



VC CAMPUS

SCHOOL OF Education

SYLLABUS

Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course: **EDIT 5340** VC01 - Advanced Desktop Publishing & Digital Graphics

Term: SU26

Instructor: Richard Mendoza, M.F.A.

Mobile Phone Number: 619-655-0363

WBU Email Address: richard.mendoza@wayland.wbu.edu

Office Hours, Building, and Location: By Appointment Only

Class Meeting Time and Location: Online

Catalog Description: Skills and knowledge used to maintain and repair personal computers.

Prerequisites: None

Required Textbook and Resources:

Lawrence, Harry. <https://www.gutenberg.org/files/30804/30804-h/30804-h.htm>

RESOURCES NEEDED:

- **HARDWARE:**
 - Must have access to a computer that runs the MacOS or WindowsOS.
 - Must have a web cam or built in camera for presentations.

- **SOFTWARE:**
 - You will need to have Office Suite installed on your computer (this is available through WBU).
Note: Chromebooks, or other devices that use the AndroidOS, will not work in this course.
 - Know how to use an Internet Browser to access online applications (e.g. Canva).

COURSE DESCRIPTION: Advanced skill building in use and teaching of desktop publishing and digital graphics to enhance instruction, solve problems, and communicate.

COURSE OUTCOMES

1. Remembering & Understanding (Lower-Order Thinking)

Focus: Weeks 1, 2, & 5

Objective: By the end of the course, students will be able to define and illustrate the core principles of design—including contrast, symmetry, and typography anatomy—by creating a comprehensive visual glossary to use as a future classroom instructional resource.

2. Applying (Mid-Order Thinking)

Focus: Weeks 2, 3, & 4

Objective: Given a standard K-12 learning standard, students will apply principles of hierarchy, that maximizes student readability and engagement.

3. Analyzing (Mid-Order Thinking)

Focus: Weeks 4, 6, 7, & 8

Objective: Students will analyze multi-page educational layouts to identify how rhythm, variety, unity, and movement affect visual flow, subsequently diagnosing layout issues that could cause cognitive overload for learners.

4. Evaluating (Higher-Order Thinking)

Focus: Week 8

Objective: Students will evaluate peer-created educational materials for unity and design efficacy, providing constructive, actionable feedback rooted in design theory to model effective critique strategies for their future classrooms.

This course will take on a life of its own. You will learn how to use digital graphics and other media to create useful tools. It will be the goal of this course to have students not spend any money.

Attendance Requirements: Log in and work according to the assignments listed per week.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Academic Honesty:

No form of cheating or plagiarism will be tolerated. In the very least, plagiarism or related forms of cheating will result in an F on the work in question, with the possibility of an F in the class. Some examples of cheating/dishonesty involve submitting writing completed by another person or generative AI as your own writing. An official report will be filed with the Vice President of Academics. **Link to WBU's Statement on Academic Integrity**

A. Generative AI tools permitted in specific context and with proper citations.

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

Course Requirements and Grading Criteria:

PRESENTATIONS EXPECTATIONS:

1. **PRESENT PROFESSIONALLY:** All videos in this class should be presented professionally (Dress professionally (no baseball caps, no sweats, no t-shirts/tank tops, no shirts with words or logos, etc.), as you would in the classroom or an organization.
2. **GOOD LIGHTING & SOUND:** Think about your lighting, sound, script, etc. (I need to be able to see you and hear you clearly.)
3. **NO FILLER WORDS:** Avoid word fillers such as um, like, etc. Please watch this video for more expectations: [LINK](#).
4. **AUDIO & VISUAL:** You will be expected to be seen in the video (no voice overs). Do not have a distracting background.
5. **YOUTUBE HYPERLINKS:** Must use YouTube. (This class will require you to create a YouTube channel, if you do not already have one. There are plenty of YouTube videos that explain how to create your YouTube channel.)
6. **HYPERLINKS:** So, you will be required to provide a video *hyperlinks* in the course. (Do not upload through the cloud so I can access them.) Be sure it is a hyperlink, not just a link.
7. **SLIDES:** Include slides that are professional, not walls of text, but graphics and bullets that support your instruction, without distracting colors.
8. **FRAMING:** Use proper framing (see Blackboard “Mandatory Video Expectations”).

