

SYLLABUS

COURSE:	CA520 Special Topics in Communication: Publication Design - CRN#16069
SEMESTER:	FALL 2025
MEETINGS:	Mondays, 2:10 a.m.-5 p.m. in the Pandra Lab 443
INSTRUCTOR:	Beverly A. Hodsdon
OFFICE HOURS:	Anytime by ZOOM appointment or on campus if scheduled in advance
PHONE:	(603)531-3894
EMAILS:	beverly.hodsdon@unh.edu or alternate email beverly@joycedesignsolutions.com

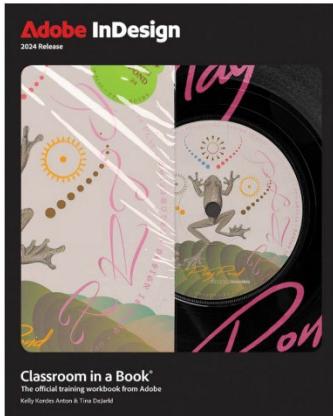
Instructor Availability: My job is to help you to learn so that you can strengthen your thinking and expand your knowledge. If you need help while working on a project or assignment please reach out via email (**use your UNH email account only**) to both my UNH email and my work email. You may also contact me by phone/text at 603-531-3894. I will make every effort to respond within 24 hours. I am always happy to set up a Zoom session to help you or review any of your work if you want feedback.

CLASS TEXTBOOK

Adobe InDesign CC Classroom in a Book (2024 release), by **Kelly Kordes Anton and Tina DeJarid**

ISBN-13 978-013826391-1 (this is the printed book version)

SPRING 2024



VERY IMPORTANT - REQUIRED SOFTWARE:

Students enrolled in this class **MUST HAVE ACCESS** to the Adobe Creative Cloud – Student Package – You should go to [Adobe Creative Cloud Plans, Pricing, and Membership](#) – Sign Up for the Student & Teachers Plan – Creative Cloud All Apps US\$19.99/month – **DO NOT DO THE FREE TRIAL** – Purchase the package and then after class ends you can end your subscription to the plan if you wish to discontinue it.

ALL PROJECTS COMPLETED FOR THIS CLASS MUST BE COMPLETED USING ADOBE INDESIGN. You may also use Illustrator and Photoshop to create items that you may wish to import into your InDesign documents for project work.

Course Description: This hands-on course introduces students to the basic hardware and software components of publication design as well as the skills needed to produce attractive and effective printed materials. Students will learn to produce page layouts while fulfilling service-learning objectives. Designs include creating brochure design for a client, menu design, 12-page magazine design; includes mast head, cover design, 2-page table of contents, double page feature spread, editorial page with display ad. In addition, students will create a direct mail piece, 8-page case statement (for fundraising campaign) and a poster design. Class includes a significant amount of computer lab and creative studio time.

Course Credit Hours: 4 credits. This syllabus reflects the federal definition of a credit hour. Federal regulations define the amount of effort (including attending classes, reviewing lectures, doing readings, completing assignments, contributing to discussions, etc.) students should commit to their classes as follows: 3 hours of work per week per credit over a 15 week semester. The expected effort for a semester-long 4-credit course is 12 hours/week (4 credits x 3 hours per credit).

Course Objectives:

At the completion of this course, the student will be able to:

1. Use the underlying elements & principles of design and the common tools available in desktop publishing software.
2. Students will understand how to effectively work with typography, illustrations, photographs, color, headlines, captions, import files from other applications, and pull quotes, using industry standard software for dynamic publishing of print and digital workflow.
3. Students will be able to make creative design decisions regarding the emphasis and focal point of the composition, preservation of white space, flow of text around images, choice of paper stock, and color space.
4. The student will be capable of designing multi-page design layouts for print.
5. The student will have a broad understanding of the various printing processes available for desktop publishing.
6. The student will be able to plan and follow a project from conception through the design process to completion of the printing process.

Outline of Content to be covered:

1. Create single and multiple page documents such as a poster design, brochure design, sports team logo design & branding, magazine design, and a fundraising case statement from conception to completion using industry standard desktop publishing software – ADOBE INDESIGN.
2. Understand and experience the importance of the planning phases (phase 1: design brief; research/doodling, phase 2: thumbnails, roughs and final comps, phase 3: final design file created for specifications of print) of creating a publication.
3. Understand and prepare for the printing process.
4. The use of Master Pages, Story Editors, Grids, Columns, Headers and Footers, Pull Quotes and Sidebars, Styles.
5. Understanding the essentials of good design and composition and applying that knowledge to a finished publication containing text and images.
6. Be able to control the flow of text around images and between text frames.
7. Be able to select and use fonts effectively in a publication.
8. Importing graphics from compatible software applications.
9. Students will create designs such as brochure design, menu design, and magazine design with advertisement and Poster Design with Collateral for community partners to fulfill service-learning objectives as defined below.
10. Service Learning Objectives are embedded in this course as follows:

- To enhance academic learning by allowing students to apply their classroom learning to practical problem-solving and to appreciate the connections between their academic coursework and daily life.
- To contribute to civic and moral learning by increasing students' understanding of both the richness and the problems of our community.
- To contribute to professional learning by introducing students to potential careers while helping them to develop some of the social understanding necessary to effective professional development.

