CGA 120 – INTRODUCTION TO ELECTRONIC PUBLISHING AND TYPOGRAPHY
SYLLABUS
LECTURE HOURS/LAB HOURS/CREDITS:  2/2/3

CATALOG DESCRIPTION
Prerequisite:  CGA 115
In this course students will be introduced to the fundamentals of using computer-based publishing tools, and terminology. Students will be able to apply typographical formatting, integrate and manipulate graphics with text, and print documents to black and white or color printers. Students will master the basic menus, and commands.

TEXTBOOK AND COURSE MATERIALS
It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

<table>
<thead>
<tr>
<th>Individual instructors may include the following assessment(s):</th>
<th>Grading to be determined by individual instructors</th>
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<tr>
<td>Exams</td>
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<td>Quizzes</td>
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<td>Labs</td>
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<td>Projects</td>
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<td>Class Discussions</td>
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<td>Written Assignments</td>
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<td>Attendance and Participation</td>
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Grading Scale Example
The grading scale for each course and section will be determined by the instructor and distributed the first day of class.
ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the core competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<table>
<thead>
<tr>
<th>RCGC Core Competencies</th>
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<tr>
<td>1 Written and Oral Communication</td>
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<tr>
<td>2 Quantitative Knowledge and Skills</td>
</tr>
<tr>
<td>3 Scientific Knowledge and Reasoning</td>
</tr>
<tr>
<td>4 Technological Competency</td>
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<tr>
<td>5 Society and Human Behavior</td>
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<tr>
<td>6 Humanistic Perspective</td>
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<tr>
<td>7 Historical Perspective</td>
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<tr>
<td>8 Global and Cultural Awareness</td>
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<tr>
<td>9 Ethical Reasoning and Action</td>
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<tr>
<td>10 Information Literacy</td>
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COURSE CODE CORE COMPETENCIES
This course focuses on three of RCGC’s Core Competencies:

- Technological Competency
- Information Literacy
- Humanistic Perspective
# STUDENT LEARNING OUTCOMES: CGA 118 – INTRODUCTION TO ELECTRONIC PUBLISHING AND TYPOGRAPHY

<table>
<thead>
<tr>
<th>CGA 120 students will</th>
<th>RCGC Core Competency</th>
<th>Evaluation/Assessment</th>
</tr>
</thead>
</table>
| To provide students with an understanding of the basic fundamentals of electronic publishing. | • Technological Competency  
• Information Literacy | |
| Be able to demonstrate a base knowledge of the Print Design terminology and common layout tools | • Technological Competency  
• Information Literacy | Project  
Self-Evaluation of student work |
| Demonstrate a basic proficiency with Adobe InDesign to create basic print design products for various print media | • Technological Competency  
• Information Literacy | Project |
| Be able to use images and illustrations in print designs | • Technological Competency  
• Information Literacy | Project  
Self-Evaluation of student work |
| Apply the Principles of Design and Type to print designs | • Humanistic Perspective | Project  
Self-Evaluation of student work |
| Understand and apply industry standard planning tools for print design | • Humanistic Perspective | Project  
Self-Evaluation of student work |

## Specific Learning Objectives:
- Using Adobe InDesign, students will be introduced to the concepts of page design, master pages and the use of color for print projects.
- Using Adobe InDesign students will develop three projects using the industry standard planning tools.
- Using Adobe InDesign, students will be introduced to designing print project that can be viewed on electronic devices such as Android, Kindles, iPads and other mobile devices.
- To understand the different typefaces available for use in print projects.
- To understand the importance of type selection in setting to mood of the project.
Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act.
of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the Student Profile Form.
- Submit documentation detailing the student’s disability. Support services will not be granted without documentation specifying the student’s disability. Documentation should include the following information:
  a. Diagnosis with written evaluation of current disability;
  b. Date the student was diagnosed;
  c. Tests used to reach diagnosis;
  d. Credentials of the medical professional conducting evaluation; and
  e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the Special Education Records Release Form and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the Student Profile Form, proper documentation and completing the College’s placement test. (Click on Special Accommodations for Placement Testing to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the technology link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.
Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student’s professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.