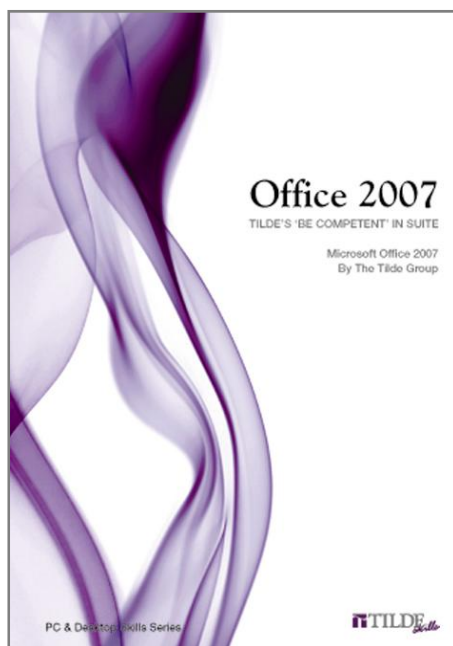


Instructor Notes

Be Competent in Producing Desktop Published Documents

BSBITU309A

Microsoft Publisher 2007 - ISBN: 978-0-7346-0769-0



Contents

Purpose of guide.....	3
Before you start – computer configuration	3
How Producing Desktop Published Documents is organised	3
Tilde conventions	4
How to use this publication in a self-paced manner.....	5
How to use this publication in an instructor-led classroom	5
Unit Guide	6
Mapped performance criteria	7
Files supplied	9
Files created	10
Additional information	11
Log sheet	12
Employability skills	15

Purpose of guide

The purpose of this guide is to assist teachers in presenting the unit Produce desktop published documents through Tilde's book 'Be Competent in Producing Desktop Published Documents'.

Included in this instructor guide is a unit layout, a list of files supplied to complete this course, a list of student created files and a table displaying how Tilde's book is mapped with the unit guide.

Please read the **preface** for each publication before presenting the course and ensure students are also familiarised with this information. Please also download the OH&S flyer in the student files (also included in the instructor notes zip).

Before you start – computer configuration

To ensure you get the best results from this course please check the following for your students (standard settings from a fresh installation of Publisher 2007):

- Maximised screen, 1024 x 768 resolution.
- No add-ins (except PDF).
- Delete the previous set of *Business details* created (**Edit, Business information...**)

Please print out the following file for your students before course commencement: *OH&S guide.pdf*. Encourage them to read and apply.

This course is written using Microsoft Publisher 2007 running on Windows.

How Producing Desktop Published Documents is organised

This publication contains **15** main topics. Each topic contains concept overviews, detailed **How to** explanations, and abundant **Hands-on** exercises.










Consolidation tasks are used at intervals to bring skills together. These tasks can be undertaken by a student on his or her own, or as a team review in the classroom.

At the rear of the course, **Skills challenges** and **Assessment tasks** are included. Skills challenges are undertaken by a student on his or her own, and provide further practice and challenges. **Assessment tasks** are suitable to assess competency in the unit.

Information contained in the **Appendices** can be brought into the course at any time. Certainly **Help** can be studied whenever further information is sought.

Tilde conventions

The following conventions are used throughout Tilde publications.

Convention explained	Example
Each topic begins with an overview of relevant theory (a narrative). In narratives, important terms are shown in bold .	'The Blank Publications option enables you...'
Narratives are often followed by examples or useful additional information (an aside).	<p>For example ...</p> <p>As an aside ...</p>
A set of How to steps follows a narrative. These steps detail the procedure required to perform a task. These can be read by a student, presented by a trainer, or referred to when using the manual as a reference.	<p>How to: Save a new publication</p> <ol style="list-style-type: none"> 1. ... 2. ... 3. ...
A command button is shown beside the relevant How to step, and often as a reminder in Hands-on exercises .	
In How to steps, names of command buttons are highlighted in bold .	'Click on the Print button (Standard toolbar).'
Pictures of keys are used to illustrate keys on the keyboard.	 
An exercise to be undertaken by a student is called a Hands-on exercise . Each exercise step is described in detail and is used to practise and reinforce the skill being learned.	
In exercises, file names are shown in <i>italics</i> . Key actions are also highlighted in bold.	' Open the publication <i>Health centre</i> .'
Additional useful Hints & tips are used to help students apply their skills more successfully, overcome problems and extend their knowledge.	
Terms & concepts review questions are used to review key terms and concepts covered in a topic.	
To review or consolidate student skills a Consolidation task is used. This task can be undertaken by a student on his or her own, or as a team review in the classroom.	
Skills challenges are undertaken by a student on his or her own, and provide further practice and challenges.	
Assessment tasks are suitable to assess competency in the unit.	

