.
SOFTWARE
UNIT III

WRITTEN TEST

Name ___________________________________________ Score __________

1. Match terms associated with DTP software to their correct definitions. Write the numbers on the blanks provided.

   _____a. To load a document or graphics file from one source to another
   1. Clip art

   _____b. Unit of text that can be broken into smaller units, consolidated with other units, or moved
   2. Customizing

   _____c. Electronically stored artwork that can be inserted into a document during page makeup
   3. Dialog box

   _____d. Arranging elements of design and type to meet specifications
   4. Dictionary

   _____e. Computerized listing of words that is used to check spelling and suggest hyphenation
   5. Global selection

   _____f. Software that performs functions based upon operator's selections from menus
   6. Import

   _____g. Area in publication window that requests information or shows status of a process taking place
   7. Mouse-driven software

   _____h. Process that searches and/or applies an attribute or feature to an entire document
   8. Text block

2. Match types of software used in DTP systems to their correct uses. Write the numbers on the blanks provided.

   _____a. Software used to enhance or modify graphics
   1. Paint

   _____b. Software used to arrange and manipulate text and graphics
   2. Page-layout

   _____c. Software used to create graphics
   3. Word-processing

   _____d. Software used to create or revise text
   4. Draw
3. List six factors to consider before purchasing DTP software. Write your answer on the blanks provided.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

4. State four characteristics of quality word-processing software. Write your answers on the blanks provided.
   a. 
   b. 
   c. 
   d. 

5. Complete statements concerning characteristics of quality draw software. Circle the word(s) that best completes the following statements.
   a. (Does or Does not) allow files to be exported into page-layout and/or paint software
   b. Uses line and curve segments to produce (subject- or object-) oriented graphics
   c. Can produce (one-, two-, or three-) dimensional drawings
   d. (Moves or Resizes) images without affecting their original form
WRITTEN TEST

6. Complete statements concerning characteristics of quality paint software. Circle the word(s) that best completes the following statements.
   a. Produces (bit-mapped or object-oriented) graphics
   b. Offers a wide degree of (resolutions and colors or lines and shapes)
   c. (Does or Does not) allow files to be exported into page-layout and/or draw software

7. List four characteristics of quality page-layout software. Write your answers on the blanks provided.
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________
   d. ________________________________________________

8. Match basic page-layout-software features to their correct descriptions. Write the numbers on the blanks provided. Descriptions continue on the next page.
   a. Icons and/or markers that appear on rulers and within text to indicate cursor position in publication window
   b. Menu of tools available to point, edit text, crop, or draw
   c. Measuring edges used in placing text and graphics on page in publication window
   d. Options providing a variety of window views selected according to amount of detail needed to be seen for a particular task
   e. Tools used to move page horizontally and vertically inside publication window

   1. Publication-window size selection
   2. Function box
   3. Cursor-position indicators
   4. Rulers
   5. Scroll bars
   6. Pasteboard
   7. Pull-down menus
WRITTEN TEST

9. Match page-setup features to their correct descriptions. Write the numbers on the blanks provided.

   a. Menu item for selecting page-numbering method and position of page number on page
   b. Dialog box for creating either equal- or unequal-size column positions and numbers
   c. Dialog box for selecting either portrait or landscape page position
   d. Items that customize a format, such as margins, column widths, border thicknesses, and type styles
   e. Dialog box for setting left, right, top, and bottom page limits
   f. Permanent page formats that can be copied and used repeatedly

10. Match paragraph-specification features to their correct descriptions. Write the numbers on the blanks provided. Descriptions continue on the next page.

   a. Option selected to move text from page to page and column to column
   b. Options selected to make either global or individual selection of any of the various paragraph-specification features, such as hyphenation or kerning
   c. Options selected to position text flush left, flush right, centered, or justified
   d. Option selected to adjust the placement of text around graphics
   e. Options selected to align text lines in specific increments, left, right, center, decimal, or dot leader

   1. Margin settings
   2. Page orientation
   3. Columns
   4. Style sheets
   5. Pagination
   6. Templates

   1. Text flow
   2. Text wrap
   3. Alignment
   4. Tabs and indents
   5. Paragraph-specification changes
   6. Auto text flow
WRITTEN TEST

f. Option selected to allow text to flow automatically from page to page and column to column when using place-text function

11. Define type-specification features. Write your definitions on the blanks provided.
   a. Hyphenation
      ________________________________
      ________________________________
      ________________________________
      ________________________________

   b. Kerning
      ________________________________
      ________________________________
      ________________________________
      ________________________________

   c. Word spacing
      ________________________________
      ________________________________
      ________________________________
      ________________________________

   d. Leading
      ________________________________
      ________________________________
      ________________________________
      ________________________________

   e. Type-specification changes
      ________________________________
      ________________________________
      ________________________________
      ________________________________

12. Describe editing features. Write your descriptions on the blanks provided.
   a. Text tool
      ________________________________
      ________________________________
      ________________________________
      ________________________________

   b. Undo command
      ________________________________
      ________________________________
      ________________________________
      ________________________________
c. Clipboard


d. Page changes


SOFTWARE
UNIT III

WRITTEN TEST ANSWERS

1. a. 6  e. 4
   b. 8  f. 7
   c. 1  g. 3
   d. 2  h. 5

2. a. 1  c. 4
   b. 2  d. 3

3. Answer should include any six of the following factors
   a. Can software efficiently produce types of publications desired?
   b. Is software compatible with existing hardware or hardware to be purchased?
   c. Will software utilize computer's and printer's total capabilities?
   d. Is software compatible with existing software?
   e. Is software mouse-driven?
   f. Does software provide error messages?
   g. Does software supply thorough yet easy-to-understand documentation?
   h. Does software provide technical support at no or low cost?
   i. Can software be upgraded, or can upgrades be obtained in the future?
   j. Is software competitively priced with programs with similar features?

4. Answer should include any four of the following characteristics
   a. Allows input of large amount of text in a convenient, fast, and efficient manner
   b. Provides easy access to input features, such as setting tabs and margins
   c. Provides easy access to editing features, such as moving, copying, inserting, and deleting text
   d. Provides a spell-check feature
   e. Provides search-and-replace feature for words, letters, numbers, and phrases
   f. Allows files to be exported in a pure ASCII format
   g. Provides a merge feature

5. a. Does  c. Three-
   b. Object- d. Resizes

6. a. Bit-mapped
   b. Resolutions and colors
   c. Does
WRITTEN TEST ANSWERS

7. Answer should include any four of the following characteristics
   a. Provides templates or outlines for arranging text and graphics
   b. Imports text and graphics from various sources, such as word-processing, paint, or draw software
   c. Allows text and graphics to be moved to fit available space
   d. Provides text-editing features such as cut, copy, and paste
   e. Provides features for customizing paragraphs, type styles, and type sizes throughout document
   f. Provides features for adding graphic elements, such as lines, boxes, and circles
   g. Provides pull-down menus accessed by mouse or mouse/keystroke combinations

8. a. 3 e. 5  
     b. 2 f. 7  
     c. 4 g. 6  
     d. 1

9 a. 5 d. 4  
     b. 3 e. 1  
     c. 2 f. 6

10. a. 1 d. 2  
     b. 5 e. 4  
     c. 3 f. 6

11. a. Options allowing dictionary- or operator-prompted word division at end of text lines  
     b. Options allowing automatic or manual adjustment of spacing between text characters  
     c. Option allowing adjustment of spacing between words  
     d. Options allowing automatic or manual adjustment of vertical spacing between text lines  
     e. Options allowing global or manual adjustment of typefaces and type sizes

12. Descriptions should include the following
   a. Options used to insert or delete text or change type specifications  
   b. Options used to restore deleted materials  
   c. Options used to temporarily store graphics or text that was cut or copy  
   d. Options used to insert, delete, or rearrange text or graphics blocks on page in publication window
UNIT IV

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to select type and identify font formats used in DTP. The student will demonstrate these competencies by correctly completing the assignment sheet and job sheet and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with type selection to their correct definitions.
2. Identify basic parts of a type character.
3. Match basic type measurements to their correct definitions.
4. Distinguish among the definitions of the terms *typeface*, *type style*, *font*.
5. Match typeface classifications to their correct characteristics.
6. Match type adjustments commonly required in DTP to their correct definitions.
7. Complete statements concerning font characteristics.
8. Match types of font formats to their correct definitions.
9. Measure type. (Assignment Sheet 1)
10. Practice adjusting leading, kerning, and letter spacing. (Job Sheet 1)
TYPE SELECTION
UNIT IV

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain items to supplement instruction of this unit.
   - Present examples of appropriate and inappropriate use of type.
   - Obtain line gauges for students to use in completing Assignment Sheet 1, "Measure Type."

3. Invite resource persons to make class presentations.
   - Invite a graphic artist to discuss type selection as it relates to DTP.
   - Invite a software representative to discuss font formats and printers.

4. Make transparencies from the transparency masters included in this unit. These appear in the teacher guide only and are designed to be used with the following objectives:
   - TM 1—Part of a Type Character (Objective 2)
   - TM 2—Measuring Type Size (Objective 3)
   - TM 3—Line Gauge (Objective 3)
   - TM 4—Line Gauge (Objective 3)

5. Provide students with objective sheet.

6. Discuss unit and specific objectives.

7. Provide students with information sheet.

8. Discuss information sheet.

9. Provide students with assignment sheet.

10. Discuss and then have students complete assignment sheet.

11. Provide students with job sheet.

12. Discuss job sheet and demonstrate the procedure outlined in the job sheet.

13. Have students complete job sheet.
SUGGESTED ACTIVITIES

15. Compile assignment-sheet score, job-sheet rating, and written-test score.
16. Reteach and retest as required.

Teaching suggestions
1. Demonstrate the procedure for measuring type.
2. Demonstrate the use of a line gauge.
3. Demonstrate leading and kerning procedures in page-layout software.
4. Have students collect examples of print media that use type as effective design elements.

Resources used in developing this unit
Parts of a Type Character

- Ascender line
- Waist line
- Body
- Base line
- Descender line
- Serifs
- Ascender
- Body
Measuring Type Size

Type (point) size

Epb

Ascender line
Waist line
Base line
Descender line
Line Gauge

Inches    Points

LEADING   TRUOF  SPOE

3        7        8        9        10
11       12       13       14       15

INCHES   PICAS
### Line Gauge

<table>
<thead>
<tr>
<th>Picas</th>
<th>Points</th>
<th>Inches</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>6  7  8  9  10  11  12</td>
</tr>
<tr>
<td>-0</td>
<td>0</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td>1</td>
<td>1/2</td>
<td></td>
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<td>-2</td>
<td>2</td>
<td>1/2</td>
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<td>1/2</td>
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</tr>
<tr>
<td>-26</td>
<td>26</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-27</td>
<td>27</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-28</td>
<td>28</td>
<td>1/2</td>
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</tr>
<tr>
<td>-29</td>
<td>29</td>
<td>1/2</td>
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<td>30</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-31</td>
<td>31</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-32</td>
<td>32</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-33</td>
<td>33</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-34</td>
<td>34</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-35</td>
<td>35</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-36</td>
<td>36</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-37</td>
<td>37</td>
<td>1/2</td>
<td></td>
</tr>
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<td>-38</td>
<td>38</td>
<td>1/2</td>
<td></td>
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<tr>
<td>-39</td>
<td>39</td>
<td>1/2</td>
<td></td>
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<tr>
<td>-40</td>
<td>40</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-41</td>
<td>41</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-42</td>
<td>42</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-43</td>
<td>43</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-44</td>
<td>44</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-45</td>
<td>45</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-46</td>
<td>46</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>-47</td>
<td>47</td>
<td>1/2</td>
<td></td>
</tr>
</tbody>
</table>

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1. Terms and definitions associated with type selection
   a. **Bitmap character** (see Figure 1)—Character that has a specific style, point size, and resolution
   b. **Body type**—Type 12 points in size or smaller
   c. **Display type**—Type 14 points in size or larger
   d. **Pica**—Unit of measure equal to 12 points, or \( \frac{1}{6} \) inch
      NOTE: Picas are commonly used to measure the line length and width of columns and gutters.
   e. **Point**—Unit of measure equal to \( \frac{1}{22} \) inch
      NOTE: Points are commonly used to measure type size and leading.
   f. **Typeface outline** (Figure 2)—Shape and proportion of a character in a typeface; character has no specific size or resolution
      NOTE: PostScript printers use typeface outlines to generate type.

