

**Digital Layout I:
Adobe InDesign Training**

Design Document

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April 18, 2005**

Introduction: As an adjunct instructor at the community college, I teach a sixteen week course called Digital Layout I: Adobe InDesign. This course meets twice a week for three hours each class. This is a reinstated offering that was added to the curriculum due to increased usage of the software at local advertising agencies for which some graduates are being groomed. Students going through the program are required to take this course, whether their concentration is in photography, illustration, video design, advertising, web design or graphic design.

Last fall the lead graphic design professor reviewed current InDesign training materials and rejected them all for various reasons. As a result, the training materials offered were from extant page layout exercises used for a different software program, QuarkXpress, and from an old version of InDesign. Other than that, the three different instructors had no uniform curriculum. Part way through the course, I was told that all instructors were expected to use the same midterm exam, and the same final project.

Needs Assessment: A variety of problems have emerged through a follow-up evaluation.

1. Since some exercises used by the instructors were provided from an earlier version of the software training, the instructions were not always correct for this software release.
2. These exercises were complex and hard to follow. There were gaps in instruction directions that students had to follow. This caused frustration among students.
3. Because of a lack of pre-existing materials, each instructor created and tested step-by-step course materials as needed to cover important subject areas during the course. This resulted in time consuming and duplicated curriculum development.
4. Some of the students taking the course were experienced in Adobe software and found the use of a new Adobe product relatively easy. Others were just beginning the program and found learning the new program more difficult. Students worked at different rates.
5. Project performances revealed that students were able to follow step-by-step directions in some of the exercises, but when asked to perform independently, many could not apply these skills to new work without considerable assistance.
6. The course was not as organized as it could have been. Better organization would benefit the students in ensuring good coverage of the necessary subject areas.
7. Having one of the instructors prepare the exams after training had begun without knowing what other instructors were teaching meant that students might not have learned the material.

Solution: These problems could be addressed through a course redesign for Digital Layout I: Adobe InDesign. This includes providing a more organized framework, exercises prepared in advance for the proper software version used, creative exercises in which students can apply their knowledge at regular intervals, and several critiques to give them design and layout feedback. The class will start with the basics to include those students with no background in using the software. Exercises will be redone to allow for clearer directions. To evaluate these changes, students will be given surveys at the beginning of the course to determine knowledge level and questionnaires at the end to determine their own responses to the course. Their performances on the assignments, midterm and final projects would indicate mastery. Further evaluation would consist of a follow-up of any internship placements to see how well the software had been mastered in placement situations.

Design Document Information

Course Title

Digital Layout I: Adobe InDesign

Course Length

Sixteen weeks

- Meets two times weekly
 - Three hour sessions
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Course Description

This course will give students a basic introduction to Adobe InDesign CS software. They will develop skills in use of the software to create simple layouts using text and graphics to output to a variety of devices for printing. They will acquire some background in typography and page layout.

Course Objectives

The student will be able to:

- Describe and use the point system of measurement
 - Classify typefaces
 - Understand and use basic typographic principles in page layouts
 - Navigate through an electronic document in InDesign.
 - Create a simple layout in InDesign CS using frames and by importing text and images
 - Combine text and graphics in page layout
 - Change application defaults that affect documents created in this computer application
 - Use the InDesign tools needed to create and modify text in the electronic document
 - Understand and be able to place and modify graphic images in the document
 - Use master pages to design and format page layout
 - Define and apply colors in the page layout
 - Create and manage layers
 - Output to various imaging devices as appropriate for web and printed InDesign documents and PDF files.
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Target Audience

The students must be high school graduates. The class can accommodate up to eighteen students at the community college matriculating in the Graphics Department in any of the various concentrations offered. The student age will vary from eighteen years old to older adults. Some have returned to school to change fields of work. Other students will be entering the course directly from high school and may already have some background in graphics applications.

Prerequisite Courses/Skills

The students must be able to follow visual demonstrations, to read printed directions, and to follow verbal directions. Students will have a basic understanding of computer and operating system use on either the Macintosh or PC. They will already have been instructed in the use of the network and jump drives for retrieving lessons and backing up files. Students should have CD-Rs to backup files frequently or jump drives to back-up work.