How to use this publication in a self-paced manner

Read through the How to step(s), and then work through the following Hands-on exercise.

Accompanying exercise files are required to work through the exercises. These can be downloaded from the Tilde website <www.tilde.com.au>, or obtained from the publisher. It is recommended that they are pre-loaded into a suitable folder on a hard drive (e.g. My Documents), or a network drive.

How to use this publication in an instructor-led classroom

Present to students the material in the How to steps; then, have them work through the Hands-on exercises.

Accompanying exercise files are required to work through the exercises. These can be downloaded from the Tilde website <www.tilde.com.au>, or obtained from the publisher. It is recommended that they be pre-loaded into a suitable folder on a hard drive (e.g. My Documents), or a network drive. Exercise files can be freely copied onto student PCs, instructor PCs, or network drives when used for education purposes with a Tilde™ publication.



Unit Guide

BSBITU309A		Produce desktop published documents Be Competent in Producing Desktop Published Documents: ISBN 978-0-7346-0769-0	
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.		
Application of the Unit	This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.		
Unit Sector	No sector assigned.		
Licensing	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		
Employability Skills	This unit contains employability skills.		
Element	Performance criteria	Required skills	
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ergonomic requirements and using work organisation strategies 1.2. Use energy and resource conservation techniques 1.3. Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify organisational and task requirements for desktop published documents to ensure consistency of style and image	<ul style="list-style-type: none"> • Communication skills to clarify requirements of documents • Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Editing and proofreading skills to check own work for accuracy against original • Keyboarding skills to enter text and numerical data • Literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents • Problem-solving skills to edit documents and to resolve issues of consistency of design 	
2. Set up desktop published document	2.1 Design content structure and layout to ensure information and graphics are arranged according to related topics and logical sequences 2.2 Select appropriate formatting and create templates or master pages to ensure consistency of design and layout 2.3 Confirm layout with appropriate person		
3. Create desktop published document	3.1 Prepare, format and enter required text 3.2 Import text from other applications and resolve any formatting issues 3.3 Scan or import graphics from other applications and resolve any formatting issues 3.4 Arrange text and graphics according to organisational and task requirements		
4. Finalise desktop published document	4.1 Review text for possible errors and omissions, and resolve any issues 4.2 Check page order, structure and linkages 4.3 Produce completed document in required format 4.4 Name and store text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5 Prepare text documents within designated time lines and organisational requirements for speed and accuracy 4.6 Use manuals, user documentation and online help to overcome problems with document design and production		
		Required knowledge	
		<ul style="list-style-type: none"> • Energy and resource conservation techniques • Organisational requirements for ergonomics, work periods and breaks • Organisational style guides • Purposes, uses and functions of desktop publishing software • Styles and their effect on formatting, readability and appearance of documents 	

Mapped performance criteria

Unit BSBITU309A – Produce desktop published documents

Be Competent in Producing Desktop Published Documents

The topics in this publication cover the following performance criteria.