**FIGURE 1**: Bitmap character

**FIGURE 2**: Typeface outline
2. Basic parts of a type character (Figure 3)
   a. Body—Central or principal part of type character
   b. Waist line—Line marking upper limit of body of type character
   c. Base line—Line marking lower limit of body of type character
   d. Ascender—Upward stroke rising above waist line
   e. Descender—Downward stroke extending below base line
   f. Serifs—Small finishing strokes at terminals of ascending and descending strokes of type character
   g. Ascender line—Line marking upper limit of upward stroke
   h. Descender line—Line marking lower limit of downward stroke

FIGURE 3
3. Basic type measurements and their definitions
   a. **Type size** (see Figure 4-a)—Measure—in points—of distance between ascender line and descender line of type character
   
   b. **Leading** (see Figure 4-b)—Measure—in points—of distance between base lines of two lines of type
      
      NOTE: Some software refer to leading as "line spacing."
   
   c. **Line length**—Measure—in picas—of distance between beginning and ending of type line
      
      NOTE: Line-length measurements for the same type characters in the same point size vary from typeface to typeface because the width of the individual letters vary from typeface to typeface. See Figure 4-c.

FIGURE 4

![Diagram of type measurements]

(a) Measuring type size

- Ascender line
- Waist line
- Base line
- Descender line

Measure leading from base line to base line

(b) Measuring leading

- 10 pt. type/12 pt. leading
- 10 pt. type/14 pt. leading

This is a 14-point line of type.

(c) Example of line-length variations in characters from typeface to typeface

- Hr. Ivetica typeface
- Roman typeface
4. Definitions of the terms *typeface*, *type style*, and *font*
   
a. **Typeface** (Figure 5)—Form and shape of a group of letters and numbers
   
   NOTE: There are literally hundreds of typefaces available.

   FIGURE 5
   
   AVANT GARDE BOOK—This is an example of Avant Garde Book.
   KORINNA REGULAR—This is an example of Korinna Regular.
   CENTURY BOOK—This is an example of Century Book.
   UNICAL TEXT—This is an example of Unical Text.
   TRIUMVIRATE—This is an example of Triumvirate.
   
b. **Type style** (Figure 6)—Type modification, such as condensed, italics, boldface, or bold italics, that creates a distinctive difference from normal type

   FIGURE 6
   
   TRIUMVIRATE BOLD—This is an example of Triumvirate Bold.
   TRIUMVIRATE ITALIC—This is an example of Triumvirate Italic.
   TRIUMVIRATE CONDENSED—This is an example of Triumvirate Condensed.
   TRIUMVIRATE HEAVY—This is an example of Triumvirate Heavy.
   TRIUMVIRATE BOLD CONDENSED—This is an example of Triumvirate Bold Condensed.
   
c. **Font** (see Figure 7)—Complete set of type of a particular face and size

   EXAMPLE: Even though 24-point Helvetica and 18-point Helvetica are in the same typeface, they are different fonts because their point sizes differ.
5. Typeface classifications and their characteristics

a. Serif (Figure 8)—Characters vary in thickness and have serifs at terminals of ascenders and descenders

EXAMPLES: Roman, Times Roman

NOTE: Serifs provide visual cues to direct the reader's eye from one character to the next, making serif typefaces easier to read. Serif typefaces are therefore recommended for body type.

FIGURE 8: Times Roman

Serif type

b. Sans serif (Figure 9)—Characters are uniform in thickness and do not have serifs

EXAMPLES: Gothic, Swiss, Helvetica

NOTE: The French word sans means "without"; the term sans serif therefore means "without serifs." Sans-serif typefaces are usually used in display type.

FIGURE 9: Helvetica

Sans serif type
c. **Script** (Figure 10)—Characters look like handwriting or hand-lettering

   NOTE: Script is used for announcements, invitations, or applications requiring few words. Avoid using script in all-capital letters since it is very difficult to read.

   ![Figure 10: Script](image)

   FIGURE 10

---

d. **Decorative** (Figure 11)—Characters are usually ornamental

   NOTE: The use of decorative typefaces should be limited to display type. Avoid the over-enthusiastic use of decorative typefaces in DTP.

   ![Figure 11: Firenze text](image)

---

6. Type adjustments commonly required in DTP and their definitions

   a. **Leading** (see Figure 12)—Increasing or decreasing space between lines of type to improve legibility or to vertically fill (justify) page of type

      EXAMPLES: Increasing leading when body type seems dark or dense; decreasing leading in headlines to tighten the copy and bring the words together so they function as a unit

      NOTE: DTP software may offer default (automatic) leading or the ability to adjust the leading. Default leading is usually 20 percent of the type size. For example, 12-point type would have a 14-point default leading.
FIGURE 12: Increasing leading

Leading is the space between lines of type. Measure leading in points from base line to base line. Desktop-publishing software may offer default (automatic) leading or the ability to manually adjust leading. Adjust leading to improve legibility of copy or to vertically fill (justify) a page of type.

9pt/9pt

FIGURE 12: Increasing leading

Leading is the space between lines of type. Measure leading in points from base line to base line. Desktop-publishing software may offer default (automatic) leading or the ability to manually adjust leading. Adjust leading to improve legibility of copy or to vertically fill (justify) a page of type.

9pt/14pt

b. Letter spacing (Figure 13)—Increasing or decreasing space between characters

NOTE: Changing letter spacing can allow you to fit more words into the same amount of space because the letters in each word are set closer together.

FIGURE 13: Increasing letter spacing

To increase letter spacing, increase the space between characters.

To increase letter spacing, increase the space between characters.

c. Kerning (Figures 14 and 15)—Increasing or decreasing space between individual character pairs in a line of type

NOTE: DTP software may offer default (automatic) kerning or the ability to adjust kerning manually.

FIGURE 14: Increased kerning
FIGURE 15: Pairs of characters that commonly need kerning

<table>
<thead>
<tr>
<th>AO</th>
<th>Aw</th>
<th>TA</th>
<th>Ve</th>
<th>YA</th>
<th>ex</th>
<th>wa</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>FA</td>
<td>Ta</td>
<td>Vo</td>
<td>Ya</td>
<td>ey</td>
<td>we</td>
</tr>
<tr>
<td>AV</td>
<td>Ka</td>
<td>Te</td>
<td>Vu</td>
<td>Ye</td>
<td>ov</td>
<td>wo</td>
</tr>
<tr>
<td>AW</td>
<td>Ke</td>
<td>To</td>
<td>Vy</td>
<td>Yo</td>
<td>Ow</td>
<td>xc</td>
</tr>
<tr>
<td>AY</td>
<td>Ko</td>
<td>Tr</td>
<td>WA</td>
<td>Yu</td>
<td>ox</td>
<td>xe</td>
</tr>
<tr>
<td>Ac</td>
<td>LY</td>
<td>Tü</td>
<td>Wa</td>
<td>av</td>
<td>oy</td>
<td>xo</td>
</tr>
<tr>
<td>Ad</td>
<td>Ly</td>
<td>Tv</td>
<td>We</td>
<td>aw</td>
<td>nw</td>
<td>ya</td>
</tr>
<tr>
<td>Ae</td>
<td>OV</td>
<td>Tw</td>
<td>Wo</td>
<td>ay</td>
<td>ry</td>
<td>yc</td>
</tr>
<tr>
<td>Ao</td>
<td>OW</td>
<td>Ty</td>
<td>Wr</td>
<td>ev</td>
<td>va</td>
<td>ye</td>
</tr>
<tr>
<td>Au</td>
<td>OX</td>
<td>VA</td>
<td>Wu</td>
<td>ew</td>
<td>vo</td>
<td>yo</td>
</tr>
<tr>
<td>Av</td>
<td>PA</td>
<td>Va</td>
<td>Wy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. **Word spacing**—Increasing or decreasing space between words

NOTE: Adjust word spacing with care. Increasing the word-space adjustment tends to make words drift apart. Decreasing the word-space adjustment makes type dense and difficult to read.

7. **Statements concerning font characteristics**

a. A font usually includes regular upper-case and lower-case alphabet letters, numbers, punctuation marks, accents, and commonly used symbols

b. A font may not include small upper-case alphabet letters or italics and boldface characters

NOTE: In some cases, font manufacturers classify boldface and italics of one typeface as separate fonts. In this case an 18-point boldface Helvetica would be considered a separate font from normal 18-point Helvetica. Be cautious when purchasing fonts; manufacturers may boast a large number of fonts per package when in fact what they supply are no more than type-style variations of the same typeface.

c. A font may include several symbol sets

NOTE: Symbol sets are specific groups of characters and symbols intended for a particular purpose. Symbol sets may include foreign characters, accented characters, mathematical symbols, Greek characters, or trademark symbols. See Figure 16. The ASCII symbol set generally consists of the standard alphabet plus punctuation marks.

d. The HP Roman 8 symbol set is standard on many resident fonts on laser printers; it includes the standard alphabet, punctuation, and accented characters
8. Types of font formats and their definitions (see Figure 17)
   
a. **Resident fonts** (internal fonts, default fonts)—Fonts stored on printer's permanent memory (ROM) and selected on printer's control panel or in word-processing or page-layout software

   NOTE: Most laser printers provide default fonts.

   b. **Hard fonts** (cartridge fonts)—Fonts stored on ROM in cartridges that are inserted into laser printer and selected on printer's control panel or in word-processing or page-layout software

   NOTE: Hard fonts may contain as few as 4 fonts or as many as 100. Super cartridges (mega cartridges) can hold from 0.5 to 4 MB of ROM for storing large numbers of fonts.

   c. **Soft-font diskettes**—Pre-generated, pre-sized fonts stored on diskettes, transferred from diskettes to computer's hard drive, and then downloaded to printer's memory, fonts are usually selected in word-processing or page-layout software

   NOTE: Soft-font diskettes contain a large number of fonts.
FIGURE 17

(a) Resident fonts

(b) Hard fonts

(c) Soft-font diskettes
TYPE SELECTION
UNIT IV

ASSIGNMENT SHEET 1—MEASURE TYPE

Name ________________________________ Score ____________________

Part A

Directions: Use a line gauge to measure the type size of the lines of type below. Write your answers on the blank lines provided.

1.

Type selection is an important aspect of desktop publishing.

Type size ________________________________

2.

Type selection is an important aspect of desktop publishing.

Type size ________________________________

3.

Type selection is an important aspect of desktop publishing.

Type size ________________________________

Part B

Directions: Use a line gauge to measure the point size and leading of the lines of type below. Write your answers on the blank lines provided.

1. Leading adjustments should be determined when designing a document. Appropriate leading guides the reader's eye from line to line without distraction.

Point size/leading ________________________________
2. Leading adjustments should be determined when designing a document. Appropriate leading guides the reader's eye from line to line without distraction.

Point size/leading ___________________________
Assignment Sheet 1

Part A
1. 10 point
2. 14 point
3. 8 point

Part B
1. 10-point type/12-point leading
2. 14-point type/18-point leading
TYPE SELECTION
UNIT IV

JOB SHEET 1—PRACTICE ADJUSTING LEADING, KERNING, AND LETTER SPACING

A. Equipment and materials
   • Microcomputer with one or two floppy-disk drives and/or hard drive
   • Operating-system diskette (if computer does not have a hard drive)
   • Word-processing software
   • Page-layout software
   • Mouse
   • Printer

B. Procedure
   NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Open file created in Unit III, Job Sheet 3
   NOTE: The file should appear as it does in Figure 1 below. The type size for the file should be set at 12-point Helvetica with automatic leading of 14-point.
4. Practice selecting fonts and adjusting leading

a. If leading is not set at 14 point, change it to 14 point at this time

b. Save text file

c. Print page

d. Write your name, the font, line length, and the words "Automatic leading—Job Sheet 1—Job 1" at top of printed page

e. Return to file and increase leading to 4 point sizes larger than text type size used on "automatic leading" page

EXAMPLE: For 12-point text type, increase leading to 15 points.

f. Save file

g. Print page
JOB SHEET 1

h. Write your name, the font, line length, amount of leading, and the words "Increased leading—Job Sheet 1—Job 2" at top of printed page.

i. Compare "automatic leading" page to "increased leading" page, note difference in amount of text that fits on the two pages.

j. Submit Jobs 1 and 2 to instructor for evaluation.