Note: Not meeting each expectation will have an impact on points earned (such as, improper framing, filler words, etc.) If you don't know or are confused, please ask. I have included my cell phone in the syllabus, please reach out.

SCHEDULE

WEEK 1—*Introduction to Qualities of Design & Contrast* (Standard 1)

STEP 1—Reading: Lawrence 1-19; 24-28 and supplemental research

STEP 2—Video: <https://youtu.be/aQI95mVeDXw?si=0E7Owmv79s79-Czp>

SUBMISSIONS:

STEP 3—Create a video summary of *your reading* the “Qualities of Design,” *video*, and supplement that reading with your own research (see presentation expectations above before starting your assignment). This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a flyer, using what you have learned in 1 & 2.

STEP 5—Submit the flyer from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to watch this video on how to critique before starting yours: <https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 2—*Typography* (Standard 1 & 2)

STEP 1—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

STEP 2—Find Supplemental research on *Typography*

SUBMISSIONS:

STEP 3—Create a video summary of *the videos* with your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a postcard, using what you have learned in 1 & 2.

STEP 5—Submit the postcard from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students

(Make sure to follow this for your critiques: <https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 3—*Balance, Emphasis, & Proportion* (Standard 2)

STEP 1—Reading: Lawrence 19-28 and supplemental research

STEP 2—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

SUBMISSIONS:

STEP 3—Create a video summary of *your reading, video*, and your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a business card, using what you have learned in 1 & 2.

STEP 5—Submit the card from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to follow this for your critiques: <https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 4—*Hierarchy, Repetition, & Rhythm* (Standard 2 & 3)

STEP 1—Reading: 24-28 and then find supplemental research on “Color Contrasts”

STEP 2—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

SUBMISSIONS:

STEP 3—Create a video summary of *your reading, video*, and your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a newsletter, using what you have learned in 1 & 2.

STEP 5—Submit the newsletter from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to follow this for your critiques:

<https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 5—*Symmetry* (Standard 1)

STEP 1—Reading: 29-31 and supplemental research

STEP 2—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

SUBMISSIONS:

STEP 3—Create a video summary of *your reading, video*, and your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a double-sided graduation or wedding program, using what you have learned in 1 & 2.

STEP 5—Submit the flyer from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to follow this for your critiques:

<https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 6—*Movement & Variety* (Standard 3)

STEP 1—Reading: 31-34 and supplemental research

STEP 2—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

SUBMISSIONS:

STEP 3—Create a video summary of *your reading, video*, and your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a poster (13x19), using what you have learned in 1 & 2.

STEP 5—Submit the poster from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to follow this for your critiques:

<https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

WEEK 7—*Unity* (Standard 7)

STEP 1—Reading: and supplemental research

STEP 2—Find two to three videos on this week’s topic and watch them (to report on in Step 3)

SUBMISSIONS:

STEP 3—Create a video summary of *your reading, video*, and your own research. This video should be a minimum of 7-minutes long.

STEP 4—Create a tutorial video that demonstrates a step-by-step process on how to create a book cover, using what you have learned in 1 & 2.

STEP 5—Submit the book cover from Step 4 in a pdf and upload it to the discussion forum **by Friday** to be critiqued by your fellow students by Sunday at midnight.

STEP 6—Critique your fellow students (Make sure to follow this for your critiques:

<https://youtu.be/aZJDdfJHKxM?si=STWGBMa2EMIEDZ5T>)

STEP 7—Look ahead to next week’s final project to get started.

WEEK 8—*Analysis & Evaluation* (Standard 4)

STEP 1—Create a portfolio of all your work from this class and save it as a pdf and upload it by Saturday.

STEP 2—Create a video summary of what you have learned in this class and critique* each of your works in your portfolio. This should be a minimum of 15 minutes in length. This must be uploaded by Saturday at midnight. No late work will be accepted.

*Use this critique method:

S—*Surface Level*: What do you see? Describe it.

A—*Analysis Level*: Go deeper. Look at the light, shape, line, colors, fonts, etc.

M—*My Level*: Judge your work. Did you do a good a job of conveying your message? Do you think it needs any changes or improvement?

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.