Element	Performance criteria	Covered / assessed
1. Prepare to produce desktop published documents	1.1 Use safe work practices including addressing ergonomic requirements and using work organisation strategies	Download OH&S Skills challenges: 1-3 Assessment tasks: 1-4
	1.2 Use energy and resource conservation techniques	Download OH&S Skills challenges: 1-3 Assessment tasks: 1-4
	1.3 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required	Topics: 2, 4-15 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
	1.4 Identify organisational and task requirements for desktop published documents to ensure consistency of style and image	Topics: 2, 4-12, 14 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
2. Set up desktop published document	2.1 Design content structure and layout to ensure information and graphics are arranged according to related topics and logical sequences	Topics: 2, 3, 5-7, 9-11 Consolidation task: 1, 2, 4 Skills challenges: 1-3 Assessment tasks: 1-4
	2.2 Select appropriate formatting and create templates or master pages to ensure consistency of design and layout	Topics: 6, 12, 14 Consolidation task: 5, 6 Skills challenges: 3 Assessment tasks: 3
	2.3 Confirm layout with appropriate person	In class Assessment tasks: 1-3
3. Create desktop published document	3.1 Prepare, format and enter required text	Topics: 3-8, 14 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4 Appendix: I
	3.2 Import text from other applications and resolve any formatting issues	Topics: 8 Consolidation task: 3 Skills challenges: 3 Assessment tasks: 2, 3
	3.3 Scan or import graphics from other applications and resolve any formatting issues	Topics: 8 Consolidation task: 4 Skills challenges: 1, 3 Assessment tasks: 2, 3, 4

	3.4 Arrange text and graphics according to organisational and task requirements	Topics: 6, 7, 9, 10 Assessment tasks: 1-4
4. Finalise desktop published document	4.1 Review text for possible errors and omissions, and resolve any issues	Topics: 2, 15 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
	4.2 Check page order, structure and linkages	Topics: 2, 8, 15 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
	4.3 Produce completed document in required format	Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
	4.4 Name and store text documents, in accordance with organisational requirements and exit the application without information loss/damage	Topics: 3 Consolidation task: 1-6 Skills challenges: 1-3 Assessment tasks: 1-4
	4.5 Prepare text documents within designated time lines and organisational requirements for speed and accuracy	Assessment tasks: 1-4 Appendix: I
	4.6 Use manuals, user documentation and online help to overcome problems with document design and production	Topics: 1-15 Assessment tasks: 1-4 Appendix: II

Files supplied

The exercise files for this course can be downloaded from the Tilde website www.tilde.com.au. It is recommended that they are loaded into a folder on a hard drive (eg. My Documents) or a network drive.

Here is a list of downloaded files the students will need to complete Be Competent in Producing Desktop Published Documents.

Hands-on exercise (HOEx)

Workplace scenario (WS)

Consolidation task (CT)

Skills challenge task (SCT)

Assessment task (AT)

Exercise file	Exercise
Book reviews	CT 3
Booklet text	SCT 3
Booklet title (graphic file)	SCT 3
Business coaching (Word file)	HOEx 38
CS logo	HOEx 56
Customer service	HOEx 56
ECA marketing logo (graphic file)	SCT 1
ECA marketing logo – new (graphic file)	AT 1, 3
ECA newsletter 50	AT 3
ECA Style & Procedures Guide (Word file)	AT 1
Emblem	HOEx 2, 60, 62
Hanson Bay (Word file)	AT 2
Invoice	HOEx 57, 58, 59
Koala (graphic file)	AT 3
Latest testimonials (Word file)	HOEx 66
Little fishes logo (graphic file)	AT 4
Logo	HOEx 54, 55
Maverick (graphic file)	CT 4
Newsletter 50 text (Word file)	AT 3
Outline	HOEx 60, 61, 62
Rufous Bettong (graphic file)	AT 3
Sanctuary sunset (graphic file)	AT 2
Shackleton (graphic file)	CT 4
Small business – leadership (Word file)	HOEx 39, 40
Small business news	HOEx 39
Small business news v2	HOEx 40, 41, 42
Small business news v3	HOEx 64, 65
Springtime news	HOEx 32, 33, 34, 35
Testimonial sheet	HOEx 27, 28, 29, 30, 31
Testimonial sheet v2	HOEx 66
The team (graphic file)	HOEx 44

Files created

Throughout Be Competent in Producing Desktop Published Documents, students are required to create the following files.

These files can be chosen for the student portfolio.