5. Practice kerning character pairs

a. Return to file

b. Adjust leading to automatic (14 point)

c. Move header and text in all three columns downward to obtain a .75-inch wide white space across top of page.

NOTE: The page should appear as it does in Figure 2 below.

FIGURE 2

<table>
<thead>
<tr>
<th>Desktop-publishing</th>
<th>Words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.</th>
<th>Length of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.</td>
<td>Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.</td>
<td>Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.</td>
</tr>
</tbody>
</table>

Editing text in page layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Editing text in page layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

<table>
<thead>
<tr>
<th>The Wonders of Desktop Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wonders of Desktop Publishing</td>
</tr>
</tbody>
</table>

d. Create headline 1: enter the text shown in Figure 3 below in 18-point upper- and lower-case letters, centering text across entire page.

FIGURE 3
JOB SHEET 1

e. Create headline 2. copy headline 1 and retrieve headline text below headline 1

f. Kern character pairs shown in Figure 4 below to achieve a tighter look for headline 2

NOTE: It may be helpful to adjust the page view to an enlarged size when you kern the character pairs.

FIGURE 4

<table>
<thead>
<tr>
<th>Wo</th>
<th>on</th>
<th>to</th>
<th>op</th>
</tr>
</thead>
</table>

g. Observe differences in character pairs and line length

NOTE: Page should appear as it does in Figure 5 below.

FIGURE 5

h. Save file

i. Print page

j. Write your name and the words "Practice kerning character pairs—Job Sheet 1—Job 3" at top of printed page

k. Submit Job 3 to instructor for evaluation

6. Practice adjusting letter spacing

a. Return to file

b. Go to second paragraph in column 1, see highlighted paragraph in Figure 6 below
FIGURE 6

The Wonders of Desktop Publishing

Desktop publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making changes in a document is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with mouse clicks and menu movements.

Editing text in page layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be restructured with ease. Desktop publishing software provides unlimited opportunities to produce professional-looking documents.

Text is processed with handles that indicate where the text begins and ends. Handles enable you to place test around artwork of photos and arrange text on page. You can add and delete handles to change the length of text.

Cut and paste operations are minimal in desktop publishing operations. The procedures for cutting and pasting paragraphs are similar. Properties of multiple and selected paragraphs can be changed with mouse clicks and menu movements.

The wonders of desktop publishing

The wonders of desktop publishing

1. Decrease letter spacing for highlighted paragraph
2. Compare paragraph to an identical paragraph in another column, notice the adjust in number of words per line
3. Save file
4. Print page
5. Write your name and the words “Practice adjusting letter spacing—Job Sheet 1—Job 4” at top of printed page
6. Submit Job 4 to instructor for evaluation
7. Close file, exit page-layout software, and turn off computer
TYPE SELECTION
UNIT IV

PRACTICAL TEST 1

JOB SHEET 1—PRACTICE ADJUSTING LEADING, KERNING, AND LETTER SPACING

Student's name ___________________________ Date ___________________________
Evaluator's name ___________________________ Attempt no. ___________________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
2. Used leading-adjustment procedures □ □
3. Used kerning procedures □ □
4. Used letter-spacing procedures □ □
5. Saved file □ □
6. Printed file □ □
7. Secured equipment and software □ □

EVALUATOR'S COMMENTS: ___________________________
PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted leading as specified and printed page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted text as specified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created text as specified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerned character pairs as specified and printed page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted letter spacing as specified and printed page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS: __________________________________________________________

PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; limited additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
TYPE SELECTION
UNIT IV

WRITTEN TEST

Name ___________________________ Score _______________

1. Match terms associated with type selection to their correct definitions. Write the numbers on the blanks provided.

____a. Shape and proportion of a character in a typeface; character has no specific size or resolution

1. Body type

2. Display type

____b. Type 12 points in size or smaller

3. Bitmap character

____c. Character that has a specific style, point size, and resolution

4. Pica

5. Point

____d. Unit of measure equal to 12 points, or 1/6 inch

6. Typeface outline

____e. Type 14 points in size or larger

____f. Unit of measure equal to 1/22 inch

2. Identify basic parts of the type characters shown in the illustration below. Write your answers on the blanks provided.

Body
Waist line
Base line
Ascender

Descender
Serifs
Ascender line
Descender line

a. ___________________________ b. ___________________________

c. ___________________________ d. ___________________________

e. ___________________________ f. ___________________________

h. ___________________________ g. ___________________________
3. Match basic type measurements to their correct definitions. Write the correct numbers on the blanks provided.
   ____a. Measure—in points—of distance between ascender line and descender line of type character
   ____b. Measure—in points—of distance between base lines of two lines of type
   ____c. Measure—in picas—of distance between beginning and ending of type line

4. Distinguish among the definitions of the terms *typeface*, *type style*, and *font*. Write a "TF" on the blank before the definition of *typeface*, a "TS" before the definition of *type style*, and an "F" before the definition of *font*.
   ____a. Type modification, such as condensed, italics, boldface, or bold italics, that creates a distinctive difference from normal type
   ____b. Form and shape of a group of letters and numbers
   ____c. Complete set of type of a particular face and size

5. Match typeface classifications to their correct characteristics. Write the numbers on the blanks provided.
   ____a. Characters are usually ornamental
   ____b. Characters look like handwriting or hand-lettering
   ____c. Characters vary in thickness and have serifs at terminals of ascenders and descendents
   ____d. Characters are uniform in thickness and do not have serifs

6. Match type adjustments commonly required in DTP to their correct definitions. Write the numbers on the blanks provided. Definitions continue on the next page.
   ____a. Increasing or decreasing space between lines of type to improve legibility or to vertically fill page of type
   ____b. Increasing or decreasing space between individual character pairs in a line of type
   ____c. Increasing or decreasing space between words
WRITTEN TEST

7. Complete statements concerning font characteristics. Circle the word(s) that best completes the following statements.

a. A font usually includes (both upper- and lower-case or only upper-case) alphabet letters.

b. A font usually includes (numbers and punctuation marks or small upper-case alphabet letters and italics).

c. A font may not include (boldface characters or punctuation marks and accents).

d. A font may include several (numbers sets or symbol sets).

8. Match types of font formats to their correct definitions. Write the numbers on the blanks provided.

_____a. Pre-generated, pre-sized fonts stored on diskettes, transferred from diskettes to computer's hard drive, and then downloaded to printer's memory; fonts are usually selected in word-processing or page-layout software 1. Resident fonts

_____b. Fonts stored on printer's permanent memory and selected on printer's control panel or in word-processing or page-layout software 2. Hard fonts

_____c. Fonts stored on ROM in cartridges that are inserted into laser printer and selected on printer's control panel or in word-processing or page-layout software 3. Soft-font diskettes
TYPE SELECTION
UNIT IV

WRITTEN TEST ANSWERS

1. a. 6  d. 4
   b. 1  e. 2
   c. 3  f. 5

2. a. Ascender  e. Base line
     b. Ascender line  f. Descender line
     c. Waist line  g. Descender
     d. Body  h. Serifs

3. a. 1
     b. 3
     c. 2

4. a. TS
     b. TF
     c. F

5. a. 4  c. 1
     b. 3  d. 2

6. a. 1  c. 3
     b. 2  d. 4

7. a. Both upper- and lower-case
     b. Numbers and punctuation marks
     c. Boldface characters
     d. Symbol sets

8. a. 3
     b. 1
     c. 2
DOCUMENT DESIGN
UNIT V

OBJECTIVE SHEET

UNIT OBJECTIVE
After completing this unit, the student should be able to identify and apply basic design principles in producing a document. The student will demonstrate these competencies by correctly completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES
After completing this unit, the student should be able to
1. Match terms associated with document design to their correct definitions.
2. Discuss factors to consider when applying principles of document design.
3. State definitions of types of design elements.
4. Match types of graphic treatments to their correct definitions.
5. Match types of text treatments to their correct definitions.
6. Match types of graphic enhancements to their correct definitions.
7. Arrange in order the steps in the design process.
8. Evaluate the design of a magazine ad. (Assignment Sheet 1)
9. Design a single-page flyer. (Assignment Sheet 2)
10. Rescale graphics. (Job Sheet 1)
11. Create a computer-generated grid. (Job Sheet 2)
12. Create a single-page flyer. (Job Sheet 3)
SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain items to supplement instruction of this unit.
   - Collect examples of appropriate and inappropriate design.
   - Collect samples of a design that show it in the various stages of the design process: thumbnail sketches, rough layouts, completed DTP product.
   - Create some designs utilizing design principles taught in this unit.
   - Collect samples of spot color used in printed material.
   - Collect samples of magazine articles to be used with Assignment Sheet 1.

3. Invite resource persons to make class presentations.
   - Plan a visit to a commercial art department or advertising agency to observe design principles being utilized.
   - Invite an art director, graphic designer, or art teacher to class to discuss art, color, and principles of design.

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with the information sheet and Student Supplements 1 through 5.

7. Discuss the information sheet and the student supplements.

8. Provide students with Job Sheet 1, "Rescale Graphics," and Student Supplement 6, which includes graphics to be rescaled.

9. Discuss Job Sheet 1 and demonstrate the procedures outlined in the job sheet.

10. Have students complete Job Sheet 1.

11. Provide students with Job Sheet 2, "Create a Computer-Generated Grid."

12. Discuss Job Sheet 2 and demonstrate the procedures outlined in the job sheet.

13. Have students complete Job Sheet 2.

14. Provide students with Assignment Sheet 1, "Evaluate the Design of a Magazine Ad."
SUGGESTED ACTIVITIES

15. Discuss and then have students complete Assignment Sheet 1.
17. Discuss and then have students complete Assignment Sheet 2.
18. Provide students with Job Sheet 3, "Create a Single-Page Flyer."
19. Discuss Job Sheet 3 and demonstrate the procedures outlined in the job sheet.
20. Have students complete Job Sheet 3.
22. Compile assignment-sheet scores, job-sheet ratings, and written-test score.
23. Reteach and retest as required.

Teaching suggestions

1. Have students collect examples of print media that use design elements appropriately.
2. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

References used in developing this unit

1. Terms and definitions associated with document design
   a. Body type—Type 12 points in size or smaller
   b. Display type—Type 14 points in size or larger
   c. Grid (Figure 1)—Nonprinting guidelines used to help you lay out page-design elements consistently
      NOTE: Grids are used to determine the horizontal placement of columns and the vertical placement of headlines, body copy, and graphics.
   d. Live area (Figure 2)—Area of document page where type and graphics appear
2. Principles of document design and factors to consider when applying them

NOTE. The design principles discussed below are not listed in order of importance. They are considered interactive—each principle should support the other.

a. **Purpose**—Determine the document's purpose and the relative importance of the information you want to communicate

b. **Coherence**—Strive for integration of the design elements you use so that the document's appearance is coherent with its purpose

NOTE: The success of a design depends on how well each design element relates to the other elements in the design. To create a coherent document design, you must judge the appropriateness of each design element as it relates to the other elements and to the document's purpose.

c. **Proportion** (Student Supplement 1)—Determine size of all design elements in relation to their importance

NOTE: There are no absolutes concerning appropriate proportion in document design. Visualization of a design is important in determining the appropriateness of each design element in the document. For example in Figure 4-a, it is easy to see that the large headline cramped into a small space looks out of proportion, and likewise, does the small headline placed in a large space. See Figure 4-b.
d. **Direction** (sequence, movement)—Determine a logical directional pattern for reader's eye movement as he or she reads the document.