Design Considerations

Students enter the class at different skill levels. They will need class time to work on projects. Unfinished lessons are to be completed in the computer lab. Students may come in during additional lab hours to catch up on coursework. Creative assignments will be given after new subject areas to allow students to apply learned skills, to do creative work, and to reinforce material.

Required Facilities/Suggested Room Arrangement

Instruction will be in a classroom or lab with one networked computer workstation, Mac or PC, and a chair for each person. These classrooms typically have 18 or 19 workstations. The instructor should have a computer workstation at the front of the room facing the students, with a projector connected to the computer and a projector screen for lesson demonstrations.

Facilitation and Instructional Skill Requirements

The instructor must be knowledgeable about the software and comfortable giving lectures and demonstrations that will be projected on the large screen. The instructor must be able to critique student work in terms of application use and design principles. The instructor must work for the success of students at all levels.

Materials List

The instructor will need:

- A chair and a computer with a USB port and with Adobe InDesign, Illustrator, Photoshop, and Acrobat installed to give demonstrations and to modify associated graphics
 - Network access to post data files for students
 - Connection to overhead projector
 - Overhead projector
 - Projector screen
 - Whiteboard
 - Dry-erase markers
 - Access to photocopier
 - Color laser printer
 - Printer paper
 - *Visual Quickstart Guide to InDesign CS* – reference book
 - Jump drive to bring in any files created elsewhere and post on the network
 - Instructor guide
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Students will need:

- 18 computer workstations with Adobe InDesign, Illustrator, Photoshop, and Acrobat installed to complete lessons.
 - Network access to download data files posted for students and to backup work on an additional drive.
 - Eighteen students need chairs
 - One CD-R per class or one Flash drive with USB connection to save their work on their own media
 - Pen/Pencil
 - A folder to save course work for reference
 - 9” x 12 “ envelope for samples clipped for critiques
 - Each must have: *Visual Quickstart Guide to InDesign CS*
 - Student guide to follow and review course work
 - Magazines and advertising to clip for layout samples
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Alternate Delivery Strategy

The design and structure of this course could be modified for delivery as computer based or online instruction through interactive demos, exercises, and testing.

**Potential
Obstacles/Issues/
Concerns**

Concerns in the class are: the course material must be clear, easy to follow, up to date, and lead the students through step by step lessons to more independent applications of what they have learned. This will enable them to have a better understanding of the material. There is a great deal of material to cover for a good understanding of the software. Some students with special needs take the course and may need to work without time limits. These students should contact the instructor to make special arrangements. Many students have jobs and must be able to arrange enough lab time to finish the work. If there is a problem with a particular workstation, the application may freeze. Students must learn to back up files very frequently.

**Course Sequence
(Modules, Units)**

Module One -- Getting around in InDesign CS

Terminal Objective Upon completion of this module, the participants will:

- Demonstrate mastery of fundamental program functions.

Enabling Objectives:

- Demonstrate the use of the interface & navigation elements
- Manipulate the palettes and tools
- Complete a creative exercise: select a quote from those provided to format using the text tools
- Open and save files

Module Two -- Typography & design elements

Terminal Objective: Upon completion of this module, the participants will:

- Identify basic typographic and page layout principles

Enabling Objectives:

- Be able to convert inches to picas and picas to inches
- Describe concepts of baseline, ascender, and leading in page design and layout
- Name and select serif, sans serif, and decorative typefaces
- Describe design principles of page organization
- Critique layout samples

Module Three -- Working with page layout

Terminal Objective: Upon completion of this module, the participants will:

- Be able to construct a document using InDesign to combine text and graphics
- Use preferences to set document defaults

Enabling Objectives:

- Setup a new document
- Set page measurement system through preferences
- Import text from a file into frames
- Import graphics and crop
- Complete a creative exercise: place graphics and text from those files provided and format using the tools and palettes

Module Four -- Working with text

Terminal Objective: Upon completion of this module, the participants will:

- Be able to manipulate text in the program in a variety of ways

Enabling Objectives:

- Format text
- Import text from a file
- Thread text in columns
- Flowing text into text frames
- Create text in the document
- Complete a creative exercise: create a one page flyer creating, importing, threading and using text frames in different ways.
- Critique of clip files from magazines and direct mail

Module Five -- Working with graphics and layers

Terminal Objective: Upon completion of this module, the participants will:

- Be able to describe how to place and manage graphics
- Use layers to manage page content

Enabling Objectives:

- Place graphics using frames
 - Set text to wrap around graphics
 - Create layers through the layers palette
 - Manipulate layers to manage graphics and text
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Module Six -- Creating master pages

Terminal Objective: Upon completion of this module, the participants will:

- Create and apply master pages to simplify work

Enabling Objectives:

- Create a new master page with page numbers, header, footer
- Apply master pages to document pages
- Complete a creative exercise: create four different versions of an invitation and envelope using master pages
- Critique of clip file layouts of real invitations

Module Seven – Paragraph and character styles

Terminal Objective: Upon completion of this module, the participants will:

- Apply character styles and paragraph styles in a page layout

Enabling Objectives:

- Create styles that includes paragraph settings
- Create styles that can be applied to a character only
- Use both types of styles in a page layout

Module Eight – Colors

Terminal Objective: Upon completion of this module, the participants will:

- Be able to use spot, rgb and cmyk color systems.

Enabling Objectives:

- Use the swatches palette to create new cmyk colors
- Use the swatches palette to create new rgb colors
- Set up color swatches as Pantone spot colors
- Create tints
- Complete a creative exercise: create a one-page newsletter in 3 spot colors using paragraph and character styles and imported graphics.

Module Nine -- Output your files

Terminal Objective: Upon completion of this module, the participants will:

- List output requirements for desktop publishing and commercial print of InDesign documents.
- Print, preflight, and package files for Internet or for commercial output in print and in Acrobat pdf files.

Enabling Objectives:

- Update linked images required for output
- Chose the dialogue box settings and print an InDesign file.
- Chose the settings to preflight an InDesign file.
- Choose settings to package your file for commercial quality print output.
- Choose the settings to create a pdf file for print or Internet.

Course Agenda

Week One Class 1 - Getting Around in InDesign CS

Week One Class 2 - Getting Around in InDesign CS

Week Two Class 3 - Typography and Design Elements

Week Two Class 4 - Working with Page Layout

Week Three Class 5 - Working with Text

Week Three Class 6 - Working with Text

Week Four Class 7 - Working with Text – clip file critiques

Week Four Class 8 - Workday

Week Five Class 9 - Quiz on first eight classes

Week Five Class 10 - Working with Graphics & Layers

Week Six Class 11 - Working with Graphics & Layers

Week Six Class 12 - Creating Master Pages

Week Seven Class 13 - Creating Master Pages

Week Seven Class 14 - Creating Master Pages

Week Eight Class 15 - Master Pages - clip files invitations critiques

Week Eight Class 16 - Mid-Term Project - complete in class

Week Nine Class 17 - Paragraph and Character Styles

Week Nine Class 18 - Paragraph and Character Styles

Week Ten Class 19 - Working with Colors

Week Ten Class 20 - Working with Colors

Week Eleven Class 21 - Working with Colors

Week Eleven Class 22 - Workday

Week Twelve Class 23 - Output your Files

Week Twelve Class 24 - Output your Files

Week Thirteen Class 25 - Workday and Review

Week Thirteen Class 26 - Start Final Project

Week Fourteen Class 27 - Final Project Workday

Week Fourteen Class 28 - Final Project Workday

Week Fifteen Class 29 - Final Project Workday

Week Fifteen Class 30 - Final Project Workday

Week Sixteen Class 31 - Final Project Workday

Week Sixteen Class 32 - Final Project Due

Module One: Getting Around in InDesign CS

Module Summary: Students are introduced to the Adobe InDesign CS interface, tools, navigation elements, and locations to save files.

Module Length: Two sessions of three hours each.

Instructional Strategy: Instructor led demonstrations and exercises. Students are to follow along on their workstations.

Bridging Used to Connect Module to Prior Experience: This is the course introduction. Students will introduce themselves and their goals. Brief page layout software history will be discussed to put the course in context.