File created	Exercise
Birthday card 1	HOEx 5, 6, 7, 8
Birthday card 2	HOEx 9, 10
Borders news	HOEx 63
Business card 1	CT 2
Business coaching news	HOEx 36, 37, 38, 39
Calendar 1	CT 1
Company news	HOEx 43, 44, 45, 46, 47, 48, 49, 50, 51, 52
Customer service flyer	HOEx 56
Drawing objects	HOEx 53
Launch invitation	HOEx 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26
Newsletter 1	HOEx 2, 3, 4, 5, 6, 11, 12, 13




Additional information

The following is an excerpt from *Be Competent in Producing Desktop Published Documents*, Topic 5, page 30. The pictures in the excerpt corrupted in the printing so here is what they look like.


Re-sizing, moving, copying and deleting text boxes

Text boxes can easily be re-sized, moved, copied or deleted. All of these actions and many others can be reversed or undone if you make a mistake.

How to: Re-size a text box



1. Click on the text box to select it.
2. Point to any of the round sizing handles.
 A double-headed arrow appears.
3. Drag the sizing handle to a new size.

How to: Move a text box

1. Point to the edge of the text box.
 A four-way arrow appears.
2. Drag the text box to the new position.

As an aside ... You can also use the arrow keys on the keyboard to move a box by small amounts.

How to: Copy a text box

1. Press  and point to the text box.
Note the plus sign attached to the mouse pointer. 
2. Drag to a new position.

Log sheet

This log sheet is also available for students to download from www.tilde.com.au.

The following table is for students to tick off the exercises they have completed. It also shows the solutions that are available to be downloaded. The solutions are in PDF so they cannot be copied.

Course Topic	Page	Complete	Solutions available
Topic 1 ~ Selecting Microsoft Publisher	1		
Differences between DTP and word processing software, Hardware requirements	1 - 2		
Topic 2 ~ Establishing purpose, design & task needs	3		
Defining your audience, incorporating basic design concepts Hands-on exercise 1	3 - 6	<input type="checkbox"/>	
Topic 3 ~ Getting started with Publisher	7		
Exploring the Getting Started window, Exploring the Publication window Hands-on exercise 2	7 - 11	<input type="checkbox"/>	
Saving your work / closing a publication / opening an existing publication Hands-on exercise 3 + 4 + 5	12 - 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Zooming / previewing your publication / printing to your desktop printer Hands-on exercise 6 + 7 + 8	16 - 18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Consolidation task 1	19	<input type="checkbox"/>	CT 1
Consolidation task 2	19	<input type="checkbox"/>	
Topic 4 ~ Starting a publication from scratch	20		
Starting from a blank page / changing page setup Hands-on exercise 9 + 10	20 - 22	<input type="checkbox"/> <input type="checkbox"/>	
Changing layout guides / adding ruler guides Hands-on exercise 11 + 12	22 - 24	<input type="checkbox"/> <input type="checkbox"/>	
Adding and deleting pages, go to a page Hands-on exercise 13	24 - 26	<input type="checkbox"/>	
Topic 5 ~ Adding text to a publication	27		
Creating / select text boxes/ checking your spelling Hands-on exercise 14 + 15 + 16	27 – 30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Re-sizing, moving, copying and deleting text boxes Hands-on exercise 17 + 18	30 – 32	<input type="checkbox"/> <input type="checkbox"/>	
Rotating text boxes - Hands-on exercise 19	32 - 33	<input type="checkbox"/>	