**NOTE:** The design elements you use should guide your reader's eye from point to point in the document, usually following a pattern that begins at the optical center of the design and continues in a clockwise direction to the upper left and around to the lower right. See Figure 5 and Student Supplement 2.
e. **Unity** (Figure 6)—Assemble the various design elements so that they fit together as a harmonious unit

NOTE: In document design, you must create a harmonious unit from a series of individual design elements. A design has unity when the elements appear to be related and held together by a single theme. When design elements are not unified, they appear randomly placed and disjointed. Figure 7-a shows an example of a disjointed arrangement, while in Figure 7-b, the same elements have been placed so that they seem unified.

![Figure 6: Unified elements](image)

![Figure 7: (a) Disjointed elements (b) Unified elements](image)

f. **Discipline**—Apply design elements in moderation

NOTE: Discipline may be the most difficult design principle to apply. With DTP, you have a tremendous amount of design features at your fingertips, making it easy to get carried away by using too many of them in one document. Remember, the adage "simple is better" certainly applies to DTP document design.

g. **Contrast** (see Figure 8)—Decide whether the document's purpose dictates that its design maintain either high or low contrast

NOTE: **Contrast** refers to the relative amount of space devoted to text, graphics, and white space. Depending upon the purpose of your document, you can create designs of either high or low contrast. For example, advertisements tend to have high contrast—the document design has definite light and dark areas with lots of white space and illustrations. However, business reports tend to have low contrast—there are more dark areas or blocks created with type and less white space used throughout these documents. See Student Supplement 3.
3. Types of design elements and their definitions
   a. **Graphic treatments**—Design elements used to visually guide reader's eye from one point to another in document
      
      EXAMPLES: Grids, borders, margins, rules, columns
   
   b. **Text treatments**—Design elements used to organize text so that reader can locate information easily
      
      EXAMPLES: Headlines, subheads, captions, headers, footers, symbols, jumplines

4. Types of graphic treatments and their definitions
   a. **Margins** (see Figure 9)—White space between border and live area of document page
      
      NOTE: The following are good rules of thumb for determining margin sizes.
      
      • The more white space provided in the margin, the lighter the appearance (higher the contrast) of the document page. See Figure 10-a.
      
      • The narrower the margin, the darker the appearance (lower the contrast) of the document page. See Figure 10-b.
      
      • Bottom margins are usually larger than top margins; outside margins are usually equal to or slightly larger than top margins.
      
      • Smaller inside margins are usually used for facing pages, since they combine to create a gutter of additional white space.
FIGURE 9

Live (type) area
Margin area

FIGURE 10

Columns

(a) Wide margin  (b) Narrow margin
b. **Columns** (see Figure 10)—Invisible lines created by placement and width of lines in text blocks

NOTE: Columns greatly influence the contrast of a document page. Closely spaced columns tend to create low-contrast pages. Widely spaced columns create more contrast as one column is clearly separated from another by white space. As a general rule, column width is determined by the type size used.

c. **Rules** (Figure 11 and Student Supplement 4)—Printed horizontal or vertical lines or boxes used to separate one part of a document from another

NOTE: The following guidelines are often followed when rules are being considered as design elements.

- Vertical rules are often used to separate columns of type.
- Horizontal rules are often used to separate items within a column, such as to divide subheads from blocks of text.
- Thin rules are more appropriate for publications with a lot of copy.
- Thick rules are most effective when set off by white space.
- Boxes are used to enclose or set off information such as self-contained articles that relate to longer feature articles or to set off addresses and phone numbers.

**FIGURE 11**

![Diagram of columns and rules](image)


d. **Borders**—Printed or visual lines used to define page outline

NOTE: Printed borders are lines that outline the document page. Visual borders are created by the edges of columns of text or graphics. See Figure 12 and Student Supplement 5.
5. Types of text treatments and their definitions

a. Alignment (see Figure 13)—Arrangement of text flush left, flush right, centered, or justified

NOTE: The following guidelines are given in relation to the possible uses for text alignment as a design element.

- Ragged-right type set flush left is generally considered easier to read than justified type. Use ragged-right type for an informal, open style created by minimal hyphenation and line endings followed by extra white space.

- Justified type usually requires more hyphenation than ragged-right type, and therefore, is considered more difficult to read. However, justified type is often used in documents requiring the formal style created by lines of equal length with beginning and ending words of successive lines vertically aligned.

- Flush right, ragged-left type is hard to read. Use flush-right, ragged-left type sparingly or only for brief captions or subheads.

- Centered type is often used for headlines but is rarely used for body copy.
FIGURE 13

China Opens Trade Doors To Western Countries

b. **Headlines** (Figure 14)—Display type over a story or article within a document

**NOTE:** Headlines should be as short as possible so that their meaning can be understood quickly, and they should be clearly differentiated from body copy through the use of a visual cue such as a contrasting typeface or the same typeface in a larger size or heavier weight.

FIGURE 14

![Diagram of Headline and Subheads]

**c. Subheads** (see Figure 14)—Short headlines inside articles or stories within a document

**NOTE:** Subheads provide transition between headlines and the body copy of an article or story. They should be set off from the body copy by a visual cue such as their placement, typeface, size, or alignment, but whichever visual cue is selected for the subheads, it should be used consistently throughout a document.
INFORMATION SHEET

d. **Captions**—Text accompanying graphics

NOTE: Captions can be placed to the right of the graphic they describe, or above or below the graphic. (See the caption with Figure 8 in this information sheet.) Again, whichever caption placement is used, it should be used the same way throughout a document.

e. **Headers**—Information placed at top of document page

NOT: Publication title, chapter titles, and section titles are types of information often presented in headers. See Figure 15.

f. **Footers**—Information placed at bottom of document page

NOTE: Page numbers frequently appear in footers. See Figure 15.

FIGURE 15

![Diagram showing header and footer elements](image)

---

g. **Symbols**—Asterisks, bullets, and numbers used to organize ideas in lists

NOTE: Asterisks and bullets are used when all the items in a list are equally important. (See the bullets used to organize the notes in the items on rules and alignment in the text sections above.) Letters or numbers are used to show a priority of importance for the items in a list.

h. **Jumplines** (see Figure 16)—Information used to tell the reader when an article is continued from one page to another
6. Types of graphic enhancements and their definitions

a. **Electronic clip art**—Pre-produced electronic artwork (pictures)

b. **Screens** (Figure 17)—Dot patterns in graduated shades of gray

**FIGURE 17**

- **Screen**

- **Spot color**—Color used at specific points to attract the reader's attention

d. **Drop shadows** (see Figure 18)—Gray or black shading added to photos or graphics to give a three-dimensional effect
7. **Steps in the design process**

   **NOTE:** People design documents—computers don't. Follow the design process outlined below to develop quality document designs.

1. **Define the project**—its purpose and its audience

   **NOTE:** Determine the document's purpose and the overall message you are trying to achieve. Develop an idea of the different graphic elements that will be involved in creating this overall message, and then decide an order of importance for those various elements.
2. Create thumbnail sketches (thumbnails)

NOTE: A *thumbnail sketch* is a small, quick pencil drawing done on paper or computer. Thumbnails (see Figure 20) should be used to develop and reject ideas as necessary before moving on in the design process. To save time possibly spent in retrying the same design idea several times during this design process, it is a good idea to make notes to yourself about why you rejected a certain design.

FIGURE 20

3. Create rough layout

NOTE: A *rough layout* is a rough mockup of a document laid out on a grid at actual document size. Rough layouts are used to further develop designs you have selected during the second step of the design process. Experienced DTP operators prepare rough layouts on the computer, but others prefer to develop a pencil drawing on paper. Use the method that is most efficient for you.

4. Prepare computer-generated draft at actual size

5. Proof, edit, and revise computer-generated draft as necessary

6. Print final camera-ready copy
DTP-275

4)

DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 1-EFFECTIVE USE OF PROPORTION

Proportion
i

Determine size of all
design elements in
relation to each other
How is one to assess specific layout? What do
and evaluate the use of they ses in it? Why is it so
proportion in terms of superlatively pleasant to
aesthetic design? Why their eyes? How is one to
do the pacemakers in the assess and evaluate the
art of printing rave over a use of proportion in terms
specific layout? What do of aestheticdesign? Why
they see in it? Why is it so

superlatively pleasant to
their eyes? How is one to
assess and evaluate the
use ot proportion in terms
of aesthetic design? Why
do the pac-makers in the
art of printing rave over a
specific layout?

How is one to assess
and evaluate the use of

proportion in terms of
aesthetic design? Why
do the pacemakers in the
art of printing rave over a

*

of aestheticdesign? Why
do the pacemakers in the
art of printing rave over a
specific layout?
How is one to asses s

and evaluate th e use of

proportion in terms of
aesthetic design? Why
do the pacemakers in the
art of printing rave over a
specific layout? What do
they see in it? Why is it so

suplatively pleasant to

their eyes? How is one to
assess and evaluate the
use of proportion in terms
do the pacemakers in the of aesthetic design? Why
art of printing rave over a do the pacemakers !r1 the
specific layout?
art of printing rave over a
How is one to assess specific layout?

and evaluate the use of

How is one to assess

proportion in terms of and evaluate the use of
aesthetic design? Why proportion in terms of
do the pacemakers in the
art of printing rave over a
specific layout? What do
they see in it? Why is it so
superlatively pleasant to
their eyes? How is one to
assess and evaluate the
use of proportion in terms

25

aesthetic design? Why
do the pacemakers in the
art of printing rave over a
specific layout? What do
they see in it? Why is it so

superlatively pleasant to
their eyes? How is one to
assess and evaluate the


How is one to assess and evaluate the use of movement and direction in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so pleasing to their eyes?

How is one to evaluate the use of movement and direction in terms of aesthetic design? Why do many of the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so pleasing to their eyes?
Effective Use of Contrast

How is one to assess and evaluate the use of contrast in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes?

How is one to assess and evaluate the use of contrast in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes?

How is one to assess and evaluate the use of contrast in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes?
Effective Use of Rules

How is one to assess and evaluate the use of rules in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of rules in terms of aesthetic design?

"Vertical rules are often used to separate columns of type."

Rules can be used to divide the page.

"What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of rules in terms of aesthetic design?"

How is one to assess and evaluate the use of rules in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of rules in terms of aesthetic design?
## Effective Use of Borders

<table>
<thead>
<tr>
<th>Borders define the page</th>
<th>Design using borders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?</td>
<td>How is one to assess the use of borders in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?</td>
</tr>
</tbody>
</table>

### How is one to assess and evaluate the use of borders in terms of aesthetic design?

- **Visual or printed borders**: How is one to assess and evaluate the use of borders in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?

- **Effective borders**

  - How is one to assess and evaluate the use of borders in terms of aesthetic design?
  - Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?
Part A

Directions: Use the diagonal-line method to determine the size of graphic A below if it had to be reduced to fit a 2½-inch-wide space. Do your pencil drawing on the back of this page, and then write your answers on the blanks provided below the graphic.

1. Original size of graphic A ________________________________

2. Reduced size of graphic A ________________________________
Part B

Directions: Use the diagonal-line method to determine the size of graphic B below if it had to be enlarged to fit a 6½-inch-wide space. Do your pencil drawing on the back of this page, and then write your answers on the blanks provided below the graphic.
Part C

Directions: Use the proportional-scale method to determine the size of graphic C below if it had to be reduced to fit a 2-inch-wide space. Write your answers on the blanks provided below the graphic.

1. Original size of graphic C
2. Reduced size of graphic C

Courtesy of ByChrome Co., Columbus, OH.
DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 7—GRAPHIC TO BE USED WITH ASSIGNMENT SHEET 2

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ASSIGNMENT SHEET 1—EVALUATE THE DESIGN OF A MAGAZINE AD

Name _____________________________ Score __________________

Part A: Design evaluation

Directions: Select from a magazine a full-page ad having art, a headline, and body copy. On the blanks below, describe the ad's purpose and then evaluate the ad's design by writing brief statements about each of the design principles listed below.

1. Purpose ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Coherence ______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Proportion ______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Direction ______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
ASSIGNMENT SHEET 1

5. Unity ____________________________________________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. Discipline _________________________________________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. Contrast __________________________________________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Part B: Thumbnails and rough layout

Directions: Complete the following steps in the order indicated below. Write a checkmark on the blank before each step as you complete it.