Activity/Topic (Module One)	Objective	Time	Facilitation Method	Materials Required
Module One (Day 1) – Introduction – Getting Around in InDesign CS <ul style="list-style-type: none"> ▪ Introduction of students and instructor 	Upon completion, participants: <ul style="list-style-type: none"> - have met. 	30 minutes	Instructor led discussion, student participation	-Computer lab with specified workstations, -student sign in sheet
<ul style="list-style-type: none"> ▪ Pass out and discuss syllabus, books, hardware setup, lab hours ▪ Course objectives, requirements, structure ▪ Students take background & software survey 	Upon completion, participants: <ul style="list-style-type: none"> - Will have read course requirements and objectives - Will record open lab hours - Will list entry skills and background 	30 minutes	Instructor led discussion, questions and answers	-Reference manual, -Instructor guide, -Student guide -Background & skills survey
<ul style="list-style-type: none"> ▪ Brief introduction to graphics software history - from T square, triangle, moveable type to desktop publishing and latest software 	Upon completion, participants: <ul style="list-style-type: none"> - Can list characteristics of desktop publishing software 	30 minutes	Instructor led discussion, questions and answers	Whiteboard and markers -Instructor guide
<ul style="list-style-type: none"> ▪ Open program and explore tools in Toolbox: selection tools, pen and pencil tools, line, type, rotate, shear, transform, eyedropper, button, hand, color, zoom, scissors, gradient, rectangle, oval, stroke, fill tools. Try each tool. 	Upon completion, participants <ul style="list-style-type: none"> - Can turn use computer to open software program and select tools. - Use some of the tools to type, format, and move text around, add color, transform text 	1 hr. 30 minutes	Instructor led discussion, demo of software interface and tools	-Adobe InDesign CS (installed), -Overhead projector and screen, connected to computer

<p>Module One, Day 2 –Getting Around in InDesign CS</p> <ul style="list-style-type: none"> ▪ Lesson overview and objectives ▪ Name and manipulate elements and palettes in the interface. <ul style="list-style-type: none"> - 37 palettes -the menus -pasteboard -guides -magnification fields -page number controls 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Identify environmental elements - Hide, move, separate tabbed palettes, use guides, use different magnification methods 	<p>1 hour</p>	<p>Instructor led demo, - Student on computer</p>	<ul style="list-style-type: none"> - Computer lab - Student sign in sheet - Instructor guide - Student guides
<ul style="list-style-type: none"> ▪ Download preexisting files (from instructor guide) that are posted on network. Open files. Select items in files with the tools and manipulate. ▪ Zoom in and out on the page through shortcuts in menu and using the tools in the tool palette ▪ Navigate forward and backwards through the document and to specific pages 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Manipulate graphics and text with the selection tools, - Zoom in and out from the screen images according to needs in working - Navigate through documents in several ways 	<p>1 hour</p>	<p>Instructor led demo, - Students hands on exploration</p>	<ul style="list-style-type: none"> - Digital exercises preloaded on network - Instructor guide - Student guides
<ul style="list-style-type: none"> ▪ Complete a creative exercise: select a quote from those provided in the user guide to format using the text tools ▪ Save the files to the hard drive, jump drives or CD-R. 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Use the tools to type in and format a quote in an expressive way, using some of the tools from the toolbox. - Save the files to the computer. Back up files to their CD or jump drive. 	<p>1 hour</p>	<ul style="list-style-type: none"> - Discussion - Students work at computers from exercise assigned 	<ul style="list-style-type: none"> - Student guide with creative exercise showing quotes listed - Whiteboard and markers -CD-R or jump drives

Module Two: Typography and Design Elements

Module Summary: Students learn to identify and use typographic elements and page layout principles

Module Length: One session of three hours

Instructional Strategy: Lecture, Instructor led demonstrations and exercises. Students are complete exercises and participate in discussion.

Bridging Used to Connect Module to Prior Experience: After becoming familiar with the interface, students should understand the functions of the elements. This includes standard units of measurement in the software, how to distinguish type and font families in this professional program, and what each are used for. Why is it important to align to the baseline grid provided, what are standard terms for parts of a letterform, and how do these contribute to page organization? How might this affect good design? What is good design?