Editing text, selecting text, deleting text Hands-on exercise 20 + 21 + 22	33 - 35	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Moving and copying text by drag and drop Hands-on exercise 23	36	<input type="checkbox"/>	HOEx 23
Topic 8 ~ Formatting text	38		
Choosing the right font	38		
Applying basic character formats, tracking, kerning Hands-on exercise 24 + 25 + 26	40- 43	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Applying paragraph formats, leading, spacing Hands-on exercise 27 + 28 + 29 + 30	43 - 46	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Applying bullets and numbers Hands-on exercise 31	47	<input type="checkbox"/>	HOEx 31
Topic 7 ~ Adding interest	49		
Adding borders, fill and shadows Hands-on exercise 32	49 - 50	<input type="checkbox"/>	
Adding a fancy first letter, BorderArt Hands-on exercise 33 + 34	50 - 52	<input type="checkbox"/> <input type="checkbox"/>	
Copying formats - Hands-on exercise 35	52	<input type="checkbox"/>	HOEx 35
Topic 8 ~ Working with text in boxes	53		
Create a multiple column layout / change text box margins - Hands-on exercise 36 + 37	53 - 55	<input type="checkbox"/> <input type="checkbox"/>	
Importing text / Linking text boxes Hands-on exercise 38 + 39	55 - 57	<input type="checkbox"/> <input type="checkbox"/>	HOEx 39
Autoflow / adding a 'continued' message / disconnecting text boxes Hands-on exercise 40 + 41 + 42	58 - 61	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Consolidation task 3	62	<input type="checkbox"/>	
Topic 9 ~ Adding Clip Art, graphic files & WordArt	63		
Inserting Clip Art pictures / importing graphic files Hands-on exercise 43 + 44	63 - 65	<input type="checkbox"/> <input type="checkbox"/>	
Cropping a picture / changing the text wrap / applying complex boundaries Hands-on exercise 45 + 46 + 47	66 - 68	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	HOEx 47
Rotating and flipping a picture / recolouring a picture - Hands-on exercise 48 + 49	69 - 70	<input type="checkbox"/> <input type="checkbox"/>	
Adding a caption - Hands-on exercise 50	71	<input type="checkbox"/>	HOEx 50
Inserting & editing WordArt Hands-on exercise 51 + 52	72 - 74	<input type="checkbox"/> <input type="checkbox"/>	HOEx 52
Topic 10 ~ Drawing, aligning, layering and grouping	75		
Drawing lines or shapes	75 - 76	<input type="checkbox"/>	


Hands-on exercise 53			
Aligning / layering objects / grouping objects Hands-on exercise 54 + 55 + 56	82	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	HOEx 56
Consolidation task 4	82	<input type="checkbox"/>	CT 4
Topic 11 ~ Arranging text using tables	83		
Creating a table / enter data, move, select, delete Hands-on exercise 57	83 - 85	<input type="checkbox"/>	
Working in a table / resizing table / modifying Hands-on exercise 58	85 - 87	<input type="checkbox"/>	
Applying borders & shading Hands-on exercise 59	87	<input type="checkbox"/>	
Topic 12 ~ Working with master pages	88		
Using master page - Hands-on exercise 60	88	<input type="checkbox"/>	HOEx 60
Adding header & footer / watermark Hands-on exercise 61 + 62	89 - 91	<input type="checkbox"/> <input type="checkbox"/>	
Consolidation task 5	91		
Topic 13 ~ Using the design gallery	92		
Adding design gallery objects Hands-on exercise 63	90 - 93	<input type="checkbox"/>	
Topic 14 ~ Using styles and templates	94		
Applying consistent text formatting / updating style - Hands-on exercise 64 + 65	94 - 96	<input type="checkbox"/> <input type="checkbox"/>	HOEx 65
Creating a template - Hands-on exercise 66	97 - 99	<input type="checkbox"/>	
Consolidation task 6	100	<input type="checkbox"/>	
Topic 15 ~ Finalising your publication	101		
Design checker Hands-on exercise 67	101 - 102		
Skills challenges & Assessment tasks	103		
Skills challenge task 1	104	<input type="checkbox"/>	
Skills challenge task 2	104	<input type="checkbox"/>	
Skills challenge task 3	105 - 106	<input type="checkbox"/>	
Assessment task 1	107	<input type="checkbox"/>	
Assessment task 2	108	<input type="checkbox"/>	
Assessment task 3	109 - 110	<input type="checkbox"/>	
Assessment task 4	110	<input type="checkbox"/>	

Employability skills

The following table contains a list of the employability skills for all Business Services Training Package qualification. These skills should be interpreted with the requirements for each unit in the qualification.

Students can complete the following form to give their opinion for the employability skills they have learnt from this unit.

Name:	
Subject:	Be Competent in Producing Desktop Published Documents
Communication	
Teamwork	
Problem solving	

Initiative and enterprise	
Planning and organising	
Self management	 The logo for TILDE skills features a stylized purple icon on the left consisting of three vertical bars of varying heights and a curved top. To the right of the icon, the word "TILDE" is written in a large, light grey, serif font. Below "TILDE", the word "skills" is written in a smaller, purple, cursive script font.
Learning	
Technology	