_____ 1. Using a pencil and tracing paper, trace the magazine ad you selected for part A of this assignment. Take care to suggest the size, shape, and tone of the art. Letter in the headline. Indicate body copy by ruling parallel lines.

_____ 2. Rearrange the elements in the ad you selected, not necessarily to improve the ad, but to see what other arrangements are possible. Do at least three thumbnails on 8½" x 11" white paper to explore alternative combinations. Be sure your thumbnails are kept in correct proportion.

_____ 3. Choose the thumbnail you like best from step 2, and do a rough layout of it on a grid.

_____ 4. Attach the original ad, your tracing of it, your thumbnails, and rough layout to this assignment sheet and submit the assignment to your instructor for evaluation.
ASSIGNMENT SHEET 2—DESIGN A SINGLE-PAGE FLYER

Name ________________________________ Score __________________

Part A: Create thumbnail sketches

Directions: Use the information below to create at least three thumbnail sketches for the design of a single-page flyer. Attach your thumbnail sketches to this page of the assignment sheet when you submit the assignment to your instructor for evaluation.

Flyer information

NOTE. In creating your designs, be sure to consider the purpose of the flyer and the audience it will be directed to.

• You are creating a single-page flyer to be distributed to the participants of a workshop on desktop-publishing editing techniques. The participants have never used a desktop-publishing system.

• The flyer will be distributed to the participants during the workshop speaker’s presentation.

• The flyer should contain the speaker’s name, address, and telephone number.

• Use the text from the file you created in Unit IV, Job Sheet 1, as the body copy for the flyer. Create appropriate headers and subheads for this text.

• The flyer must contain the graphic illustration given in Student Supplement 7, although the illustration may be enlarged or reduced as you decide.

Part B: Complete a rough layout for flyer design

Directions: Using a computer-generated word processor, complete a rough layout of one of the thumbnail sketches you completed in part A of this assignment. Attach your rough layout to this sheet when you submit it to your instructor for evaluation.

Part C: Complete specifications sheet for flyer design

Directions: Fill in the project specifications sheet on the next page with the specifications you estimate will be required for creating a computer-generated rough layout of the design of the sketches you completed in part A of this assignment.
ASSIGNMENT SHEET 2

Project-specifications sheet

1. Page size

2. Margins and type area
   Margin sizes: Top _____ Bottom _____ Inside _____ Outside _____
   Size of type area

3. Borders: None _____ Location _____ Size _____

4. Rules: Size _____

5. Column size: Number of columns _____ Equal or unequal sizes _____

6. Type size: Heads _____ Subheads _____ Body copy _____

7. Type alignment: Ragged-right, flush left _____ Justified _____
   Flush right _____ Centered _____

8. Headers: None _____ Location _____

9. Footers: None _____ Location _____

10. Paragraph divisions: Space between paragraphs _____ Tabs _____

11. Graphics: Size _____ 100% _____
    Enlarged _____ Reduced _____

12. Text wrap-around: None _____ Amount set away from graphic _____
DOCUMENT DESIGN
UNIT V

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1
Evaluated to the satisfaction of the instructor

Assignment Sheet 2
Evaluated to the satisfaction of the instructor
A. Equipment and materials

- Pencil
- Ruler
- Proportional scale
- Student Supplement 6

B. Procedure for reducing graphics using diagonal-line method

1. Measure graphic shown in part A of Student Supplement 6

2. On back of page labeled "Part A" of the student supplement, use pencil and ruler to draw a rectangle the same size as that of original graphic

3. Label bottom-left corner of hand-drawn rectangle point A., and the upper-right corner point B; label bottom-right corner point C, and the upper-left corner point D (see Figure 1)

4. Using pencil and ruler, draw a diagonal line from point A to point B, as shown in Figure 1 below

FIGURE 1

5. Determine width of space available for reduced graphic, see the directions in part A of Student Supplement 6
JOB SHEET 1

6. Locate base line of drawing; see line A-C on Figure 2 below

FIGURE 2

7. Measure desired width of reduced graphic (rescaled graphic); mark that measurement point E on base line (Figure 3)

FIGURE 3

8. From point E, draw a dashed line upward from base line (at a 90-degree angle from base line) until dashed line intersects diagonal line A-B; mark point F at point of intersection (see Figure 4)
JOB SHEET 1

9. From point F, draw a dashed line parallel to base line until dashed line
intersects line A-D; mark point G at point of intersection (see Figure 4)

NOTE: The rectangle defined by points A, E, F, and G is the reduced-scale
size of the graphic with measurements that are in proportion to those of the
original. See Figure 4.

FIGURE 4

10. Fill in the blanks provided in part A of Student Supplement 6

C. Procedure for enlarging graphics using diagonal-line method

1. Measure graphic shown in part B of Student Supplement 6

2. On back of page labeled "Part B" of the student supplement, use pencil and
ruler to draw a rectangle the same size as that of original graphic

3. Label bottom-left corner of hand-drawn rectangle point A, and upper-right
corner point B; label bottom-right corner point C, and upper-left corner point
D (see Figure 5)

NOTE: The shape of the examples shown in Figures 5 through 7 in this job
sheet are not representative of the shape of the graphic to be enlarged in part
B of the student supplement; however, the steps given will still apply.

4. Using pencil and ruler, draw a diagonal line from point A through and past
point B, and then draw a dashed line that extends upward from point D along
line A-D (see Figure 5)
5. Determine width of the space available for the enlarged graphic; see the directions in part B of Student Supplement 6.

6. Locate base line of drawing; see line A-C on Figure 6 below.

7. Measure desired width of enlarged graphic (rescaled graphic); draw dashed line where measurement extends past point C; mark end of dashed line point E (see Figure 6).
8. From point E, draw a dashed line upward from base line (at a 90-degree angle from base line) until dashed line intersects diagonal line A-B, mark point F at point of intersection (see Figure 7)

9. From point F, draw dashed line parallel to base line until dashed line intersects dashed extension of line A-D; mark point G at point of intersection (see Figure 7)

NOTE: The rectangle defined by points A, E, F, and G is the enlarged-scale size of the graphic with measurements that are in proportion to those of the original. See Figure 7.
10. Fill in the blanks provided in part B of Student Supplement 6

C. Procedure for rescaling (enlarging and reducing) graphics using proportional-scale method

1. Measure graphic shown in part C of Student Supplement 6

2. Determine width and height of space available for rescaled graphic; see the directions in part C of the student supplement

3. Locate inner circle of proportional scale (see Figure 8); find the width of the original graphic on inner circle

4. Locate outer circle of proportional scale (see Figure 8); find the width of rescaled graphic on outer circle

5. Move inner circle of proportional scale until width of original graphic aligns with width of rescaled graphic

NOTE: Notice the percentage shown in the percentage window (see Figure 8).
6. Holding inner and outer circles of scale in place, locate height of original graphic on inner circle

7. Read measurement on outer circle that aligns with height measurement on inner circle

NOTE: The measurement on the outer circle is the proportional height of the rescaled graphic.

8. Record rescaled-graphic size on blanks provided in part C of Student Supplement 6

9. Submit Student Supplement 6 to instructor for evaluation.
A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open new file
5. Select margin settings
6. Draw vertical lines to divide page into columns of equal width

   NOTE: Page-layout software generally offers non-printing grid lines that can be pulled into place and moved at any time. They differ from column settings in that column settings tend to remain in permanent positions.

7. Add horizontal lines to divide the columns equally and achieve a uniform pattern of spaces

   NOTE: Spaces measuring 3.5 inches wide and 2.5 inches deep allow a good proportion for placing graphics.

8. Create narrow vertical column gutters by adding another set of parallel vertical lines (see Figure 1)

9. Complete grid by creating narrow horizontal gutters at same width as vertical gutters created in step 8 (see Figure 1)
10. Save file

11. Print page and write your name and "Job Sheet 2—Job 1" on top of printed page

12. Close file, exit page-layout software, and turn off computer and printer

OR

Continue to next job sheet, as directed by instructor

13. Submit Job 1 to instructor for evaluation
JOB SHEET 3—CREATE A SINGLE-PAGE FLYER

A. Equipment and materials
   - Microcomputer with one or two floppy disk drives and/or hard drive
   - Mouse
   - Operating-system diskette (if computer does not have a hard drive)
   - Word-processing software
   - Page-layout software
   - Printer
   - Scanner, if available, or photocopier
   - Assignment Sheet 2

B. Procedure
   1. Boot computer
   2. Turn on printer
   3. Activate word-processing software
   4. Activate page-layout software
   5. Using thumbnails, rough layout, and specifications determined in Assignment Sheet 2, prepare file with appropriate margins, columns, etc.
   6. Place text file
      NOTE: If a scanner is available, use it to obtain graphic image at this time; resize graphic as necessary. If a scanner is not available, make a photocopy of the graphic at the appropriate reduction size and paste up graphic upon completing the computer-generated draft of the flyer.
   7. Edit document and revise as necessary
   8. Save file
   9. Print document and write your name and "Job Sheet 3—Job 1" at top of printed page
   10. Close file
   11. Exit page-layout software
JOB SHEET 3

12. Turn off computer and printer
13. Return software to proper storage
14. Submit Job 1 to instructor for evaluation.
DOCUMENT DESIGN
UNIT V

PRACTICAL TEST 1
JOB SHEET 1—RESCALE GRAPHICS

Student's name ___________________________ Date ___________________

Evaluator's name ___________________________ Attempt no. ____________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Followed proper procedure for reducing graphic using diagonal-line method.

2. Followed proper procedure for enlarging graphic using diagonal-line method.

3. Followed proper procedure for reducing graphic using proportional-scale method.

EVALUATOR'S COMMENTS: ________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

YES NO

□ □

□ □

□ □
PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Created proportionally scaled graphics

| 4 | 3 | 2 | 1 |

EVALUATOR'S COMMENTS:


PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; limited additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.
PRACTICAL TEST 2

JOB SHEET 2—CREATE A COMPUTER-GENERATED GRID

Student's name ___________________________ Date ___________________________

Evaluator's name ___________________________ Attempt no. ___________________________

Student instructions. When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
3. Completed grid. □ □
5. Printed document. □ □
6. Secured equipment and software. □ □

EVALUATOR'S COMMENTS: __________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________


PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Used appropriate margins</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared vertical and horizontal lines in proper proportion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Prepared vertical and horizontal gutters in proper proportion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

EVALUATOR'S COMMENTS:

________________________________________________________________________

________________________________________________________________________

PERFORMANCE EVALUATION KEY

| 4 — Skilled — Can perform job with no additional training. |
| 3 — Moderately skilled — Has performed job during training program; limited additional training may be required. |
| 2 — Limited skill — Has performed job during training program; additional training is required to develop skill. |
| 1 — Unskilled — Is familiar with process, but is unable to perform job. |

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
PRACTICAL TEST 3

JOB SHEET 3—CREATE A SINGLE-PAGE FLYER

Student's name __________________________ Date __________________

Evaluator's name ________________________ Attempt no. ________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup.
4. Edited and revised using appropriate methods.
5. Saved file.
7. Secured equipment and software.

EVALUATOR'S COMMENTS: _______________________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

28C
PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used appropriate margins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate borders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate column sizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected appropriate type sizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected appropriate alignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resized graphic appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed satisfactory final copy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATOR’S COMMENTS:

________________________________________________________________________

PERFORMANCE EVALUATION KEY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program; limited additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program; additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE. If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
1. Match terms associated with document design to their correct definitions. Write the numbers on the blanks provided.