Activity/Topic (Module Two)	Objective	Time	Facilitation Method	Materials Required
<p>Module Two (Day 3) –Typography & Design Elements</p> <ul style="list-style-type: none"> ▪ Lesson overview and objectives ▪ Describe differences between pica and point system versus inches. ▪ Convert between type systems through the software and manually 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Describe the pica and point measurements - Convert from picas and points to inches and back manually and in the software 	1 hrs.	<ul style="list-style-type: none"> -Lecture, -Instructor led demo, student hands on computer, written exercises 	<ul style="list-style-type: none"> -Computer lab -student sign in sheet -Instructor guide -Student guides -exercise sheet from guide, pencils
<ul style="list-style-type: none"> ▪ Show the differences between serif, sans serif and decorative type, and font families ▪ Analyze the parts of a letterform in relation to the baseline grid, discuss ascenders, x heights, leading and descenders ▪ Discuss page organization, how leading and white space on the page and between letters, words, and lines contributes to page color. ▪ Discuss elements of good design such as balance, focal point, white space. Critique samples of page layouts from published work. 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Distinguish font types - Identify parts of letterforms - Discuss letter spacing and word spacing - Analyze page design for strong or weaker design elements including the use of white space, focal points, and balance. 	2 hrs.	<ul style="list-style-type: none"> -Lecture - Instructor led demo, - student participation in discussion 	<ul style="list-style-type: none"> -Computer lab -Instructor guide -Student guides -Design and layout samples from printed materials (magazine ads, books, direct mail advertising, invitations, flyers)

Module Three: Working with Page Layout

Module Summary: Students learn to construct a document with text and graphics as they combine to form a page layout, and to set document defaults.

Module Length: One session of three hours.

Instructional Strategy: Lecture, instructor led demonstrations and exercises. Students are to work along on their computers using student guides.

Bridging Used to Connect Module to Prior Experience: After becoming familiar with some elements of design, students are ready to begin to apply concepts to work through the software. Type is one of the main building blocks of page layout. Graphics are another. Students will combine these in this module. They will practice setting preferences to modify the document tools while working.

Activity/Topic (Module Three)	Objective	Time	Facilitation Method	Materials Required
<p>Module Three (Day 4) –Working with Page Layout</p> <ul style="list-style-type: none"> ▪ Lesson overview and objectives ▪ Setup a new document, use dialogue box to set margins, guides, number of pages, page size ▪ Set page measurement system through preferences to picas and points ▪ View use of preferences to set all defaults 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Able to setup new documents - Use the preferences dialogue box to establish measurements and default settings needed 	1 hour	Instructor led demo	<ul style="list-style-type: none"> - Computer lab - Student sign in sheet - Instructor guide - Student guides
<ul style="list-style-type: none"> ▪ Creative exercise practice: Chose additional graphics from folder and text files to import in an arrangement of student’s choice using tools and palettes learned ▪ Use place command to import, then modify text using text tool. ▪ Use place command to import, then modify or crop graphics with the selection tools. ▪ Use palettes to modify graphics and format text after placing in file 	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Setup new document - Set defaults - Import text with text tool. Import graphics with selection tools. - Use text tool for text changes. Use selection tools for graphics changes or to crop. - Use palettes to format text and modify graphics after placing. 	2 hours	Student participates in creative practice on computer using software.	<ul style="list-style-type: none"> - Computer lab - Instructor guide - Student guides - CD-R or jump drives

Reviewer's Notes:

Development

As a subject matter expert, I will be the main person to develop the student and instructor guides. Two other instructors will provide input and will help incorporate previously used materials that meet the objectives. Additional guide materials will be developed to meet objectives and to meet the goal of all classes working with the same materials and tests. Development materials will consist of:

Print and audiovisual materials needed:

- a. An Instructor guide, including exercises saved to CD and the network
- b. A student guide, including exercises on CD
- c. Reference books will be purchased: *Visual Quickstart guide to InDesign*.
- d. About 54 student guides will be needed for three classes of eighteen students each, for a total of at least 54 guides. Up to 60 guides would be preferable in case of loss or extra students. Three instructor guides are needed, one for each instructor.
- e. Exercises written should include graphics to import into the exercises from Photoshop or Illustrator, so that students can approximate real circumstances in page layout jobs.
- f. Some exercise examples will have to be printed in color and may be handed out separately from the student guides. These will show correct color use. They may be printed from finished pdf files of the completed exercises on the instructor CDs.
- g. Instructor guides must be written to accommodate either a PC or Macintosh platform, since classes are run on each platform for the InDesign classes.

