Curriculum Guide:
Desk Top Publishing
Time Line

1st six weeks	2nd six weeks	3rd six weeks
Wks 1-3 Unit 1: Ethics		
4th six weeks	5th six weeks	6th six weeks

High School

Curriculum Guide: Desk Top Publishing

Unit I: Ethics

Time: 3 weeks

Unit Objective: Learners will be able to evaluate the ethics and practice of appropriate use of information as related to the Fair Use and Practice Law 80% of the time.

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§126.24. Desktop Publishing TEKS Covered

(3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet;

5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information in electronic formats including text, audio, video, and graphics, citing the source; and

(B) demonstrate the ability to import and export elements from one program to another.

(7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(B) identify the tasks in a project and use the tools needed for completion such as word processing, pagination, utility, indexing, graphics, or drawing programs;

(C) use electronic productivity tools such as the word processor to edit text including move, copy, cut and paste, and spell check;

(D) select and use the categories of type, font, size, style, and alignment appropriate for the task;

(E) apply the basic elements of page design including text, graphics, headlines, and white space;

(F) distinguish design requirements as they relate to purposes and audiences including one-surface objects

(9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) create technology specifications for tasks and evaluation rubrics to evaluate process and product against established criteria;

 (C) resolve information conflicts and validate information through accessing, researching, and comparing data; and

(D) seek and respond to advice from peers in delineating technological tasks.

(10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(A) define the purpose of the product and identify the specified audience;

 (C) use the principles of page design to create a product including, but not limited to, leading/kerning, automatic text flow into linked columns, widows/orphans, and text wrap;

(H) incorporate the principles of basic design including, but not limited to, balance, contrast, dominant element, use of white space, consistency, repetition, alignment, and proximity;

(J) use a variety of strategies to create effective designs, such as varying line widths and patterns, and use manipulation tools to stretch, bend, screen, rotate, follow a path, or mirror type.

(12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) identify and employ a method to evaluate the project for design, content delivery, purpose, and audience;

 (C) seek and respond to advice from peers in evaluating the product;

(D) create technology specifications for tasks and evaluation rubrics; and

(E) demonstrate that products and product quality can be evaluated against established criteria.

Unit I: Ethics
Lesson 1
Time: 1 week
Introduction to Ethics and Copyright and Fair Use Law

Resources:
Instructor Notes
Instructor Handouts on :   Discouraging Plagiarism (link)
                                Ethics Questionnaire (link)
                                When Should I Document? (link)
                                Plagiarism versus Documentation (link)
                                Documenting Your Sources (link)
                                Quoting, Paraphrasing, and Summarizing (link)
                                Student Guidelines for Multimedia (link)
                                Weaving Quotes into Your Writing (link)
[Stanford University Library](link)
[University of Texas](link)
[Digital Millennium Copyright Act ("DMCA")](link)
[Copyright Clearance Center](link)
[Crash Course in Copyright](link)
[10 Big Myths about Copyright Explained](link)
[Copyright and Fair Use](link)
.[US Patent and Trademark Office](link)
 [The Copyright Website](link)
 [Keeping it Legal: Questions Arising out of Web Site Management](link)
[Copyright Law Information](link)
[Participation Rubric](link)
[Web Page Rubric](link)
[Extra Information](link)

Activities: **Is It Plagiarism – A Discussion(link)**
                                Ethics Discussion (link)
                                When and How To Document(link [1](link) and [2](link))
                                Research Time

Evaluation:
And Evaluation from Participation Grade Rubric (link)
Website Evaluations on Three of the On-Line Sources above(link)

Unit I: Ethics
Lesson 2
Time: 1 week
Development of Rubric and content of Flyer and Powerpoint

Resources:
Instructor Notes
Instructor Handouts on :   Rubric on Building Rubric (link)
                             Web Site Evaluation (link)
                             Daily Self-Evaluation (link)

Understanding Rubrics
Rubric Guidelines
Guide for Educators
"Using Rubrics to Promote Teaching and Learning"
Teacher Rubrics Maker
PowerPoint Rubric
"Tools for Creating Useful Rubrics"
Flyer Rubric
Building Rubrics for Project-Based Learning

Activities: **Discussion on Rubrics**
                        Discussion on Powerpoint vs Flyer

Evaluation:
      Student Developed Rubric for Fair Use Practice Flyer and Powerpoint
      Review of Daily Self-Evaluations (link)
      Website Evaluations on Three more of the On-Line Sources in Week 1

Unit I: Ethics
Lesson 3
Time: 1 week
Production of Flyer and Powerpoint

Resources: **Powerpoint Evaluation**
                        Flyer Rubric
                        Self Evaluation
                        Rate Your Partner

Activities: Production of Flyer and Powerpoint
                        Presentation of Flyer and Powerpoint

Evaluation:
    Students will use own Rubric to evaluate other student's presentations.
    Student will use the teacher's Rubrics to evaluate their own presentation.
    Teacher will use own Rubric to evaluate other student's presentations.
    Website Evaluations on **Three more of the On-Line Sources in Week 1**

High School
Curriculum Guide: Multimedia, English, and Desktop Publishing

Unit I: Ethics
Time: 3 weeks

Lesson 1 (1 day)
    Objective: Learners will define the term *ethics, copyright, rubric, evaluation, summarize, trademark.*
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Activities:
1. Try asking your students these questions: How would you feel if someone opened your locker and went through your personal things? How would you feel if someone read the letter you just wrote to your best friend or "borrowed" your term paper and presented it to the teacher as his or her original work? How would you feel if you discovered someone had spread untrue gossip about you all over the neighborhood or took a paycheck you had just earned right out of your pocket?
2. Of course, all these activities are disturbing. But it is far easier for students to understand the effects of unethical behavior when they take place in the real, or face-to-face, world. Things get a bit fuzzier in the virtual world. The same students who might not hesitate to copy a piece of software, cut and paste an essay together, or poke around in the desktop folders of others might have far higher standards for behavior in the face-to-face world. The perceived anonymity afforded by information technologies creates an. environment where students may easily choose not to "do the right thing" either because they cannot see the harm they might do or because they sense no danger of getting caught.
3. Pass out handouts:

Discouraging Plagiarism*:* This handout for teachers describes strategies to discourage cut-and-paste, recycled, or purchased student projects.

Is It Plagiarism? *A Discussion:* This activity asks students to personally consider whether several commonly observed behaviors constitute plagiarism. Following individual reflection, ask the whole class to discuss the situations. Among the less-obvious situations are items 4 (paraphrasing *does* require documentation) and 15 (whenever you take an image from the Web and publish it on your own page, unless otherwise specifically noted, you must not only cite the image but also get permission from the creator).

Ethics Questionnaire: Doug Johnson, director of media and technology for the Mankato (Minn.) Area Public Schools, developed this **questionnaire** to inspire thoughtful discussions around the common, but serious, issues facing our students. Consider assigning individual scenarios to small groups for discussion before opening them up to the large group.