   ____a. Area of document page where type and graphics appear
   1. Body type

   ____b. Nonprinting guidelines used to help you lay out page-design elements consistently
   2. Display type

   ____c. Type 12 points in size or smaller
   3. Grid

   ____d. Type 14 points in size or larger
   4. Live area

   ____e. Point at which a reader's eye naturally rests when it first encounters a printed page
   5. Optical center

2. Discuss factors to consider when applying principles of document design. Write your answers on the blanks provided.

   a. Purpose
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   b. Coherence
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   c. Proportion
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   d. Direction
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
3. State definitions of types of design elements. Write your answers on the blanks provided.

a. Graphic treatments

b. Text treatments

4. Match types of graphic treatments to their correct definitions. Write the numbers on the blanks provided.

   _____a. Printed or visual lines used to define page outline

   _____b. Invisible lines created by placement and width of lines in text blocks

   _____c. Printed horizontal or vertical lines or boxes used to separate one part of a document from another

   _____d. White space between border and live area of document page

   1. Margins
   2. Columns
   3. Rules
   4. Borders
WRITTEN TEST

5. Match types of text treatments to their correct definitions. Write the numbers on the blanks provided.

_____a. Arrangement of text flush left, flush right, centered, or justified
_____b. Information used to tell the reader when an article is continued from one page to another
_____c. Display type over a story or article within a document
_____d. Short headlines inside articles or stories within a document
_____e. Asterisks, bullets, and numbers used to organize ideas in lists
_____f. Information placed at top of document page
_____g. Information placed at bottom of document page
_____h. Text accompanying graphics

6. Match types of graphic enhancements to their correct definitions. Write the numbers on the blanks provided.

_____a. Color used at specific points to attract the reader's attention
_____b. Gray or black shading added to photos or graphics to give a three-dimensional effect
_____c. Dot patterns in graduated shades of gray
_____d. Pre-produced electronic artwork
_____e. Text with irregular line lengths used to indicate how a graphic relates to a particular section of text
WRITTEN TEST

7. Arrange in order the steps in the design process. Write the numbers (1 through 6) on the blanks provided.

_____a. Create thumbnail sketches
_____b. Print final camera-ready copy
_____c. Define the project—its purpose and its audience
_____d. Prepare computer-generated draft at actual size
_____e. Create rough layout
_____f. Proof, edit, and revise computer-generated draft as necessary
1. a. 4  
   b. 3  
   c. 1  
   d. 2  
   e. 5  

2. Discussion should include the following  
   a. Determine the document's purpose and the relative importance of the  
      information you want to communicate  
   b. Strive for integration of the design elements you use so that the document's  
      appearance is coherent with its purpose  
   c. Determine size of all design elements in relation to their importance  
   d. Determine a logical directional pattern for reader's eye movement as he or she  
      reads the document  
   e. Assemble the various design elements so that they fit together as a  
      harmonious unit  
   f. Apply design elements in moderation  
   g. Decide whether the document's purpose dictates that its design maintain either  
      high or low contrast  

3. a. Design elements used to visually guide reader's eye from one point to another  
      in document  
   b. Design elements used to organize text so that reader can locate information  
      easily  

4. a. 4  
   b. 2  
   c. 3  
   d. 1  

5. a. 1  
   b. 8  
   c. 2  
   d. 3  
   e. 7  
   f. 5  
   g. 6  
   h. 4  

6. a. 3  
   b. 2  
   c. 4  
   d. 5  
   e. 1  

7. a. 2  
   b. 6  
   c. 1  
   d. 4  
   e. 3  
   f. 5
UNIT OBJECTIVE

After completing this unit, the student should be able to use proper DTP procedures to produce a newsletter and a multi-page document. The student will demonstrate these competencies by correctly completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with document layout to their correct definitions.
2. Describe typical steps in a DTP layout process.
3. List methods of editing text.
4. Select from a list methods of editing graphics.
5. Select true statements concerning stacking text and graphics.
6. Match document-size commands to their correct effect on printer production.
7. Match standard proofreader’s marks to their correct definitions.
8. Arrange in order the steps in proofreading documents.
9. Match elements of a newsletter to their correct purposes.
10. Match elements of a multi-page document to their correct purposes.
11. Proofread a document. (Assignment Sheet 1)
12. Determine specifications for a newsletter. (Assignment Sheet 2)
14. Stack graphics and text. (Job Sheet 1)
15. Produce a newsletter. (Job Sheet 2)
16. Produce a multi-page document. (Job Sheet 3)
LA /OUT
UNIT VI

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain items to supplement instruction of this unit.

3. Review the information sheet in Unit 5, "Document Design," These pages will be used in this unit in association with Assignment Sheet 3 and Job Sheet 3.

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with information sheet and Student Supplement 1.

7. Discuss information sheet and Student Supplement 1.

8. Provide students with assignment sheets and Student Supplements 2 and 3.

9. Discuss assignment sheets and student supplements and then have students complete assignment sheets.

10. Provide students with job sheets.

11. Discuss job sheets and demonstrate the procedures outlined.

12. Have students complete job sheets.


15. Reteach and retest as required.
1. Terms and definitions associated with document layout
   a. Abstract—Brief summary of document contents
   b. Advance story—Article presenting information on an upcoming event
      EXAMPLES: Upcoming meeting, local/regional conference, election of officers, training seminar
   c. Delete—To take out
   d. Feature story—Article presenting information on a special event, activity, or other topic of interest
   e. Follow-up story—Article presenting new information on a story published earlier
      EXAMPLES: Election results, changes in by-laws, results of fundraising projects
   f. Oversized document—Document with pages larger than paper size available for printer
   g. Proofreading—Reading a document to check for errors in type and graphics
   h. Specialty columns—Regularly presented brief articles about particular topics
      EXAMPLES: How-to columns, letters to the editor, president's column, calendar of events, book reviews, employee-benefits update
   i. Stacking—Overlapping text blocks and graphics

2. Typical steps in a DTP layout process
   NOTE: The layout process takes place after the document has been designed, the text has been entered in word-processing software, and the graphics have been chosen, scanned, or created.
   1. Set page orientation
   2. Set margins and columns
   3. Place text
   4. Apply fonts
   5. Place graphics
   6. Edit text
7. Edit graphics
8. Adjust white space
9. Print rough draft
10. Proofread rough draft
11. Revise text and graphics
12. Print final draft
13. Proofread final copy
14. Send document to print shop

3. Methods of editing text
   a. Use text tool to insert, delete, move, or modify text blocks
   b. Change column width
   c. Adjust amount of text in columns
   d. Flow text from column to column or page to page
   e. Wrap text around graphics
   f. Change leading, letter spacing, and word spacing
   g. Change type size
   h. Justify

4. Methods of editing graphics
   a. Crop graphic images
   b. Scale or resize graphic images
   c. Change density of shading
   d. Change line thickness
   e. Stack graphics or graphics and text

5. Statements concerning stacking text and graphics
   a. Text blocks and graphics are individual layers in publication window
   b. Individual layers may be stacked
   c. Text blocks may be solid, transparent, or opaque layers
INFORMATION SHEET

d. Graphics may be solid, transparent, or shaded layers

e. Changing a layer's stacking order may affect its appearance

f. Generally, the most recently selected item is the top layer

NOTE: Menu items such as send to back or bring to front change the stacking order. See Figure 1.

FIGURE 1: Transparent text with solid graphic

Square "sent to the back"; text "brought to the front."

Square "brought to the front"; text "sent to the back."

6. Document-size commands and their effect on printer production

a. Original (100%)—Printer produces document at actual size

b. Reduce—Printer produces document at specified increments smaller than actual size

c. Enlarge—Printer produces document at specified increments larger than actual size

d. Thumbnail—Printer produces miniature copies of several document pages on a single sheet of paper

NOTE: Thumbnail printing is software specific and may or may not be available. If available, thumbnail printing (see Figure 2) is helpful for reviewing the design and layout of multi-page documents.

FIGURE 2
INFORMATION SHEET

e. Tile-Printer produces small units of one oversized-document page on several separate sheets of paper that then must be physically pasted together to create entire page.

NOTE: The printing process described above is commonly called tiling. See Figure 3.

FIGURE 3

7. Standard proofreader's marks and their definitions (Table 1)

TABLE 1: Standard proofreader's marks

<table>
<thead>
<tr>
<th>Proofreader's mark</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete</td>
<td>Delete</td>
<td>take out</td>
</tr>
<tr>
<td>Delete and close up</td>
<td>Delete and close up</td>
<td>delete and close up</td>
</tr>
<tr>
<td>Close up space</td>
<td>Close up space</td>
<td>close up space</td>
</tr>
<tr>
<td>Insert space</td>
<td>Insert space</td>
<td>insert space</td>
</tr>
<tr>
<td>Insert word, letter, numeral, etc.</td>
<td>Insert word, letter, numeral, etc.</td>
<td>insert letter</td>
</tr>
<tr>
<td>Move left</td>
<td>Move left</td>
<td>move left</td>
</tr>
<tr>
<td>Move right</td>
<td>Move right</td>
<td>move right</td>
</tr>
<tr>
<td>Make new paragraph</td>
<td>Make new paragraph</td>
<td>make new paragraph</td>
</tr>
<tr>
<td>Do not make a new paragraph</td>
<td>Do not make a new paragraph</td>
<td>do not make a new paragraph</td>
</tr>
<tr>
<td>Transpose letters, words, etc.</td>
<td>Transpose letters, words, etc.</td>
<td>transpose the letters</td>
</tr>
<tr>
<td>Transpose lines</td>
<td>Transpose lines</td>
<td>transpose line 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>transpose line 1</td>
</tr>
</tbody>
</table>
TABLE 1 (cont.)

<table>
<thead>
<tr>
<th>Proofreader's mark</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Change to upper-case letter</td>
<td>change to upper-case letter</td>
</tr>
<tr>
<td>✒/</td>
<td>Change to lower-case letter</td>
<td>change to lower-case letter</td>
</tr>
<tr>
<td>✔</td>
<td>Insert apostrophe or comma</td>
<td>insert apostrophe</td>
</tr>
<tr>
<td>✒</td>
<td>Insert quotes</td>
<td>insert quotes</td>
</tr>
<tr>
<td>✚</td>
<td>Insert period</td>
<td>insert period</td>
</tr>
<tr>
<td>✒ Syndrome</td>
<td>Do not make correction indicated; leave as originally typed</td>
<td>do not make correction</td>
</tr>
<tr>
<td>✐</td>
<td>Spell out</td>
<td>spell out</td>
</tr>
<tr>
<td>✒/</td>
<td>Do not type; instructions to typist</td>
<td>do not type; instructions to typist</td>
</tr>
</tbody>
</table>

NOTE: Instructions to typist are placed in the margin and then circled to indicate to typist that these are instructions only—not words to be inserted or typed.

8. Steps in proofreading documents

1. Scan headlines and subheads for typographical errors
2. Read text blocks for content to assure text has not been omitted

NOTE: Inexperienced DTP operators can delete text accidentally without being aware of it. Rearranging text, shortening text blocks, or unstringing text blocks provide ample opportunities for losing text.

3. Proofread text blocks for typographical errors
4. Proofread graphics

NOTE: The proofreader should ask him- or herself the following questions when looking for errors in graphics:

- Do corners of boxes meet?
- Does text align horizontally?
- Are borders used consistently?
- Are column rules the same thickness throughout?
INFORMATION SHEET

- Are photo or graphic captions aligned properly?
- Is page-number placement consistent?
- Is density of shading in screens too heavy, too light, or acceptable?
- Are typefaces used consistently?

5. Have document proofread by another person

NOTE: More than one person should proofread a document before it is sent to the print shop.

9. Elements of a newsletter and their purposes (see Student Supplement 1)

a. Name plate (Figure 4)—Identifies publication name, publisher, date, and volume number

NOTE: The name plate appears on the first page of the publication and in the same location from issue to issue.

FIGURE 4

![KOSU 91.7fm Logo](image)

Volume 20, No. 4 - April 1990
Oklahoma State University, Stillwater, OK

b. Logo (Figure 5)—Provides graphic image that represents an organization, company, or item

FIGURE 5

![KOSU 91.7fm Logo](image)

Figures 4 and 5 courtesy of KOSU—FM, Oklahoma State University, Stillwater, OK.
c. **Masthead (Figure 6)**—Lists publisher, publisher's address, editorial staff, and subscription rate

NOTE: The masthead is usually located either on the bottom of page two or on the last page of the issue. Whichever location is selected, the masthead should appear in the same location from issue to issue.