Sign in sheets should be available in each class. Each instructor can create these from student rosters so that attendance records are maintained. These will be kept in a binder on the instructor's desk.

Production

The software used to develop the guides will be Adobe InDesign, Adobe Photoshop, and Adobe Illustrator. The graphics will be imported into InDesign. Print production of the final digital files will be handed off, on a CD, or in electronic files emailed to the school print department. The files could be sent out to a local printer depending on budget and availability of the college print department staff. Manuals will be printed in black and white and spiral bound, in an 8 ½" x 11" format vertical format to save on costs. CDs will also be produced with the data files on them for exercises in class. Pdf files of the completed exercises should be included on the instructor CDs so that instructors may use the lab printer to print out the finished color samples for the students to use as models. The mid term, any quizzes and final projects will be photocopied when needed for delivery at the scheduled time. Data files for these projects will be available to students to download off the network when needed.

Implementation

Each class is held for three hours two times weekly. The schedule will vary for each section. There will be one 15 minute break about midway through each class.

The instructor will introduce topics, review objectives, demonstrate lessons on the computer, and assist students individually as they go through the student guides and complete exercises. The instructor will check to make sure that students have data files necessary to complete the work and printed color samples of what finished work should look like for appropriate lessons. The instructor will allow time for questions and answers.

The lessons may take some students longer than the classroom time allowed. In this case, they may work in the computer classroom during posted hours on Fridays to catch up, or on workdays that are scheduled in class. Work should be done on the assigned computers in class to reduce import export problems such as viruses and compatibility issues, to monitor the work, and to be able to provide support.

Students with particular disabilities will be given extra time to complete projects and to take quizzes or exams. They may require quiet settings in which case special time will have to be made available for them to access the computers.

Evaluation

Formative Evaluation

- Materials should be tested on a small sample of students who do not know the program but are interested in page layout, meet prerequisites, and are willing to be involved. It may be difficult to find a sample group. An instructor-led pilot session would be run by mid-July to allow for adequate revisions prior to the start of classes in the fall. The instruction should be evaluated. What would the learners like to see improved? How do students feel about this type of work?
- Especially if students are not tested in advance, all three instructors should review and try out the materials for missing or confusing directions and steps in the lessons. Instructors should evaluate student mastery after using the materials if that is available. Several revisions may be necessary before implementation and printing of the materials.
- Pilot testing should be positive before proceeding to use these materials in the course. Evaluations, and testing should indicate likely success.

Summative Evaluation

For the initial run of the full course in the fall, surveys, testing and evaluations will be used. A final evaluation report will be to given curriculum decision makers. Did the course meet objectives? Was the time allowed adequate for the course? Were the objectives correct for the training needed?

- All students will take surveys regarding prior skills, background and specific questions on software skills on the first day of class.
- A final evaluation of the course and the instruction by students (level one evaluation) will show their assessments of the materials and implementation. These assessments are given by the department director to encourage candid responses by students. Results are mailed to instructors later.
- At least one quiz (short answers, multiple choice, or matching) and possibly more will be given during the course to assess skill mastery. This is a level two evaluation.
- The midterm and final project will indicate mastery of topics covered (level two evaluation). Creative work for portfolios will provide evidence of attainment of objectives, along with an ability to synthesize learning and apply it uniquely.
- Instructors will (level two) evaluate the course in terms of objectives. What did they observe? Did instructors feel goals were met? Can students do the tasks?
- Follow up (level three) evaluations or surveys can take place with supervisors in any internship placements or in any actual job placements. Did the students master the materials that they learned in the course? Were they able to transfer the learning to new situations? Does this skill help the company? A positive response will confirm the value of the curriculum to the student, to the new employer and to the college.