**FIGURE 6**

<table>
<thead>
<tr>
<th>KOSU STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Manager</strong></td>
</tr>
<tr>
<td>Craig Bieby</td>
</tr>
<tr>
<td><strong>Music Director</strong></td>
</tr>
<tr>
<td>Paula Pizer</td>
</tr>
<tr>
<td><strong>Operations Director</strong></td>
</tr>
<tr>
<td>Susan Anderson</td>
</tr>
<tr>
<td><strong>Chief Engineer</strong></td>
</tr>
<tr>
<td>Dan Schroeder</td>
</tr>
<tr>
<td><strong>News Director</strong></td>
</tr>
<tr>
<td>Paul Sedl</td>
</tr>
<tr>
<td><strong>Operations Assistant</strong></td>
</tr>
<tr>
<td>Kurt Gwynn</td>
</tr>
<tr>
<td><strong>Traffic Director</strong></td>
</tr>
<tr>
<td>Jan Barton</td>
</tr>
</tbody>
</table>

The KOSU-FM Program Guide (UPS 920-060) is published monthly by KOSU, 302 PM Bldg., O.S.U., Stillwater, OK 74078. $3.95 mail subscription for 12 issues. Second-class postage is paid in Stillwater, OK. POSTMASTER: Send address changes to KOSU, 302 PM Bldg., O.S.U., Stillwater, OK 74078. KOSU may deviate from its printed schedule to present broadcasts of special interest. KOSU is a unit of Oklahoma State University. By John Campbell, President.

**Courtesy of KOSU—FM, Oklahoma State University, Stillwater, OK.**

---

d. **Headlines**—Provide short statements to identify the contents of articles

e. **Articles**—Present feature, follow-up, and advance stories and specialty columns

f. **Graphics** (graphic art)—Provide additional detail, add emphasis, or further explain information contained in articles

NOTE: Artwork and photos used as graphics should be selected very carefully. Their purpose is not to just fill space but to serve a specific purpose.

10. **Elements of a multi-page document and their purposes**

a. **Cover**—Identifies document and protects contents.

NOTE: A cover may also include a logo.

b. **Title page**—Gives complete title and subtitle, identifies author, and may present other information, such as list of contributors, date of publication, document abstract, reproduction restrictions, and distribution categories

NOTE: A title page may also include a logo.

c. **Table of contents**—Identifies page numbers of major text sections.

NOTE: The table of contents can serve as a valuable tool to the reader by presenting a visual outline of the text's organization.
INFORMATION SHEET

d. **List of Illustrations**—Provides listing of tables and/or figures contained in text

NOTE: Tables are data arranged in vertical columns and horizontal rows. Figures may include graphics, charts, diagrams, photos, and maps.

e. **List of symbols**—Identifies acronyms and symbols used in text

NOTE: The list of symbols and acronyms is usually accompanied by written descriptions or definitions that explain the items included in the listing.

f. **Introduction**—Provides overview of document contents

g. **Text**—Presents main body of printed information

h. **Graphics (graphic art)**—Provide additional detail, add emphasis, or further explain information in text

i. **Summary**—Reviews points made in text and may express conclusions

j. **Index**—Provides alphabetical listing of topics presented within text and gives page number where each topic appears

k. **Glossary**—Lists and defines important terms presented within text

l. **References**—Lists sources of information and/or provides bibliographic documentation of materials used in writing text
LAYOUT UNIT V!

STUDENT SUPPLEMENT 1—SAMPLE MULTI-PAGE NEWSLETTER

Nameplate Logo Headline Article Graphics Masthead

Courtesy of KOSU-FM, Oklahoma State University, Stillwater, OK.
Directions: You will use the one-page newsletter on the following page in completing Assignment Sheet 2 and Job Sheet 2. In Assignment Sheet 2, you will determine the specifications necessary to duplicate this one-page newsletter, and in Job Sheet 2, you will produce the newsletter using the specifications you determined in the assignment sheet.
KOSU CELEBRATES AMERICAN MUSIC

American Music Week is November 6-12, and we'll celebrate the occasion with music and performance by outstanding American composers and musicians each day on KOSU Classics. You'll also hear some other outstanding programs from the Texas Opera Theatre and the American Composers Orchestra throughout the month.

Music in the Present Tense —
The American Composers Orchestra at Carnegie Hall

Like many a brilliant idea, the one to create the American Composers Orchestra originated over a good meal. In the fall of 1975, composer Francis Thorne and conductor Dennis Russell Davies were at a Soho restaurant. As Davies recalls, "We started talking about the fact that American orchestras don't play very much American music as part of their regular programming, and that led to the idea of an orchestra that would fill that gap, so that audiences would at least have the opportunity to hear what was there." With the help of a few devoted friends, composers and founders, an inaugural concert was organized in 1977, which led to the orchestra's first full season of three concerts in Lincoln Center's Alice Tully Hall. The ACO series subsequently expanded to four concerts plus special performances, recordings and national radio and television broadcasts. Since 1985, Carnegie Hall has presented the ACO series — a change of venue which resulted in a tripling of the ACO's audience. The music heard in this series was drawn from recent live concert recordings. The first program offers a unique look at music, politics, and music theatre with John Adams' "The Chairman Dances," and Kurt Weill's "Lost in the Stars." In program two we hear how two composers, worlds apart in outlook and influence, musically come to grips with the theme of loss. Through the concerti of Rand Steiger and Elliott Carter in program three, the topic of old forms and new surroundings is explored. Program four deals with the vernacular in American concert music, as we hear works of Duke Ellington, William Bolcom, and Tania Leon. Music in the Present Tense is heard each Thursday at 9:00 p.m.

Dear Morning Addition (sic),

Every morning at 6, my alarm goes off, and I listen to your show. By 6:30, I'm ready to predict the newspaper! I think that when you complete a story, you give every little detail. Over-all, I think your show is excellent! D.G. (age 10), Alliance, OH

I cannot tell you how much it means to me to be able to listen to NPR here in Redmond. It has done more for the quality of life here in our town than anything else but the irrigation water (without which there would BE no town). H.E., Redmond, OR

Thank God for Morning Edition. It shines like a harvest moon on the wasteland of verbal tundra. J.S., Beaverton, OR

You are the only news service that I trust. L.R., Jacksonville, FL

I am immensely grateful for the excellence of your arts and news features which make me feel superior to people who ingest only news junk food. A.A., New York City, NY


Make My Day: Letters from Morning Edition Listeners

Over the past ten years, thousands of listeners have written to tell us what "Morning Edition" means to them. There are probably at least as many reasons to have the "ME" habit as there are fans (more than four million a week)! Here are a few of our favorites.
The multi-faceted face of desktop publishing offer many opportunities to individuals who may wish to broaden their skills in the business world. Desktop publishing skills are beneficial in jobs requiring simple black and white reproductions to elaborate, colorful multi-page magazines. An experienced desktop publishing (DTP) operator can comfortably work with simple page layout software and even perform basic procedures in more difficult software. Many of the procedures in DTP are similar, even though the terminology may differ from one software to another.

Although the business community has been slow to financially reward the efforts necessary to achieve DTP skills, DTP operators must continue to work toward financial recognition. DTP operators must make management personnel aware that desktop publishing involves more than clerical skills. Often a DTP operator perform the functions of designer, typist, editor, proofreader and artist. Proficiency in these areas takes dedicated effort as well knowledge.
ASSIGNMENT SHEET 2—DETERMINE SPECIFICATIONS FOR A NEWSLETTER

Name ___________________________ Score __________

Directions: Examine the one-page newsletter provided in Student Supplement 2. Use a line gauge and type gauge to determine how to duplicate the newsletter and then write those specifications on the form below. Check the specifications carefully (you will produce this project in Job Sheet 2) and then submit the specifications sheet to your instructor for evaluation.

NOTE: The graphic art in the newsletter may be reproduced by using a scanner or by making a photocopy reproduction.

Project specifications sheet

1. Page size __________________________

2. Margins and type area
   Margin sizes: Top _______ Bottom _______ Inside _______ Outside _______
   Size of type area __________________________

3. Borders: None _______ Location _______ Size _______

4. Rules: Size _______

5. Column size: Number of columns _______ Equal or unequal sizes _______

6. Type size: Heads _______ Subheads _______ Body copy _______

7. Type alignment: Ragged-right, flush left _______ Justified _______
   Flush right _______ Centered _______

8. Headers: None _______ Location _______

9. Footers: None _______ Location _______

______________________________
ASSIGNMENT SHEET 2

Project specification sheet (cont.)

10. Paragraph divisions: Space between paragraphs _____ Tabs _____

11. Graphics: Size _____ 100% _____
   Enlarged _____ Reduced _____

12. Text wrap-around: None _____ Amount set away from graphic _____
ASSIGNMENT SHEET 3—DETERMINE SPECIFICATIONS
FOR A MULTI-PAGE DOCUMENT

Name _________________________________________ Score __________________________

Directions: Refer to Unit V of this publication and locate the information sheet. Using a line gauge and a type gauge, determine how to duplicate all the pages and artwork included in the information sheet. Write the specifications you determine on the form below. Check the specifications carefully (you will produce this project in Job Sheet 3) and then submit the specifications sheet to your instructor for evaluation.

NOTE: The graphic art in the information sheet may be reproduced by using a scanner or by making a photocopy reproduction. All other artwork and text must be created on the computer.

Project specifications sheet

1. Page size __________________________________________

2. Margins and type area
   Margin sizes: Top _______ Bottom _______ Inside _______ Outside _______
   Size of type area __________________________________________

3. Borders: None _______ Location _______ Size _______

4. Rules: Size _______

5. Column size: Number of columns _______ Equal or unequal sizes _______

6. Typeface _______
   Type size: Heads _______ Subheads _______ Body copy _______
   Leading: Heads _______ Subheads _______ Body copy _______

7. Type alignment: Ragged-right, flush left _______ Justified _______
                    Flush right _______ Centered _______

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ASSIGNMENT SHEET 3

Project specification sheet (cont.)

8. Headers: None _____ Location ______

9. Footers: None _____ Location ______

10. Paragraph divisions: Space between paragraphs _______ Tabs ______

11. Graphics: Size _______ 100% ______

Enlarged _______ Reduced ______

12. Text wrap-around: None _______ Amount set away from graphic ______


Assignment Sheet 1

The multi-faceted face of desktop publishing offers many opportunities to individuals who may wish to broaden their skills in the business world. Desktop publishing skills are beneficial in jobs requiring simple black and white reproductions to elaborate, colorful multi-page magazines. An experienced desktop publishing (DTP) operator can comfortably work with simple page layout software and even perform basic procedures in more difficult software. Many of the procedures in DTP are similar, even though the terminology may differ from one software to another.

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

Although the business community has been slow to financially reward the efforts necessary to achieve DTP skills, DTP operators must continue to work toward financial recognition. DTP operators must make management personnel aware that desktop publishing involves more than clerical skills. Often a DTP operator performs the functions of designer, typist, editor, proofreader, and artist. Proficiency in these areas takes dedicated effort as well knowledge.
A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Mouse
- Page-layout software
- Printer

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Open new file
4. Create text block: enter the text shown in Figure 1 below in 12-point type centered on page

FIGURE 1

CREATE OUTSTANDING PUBLICATIONS ON DESKTOP-PUBLISHING EQUIPMENT

5. Create graphics

a. Select drawing tool and draw a rectangular box smaller than text block entered in step 4; see Figure 2 below
FIGURE 2

CREATE OUTSTANDING PUBLICATIONS
ON DESKTOP-PUBLISHING EQUIPMENT

b. Fill box with gray shading; see Figure 3 below

FIGURE 3

CREATE OUTSTANDING PUBLICATIONS
ON DESKTOP-PUBLISHING EQUIPMENT

6. Position box over text block
7. Observe stacking order

NOTE: The text block may appear behind the shaded box as shown in Figure 4 below.

FIGURE 4

CREATE PUBLICATIONS
ON DESKTOP-PUBLISHING EQUIPMENT
8. Position text block over box
9. Observe stacking order

NOTE: The box may now appear behind the text block as shown in Figure 5 below.

FIGURE 5

CREATE APPLICATIONS ON DESIGN EQUIPMENT

10. Save file
11. Print page and write your name and "Job Sheet 1—Job 1" on top of printed page
12. Close file
13. Exit page-layout software
14. Turn off computer
15. Submit Job 1 to instructor for evaluation
JOBS SHEET 2—PRODUCE A NEWSLETTER

A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Page-layout software
- Graphics software or scanner, if necessary
- Printer
- Specifications determined in Assignment Sheet 2
- Student Supplement 2

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate word-processing software
3. Enter text provided for newsletter in Student Supplement 2
4. Save text, using appropriate file format for importing text into your page-layout software
5. Exit word-processing software
6. Prepare graphics provided for newsletter in Student Supplement 2
7. Save graphics, using appropriate file format for importing graphics into your page-layout software
8. Access page-layout software
JOB SHEET 2

9. Prepare file, using specifications determined in Assignment Sheet 2
10. Place text
11. Place graphics
12. Apply fonts
13. Edit text and graphics
14. Adjust white space
15. Save document
16. Print rough draft and write your name and "Job Sheet 2—Job 1" at top of printed page
17. Proofread rough draft
18. Correct errors on rough draft marked during proofreading
19. Save document
20. Print final draft and write your name and "Job Sheet 2—Job 2" at top of printed page
21. Proofread final draft
22. Correct errors on final draft marked during proofreading
23. Save document
24. Print final copy and write your name and "Job Sheet 2—Job 3" at top of printed page
25. Close file
26. Exit page-layout software
27. Turn off computer and printer
28. Submit Jobs 1 through 3 to instructor for evaluation
UNIT VI

JOB SHEET 3—PRODUCE A MULTI-PAGE DOCUMENT

A. Equipment and materials
   - Microcomputer with one or two floppy disk drives and/or hard drive
   - Mouse
   - Operating-system diskette (if computer does not have a hard drive)
   - Word-processing software
   - Page-layout software
   - Graphics software or scanner, if necessary
   - Printer
   - Specifications determined in Assignment Sheet 3
   - Pages of text and graphics from the information sheet in Unit V, "Document Design"

B. Procedure

   NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate word-processing software
3. Enter text provided from the information sheet in Unit V
4. Save text, using appropriate file format for importing text into your page-layout software
5. Exit word-processing software
6. Prepare graphics provided from the information sheet in Unit V
7. Save graphics, using appropriate file format for importing graphics into your page-layout software
8. Access page-layout software
9. Prepare file, using specifications determined in Assignment Sheet 3
JOB SHEET 3

10. Place text
11. Place graphics
12. Apply fonts
13. Edit text and graphics
14. Adjust white space
15. Save document
16. Print rough draft and write your name and "Job Sheet 3—Job 1" at top of printed page
17. Proofread rough draft
18. Correct errors on rough draft marked during proofreading
19. Save document
20. Print final draft and write your name and "Job Sheet 3—Job 2" at top of printed page
21. Proofread final draft
22. Correct errors on final draft marked during proofreading
23. Save document
24. Print final copy and write your name and "Job Sheet 3—Job 3" at top of printed page
25. Close file
26. Exit page-layout software
27. Turn off computer and printer
28. Submit Jobs 1 through 3 to instructor for evaluation
PRACTICAL TEST 1

JOB SHEET 1—STACK GRAPHICS AND TEXT

Student's name ___________________________ Date _____________________
Evaluator's name _______________________ Attempt no. _____________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
2. Entered text. □ □
3. Prepared box. □ □
4. Used appropriate procedure for stacking graphics and text. □ □
5. Saved file. □ □
7. Secured equipment and software. □ □

EVALUATOR'S COMMENTS: ________________________________

_______________________________
PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

| Positioned box over text block correctly and printed | 4 | 3 | 2 | 1 |
| Positioned text block over box correctly and printed | 4 | 3 | 2 | 1 |

EVALUATOR'S COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PERFORMANCE EVALUATION KEY

4—Skilled — Can perform job with no additional training.
3—Moderately skilled — Has performed job during training program; limited additional training may be required.
2—Limited skill — Has performed job during training program; additional training is required to develop skill.
1—Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
LAYOUT
UNIT VI

PRACTICAL TEST 2

JOB SHEET 2—PRODUCE A NEWSLETTER

Student's name __________________________ Date __________________

Evaluator's name _________________________ Attempt no. __________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

1. Completed startup. YES NO
2. Used appropriate word-processing procedures. YES NO
3. Used appropriate graphic-preparation procedures. YES NO
4. Used page-layout software. YES NO
5. Used appropriate printing procedures. YES NO
6. Saved files. YES NO
7. Used proofreading procedures. YES NO
8. Secured equipment and software. YES NO

EVALUATOR'S COMMENTS: _______________________________________

____________________________________
PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed startup properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered text correctly and saved with appropriate file format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared graphics correctly and saved with appropriate file format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared page-layout file according to correct specifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed text and graphics files correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied fonts appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edited text and graphics as necessary and adjusted white space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saved file</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed rough draft, proofread, and made proofreading revisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saved file</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed final draft, proofread, and made proofreading revisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed final copy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secured equipment and software</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRACTICAL TEST 2

EVALUATOR'S COMMENTS: ____________________________________________________________

PERFORMANCE EVALUATION KEY

<table>
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<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skilled — Can perform job with no additional training.</td>
</tr>
<tr>
<td>3</td>
<td>Moderately skilled — Has performed job during training program; limited additional training may be required.</td>
</tr>
<tr>
<td>2</td>
<td>Limited skill — Has performed job during training program; additional training is required to develop skill.</td>
</tr>
<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
LAYOUT
UNIT VI

PRACTICAL TEST 3

JOB SHEET 3—PRODUCE A MULTI-PAGE DOCUMENT

Student's name ___________________________ Date ______________________
Evaluator's name __________________________ Attempt no. ________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under “Process Evaluation” must receive a “Yes” for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the “Yes” or “No” blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: YES NO

1. Completed startup. □ □
2. Used appropriate word-processing procedures. □ □
3. Used appropriate graphic-preparation procedures. □ □
4. Used page-layout software. □ □
5. Used appropriate printing procedures. □ □
6. Saved files. □ □
7. Used proofreading procedures. □ □
8. Secured equipment and software. □ □

EVALUATOR'S COMMENTS: ________________________________

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PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

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<td></td>
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</table>
PRACTICAL TEST 3

EVALUATOR'S COMMENTS: ____________________________________________

________________________________________

PERFORMANCE EVALUATION KEY

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<tr>
<td>1</td>
<td>Unskilled — Is familiar with process, but is unable to perform job.</td>
</tr>
</tbody>
</table>

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.
1. Match terms associated with document layout to their correct definitions. Write the numbers on the blanks provided.

   a. Article presenting information on an upcoming event
   b. To take-out
   c. Overlapping text blocks and graphics
   d. Reading a document to check for errors in type and graphics
   e. Brief summary of document contents
   f. Article presenting information on a special event, activity, or other topic of interest
   g. Regularly presented brief articles about particular topics
   h. Article presenting new information on a story published earlier
   i. Document with pages larger than paper size available for printer

2. Describe typical steps in a DTP layout process. Write your answers on the blanks provided.
WRITTEN TEST

3. List four methods of editing text. Write your answers on the blanks provided.
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________

4. Select from the following list methods of editing graphics. Write an "X" on the blank before each correct method.
   ____a. Crop graphic images    ____e. Change leading
   ____b. Change column width    ____f. Change density of shading
   ____c. Scale or resize graphic images    ____g. Change line thickness
   ____d. Wrap text around graphic    ____h. Stack graphics or graphics and text

5. Select true statements concerning stacking text and graphics. Write an "X" on the blank before each true statement.
   ____a. Text blocks and graphics are individual layers in publication window
   ____b. Individual layers may be stacked
   ____c. Text blocks are usually solid layers
   ____d. Graphics are usually transparent layers
   ____e. Changing a layer's stacking order may affect its appearance
   ____f. Generally, the most recently selected item is the bottom layer

6. Match document-size commands to their correct effect on printer production. Write the numbers on the blanks provided. Effects continue on the next page.
   ____a. Printer produces document at actual size
   ____b. Printer produces small units of one over-sized-document page on several separate sheets of paper that then must be physically pasted together to create entire page
   ____c. Printer produces document at specified increments larger than actual size

   1. Original
   2. Reduce
   3. Enlarge
   4. Thumbnail
   5. Tile
WRITTEN TEST

d. Printer produces document at specified increments smaller than actual size

e. Printer produces miniature copies of several document pages on a single sheet of paper

7. Match standard proofreader's marks to their correct definitions. Write the numbers on the blanks provided.

a. Insert word, letter, numeral, etc. 1.  

b. Do not make correction indicated; leave as originally typed 2. 

c. Delete 3. 

d. Move left 4. 

e. Move right 5. 

f. Delete and close up 6. 

g. Transpose letters, words, etc. 7. 

h. Close up space 8. 

i. Make new paragraph 9. 

j. Insert space 10. 

k. Change to upper-case letter 11. 

l. Change to lower-case letter 12. 

m. Insert apostrophe or comma 13. 

n. Insert quotes 14. 

o. Insert period 15. 

p. Spell out 16. 

q. Do not type; instructions to typist 17. 

r. Do not make a new paragraph 18. 
s. Transpose lines 19. 

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8. Arrange in order the steps in proofreading documents. Write the numbers (1 ...rough 5) on the blanks provided.

_____a. Read text blocks for content to assure text has not been omitted

_____b. Proofread graphics

_____c. Have document proofread by another person

_____d. Proofread text blocks for typographical errors

_____e. Scan headlines and subheads for typographical errors

9. Match elements of a newsletter to their correct purposes. Write the numbers on the blanks provided.

_____a. Lists publisher, publisher's address, editorial staff, and subscription date

1. Name plate

2. Masthead

3. Headlines

_____b. Present feature, follow-up, and advance stories and specialty columns

4. Articles

5. Graphics

_____c. Identifies publication name, publisher, date, and volume number

6. Logo

_____d. Provide short statements to identify the contents of articles

_____e. Provide additional detail, add emphasis, or further explain information in articles

_____f. Provides graphic image that represents an organization, company, or item

10. Match elements of a multi-page document to their correct purposes. Write the numbers on the blanks provided. Elements and purposes continue on the next page.

_____a. Identifies page numbers of major text sections

1. Cover

2. Title page

3. Table of contents

_____b. Identifies document and protects contents

4. List of illustrations

_____c. Gives complete title and subtitle, identifies author, and may present other information, such as list of contributors, date of publication, document abstract, reproduction restrictions, and distribution categories

_____d. Provides listing of tables and/or figures contained in text
WRITTEN TEST

___e. List sources of information and/or provides bibliographic documentation of materials used in writing text

___f. Provides overview of document contents

___g. Presents main body of printed information

___h. Lists and defines important terms presented within text

___i. Identifies acronyms and symbols used in text

___j. Provides alphabetical listing of topics presented within text and gives page number where each topic appears

___k. Reviews points made in text and may express conclusions

___l. Provide additional detail, add emphasis, or further explain information in text

5. List of symbols
6. Introduction
7. Text
8. Summary
9. Index
10. Glossary
11. References
12. Graphics
UNIT VI

WRITTEN TEST ANSWERS

1. a. 2  
   b. 3  
   c. 9  
   d. 7  
   e. 1  
   f. 4  
   g. 8  
   h. 5  
   i. 6

2. Description should include the following
   a. Set page orientation
   b. Set margins and columns
   c. Place text
   d. Apply fonts
   e. Place graphics
   f. Edit text
   g. Edit graphics
   h. Adjust white space
   i. Print rough draft
   j. Proofread rough draft
   k. Revise text and graphics
   l. Print final draft
   m. Proofread final copy
   n. Send document to print shop

3. Answer should include any four of the following methods
   a. Use text tool to insert, delete, move, or modify text blocks
   b. Change column width
   c. Adjust amount of text in columns
   d. Flow text from column to column or page to page
   e. Wrap text around graphics
   f. Change leading, letter spacing, and word spacing
   g. Change type size
   h. Justify

4. a, c, f, g, h

5. a, b, e

6. a. 1  
   b. 5  
   c. 3  
   d. 2  
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