OUTCOMES ASSESSMENT:

- Participation: participating in on-line and in-class discussions
 - Lab Exercises: reinforcing lecture/demo
 - Collaborative class critiques (essential)
 - Service Learning Projects evaluated as real world applications
Projects: simulating real world applications
Research topics-current emerging technologies; sustainability and designer/clients environmental responsibilities.
 - Project Presentation: practice in orally communicating knowledge
 - Application tests: developing skills
 - Technical writing-practice in communicating technical knowledge via writing
 - Research documentations; Design Brief - understanding of concepts/objectives and client's needs for each project
 - Portfolio-presentation of work
1. Create single and multiple page documents such as brochure design, children's story zine, and magazine design. Also create poster design and a menu design.
- a. Students will be able to create and a single and multiple page document using and industry standard desktop publishing software. They will utilize the master pages palettes, the story editor, the character styles palette, and text frames and graphics frames.
 - b. Students will be able to demonstrate knowledge of creating single and multiple page documents in skills based projects, utilizing industry standard desktop publishing software. These sequential projects guide the student to create their own project independently of the textbook.
 - c. Students will demonstrate the ability to interact with a client, understand the needs of a target population, receive and integrate feedback, provide a verbal presentation of their work to the client.
 - d. Demonstrate 21st century skills including teamwork, research, oral and written communication skills, global perspective, and innovation.
 - e. Students will demonstrate their understanding of their graphic design environmental responsibilities in written form identifying sustainability's; renewable energy & certifications of forestry, pre and post-consumer recycled materials, etc.
 - f. Each project to include a Design Brief; Objective Statement with Strategy that reflect real life projects in the Graphic Design Industry.

2. Understand and prepare for the printing process.

- a. Students will do a research project on the various printing processes, from a digital to an offset press. This may include a physical trip to a printing shop or facility.
- b. Students will be able to demonstrate their knowledge of the printing process by utilizing the preflight and print package command to prepare their final project for printing. They will prepare a written description of their choice of a printing process for their project, and if possible include a sample of the paper stock.

- c. Students will prepare The Heron literary magazine for printing, completing all of the layout and design of the internal pages and cover design.
3. Understanding the essentials of good design and composition (use of the elements of design and principles of organization) and applying that knowledge to a finished publication containing text and images.
- a. Students will be able to understand and identify good design and composition in a publication design by collecting a printed piece, and presenting it to the class in a critique.
- b. Student will be able to validate their design choices in critiques by use of the Formal Elements of Design (line, shape, value, color, texture, space) and Principles of Organization (harmony, variety, balance, dominance, movement, proportion & economy). This applies to all critiques from thumbnails to final comps of each project.
- c. Students will be able to demonstrate their level of achievement in class presentations and group critiques by identifying the key components of good design and composition in printed collateral advertising or other publications. Students will discuss their observations in a group activity.

Website: This course makes regular and active use of a Canvas website. If you do not yet have a UNH username and password, please visit the UNHM IT office soon to set up an account.

Meetings: Unless otherwise specified by the instructor, all classes will meet in Pandra Lab on UNH Manchester campus and students are expected to come to each class having completed all assigned readings and homework, and ready to engage with the material. This course is wholly aligned with the University of New Hampshire's code of conduct, which seeks to make the classroom a welcoming space for diverse voices in the discussion of intellectual ideas and research. Threatening or harassing behavior will not be tolerated. Class meetings will use some mix of lectures, slides, videos, discussions, and in-class activities. To facilitate retention of classroom knowledge, any PowerPoint slides used for class will be made available in the "Files" section of our course website.

Electronic Devices: During class, we will not make use of any media technology or internet platform unless this is specifically required for a class activity. This policy follows [section 04:213 of the Student Handbook](#): "Students may not use cell phones, PDAs, pagers, digital music players, laptops and other electronic devices during class unless designated by the course instructor. If use of any of these items is permitted by the course instructor, these items are not allowed to be used for non-class activities. If you, the student, have a learning disability that requires the use of one of these items, you must provide evidence from the Disability Services for Students office, to inform the course instructor of this situation so that he or she can accommodate your use. Also, if you need to leave a cell phone on for an emergency situation, you should inform the course instructor at the beginning of the class session as well as keep the phone on in a silent mode, so as not to disrupt the course" (p. 23).

AI (ARTIFICIAL INTELLIGENCE) POLICY

Use Prohibited - Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools) on assignments in this course to generate your final design work. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. All projects will require pencil sketches to show your original design concepts. These will be uploaded into CANVAS with every assignment.

Unless otherwise specified, the use of Automated Writing Tools, including Grammarly, ChatGPT and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools to complete assignments is considered plagiarism (as defined by UNH's Academic Integrity Policy) and will be handled in accordance with existing policy.

To avoid concerns or misunderstandings, you're encouraged to:

- Complete all writing and graphic design assignments using your own ideas and words.
- Turn on version history in Microsoft Word to demonstrate your iterative writing process.

- Ask if you're unsure whether a tool or method is acceptable for a given assignment.

In addition, other uses of AI are prohibited including:

- Using AI to transcribe course lectures
- Uploading course materials to an AI tool for the purposes of summary generation.

[Academic Integrity Policy link](#). All members of UNH share responsibility for promoting and protecting the highest standards of integrity in scholarship and professional practice. The value of honesty and the expectation of conduct that goes with it are intended to reinforce a learning environment where students and faculty can pursue independent work without unnecessary restraints. At the same time, the University recognizes its responsibility to encourage and inculcate values and standards of conduct that will guide its students throughout their careers.

This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Students are expected to complete independent, original work for each academic activity unless otherwise specified by the faculty member. Students should seek clarification when in doubt. Any attempts to deviate from these principles will be construed as acts of academic dishonesty subject to disciplinary action. This policy establishes the expectations of the University of New Hampshire for academic honesty and defines situations that constitute academic misconduct related to undergraduate and graduate coursework.

Attendance and Lateness: Active participation in class is a critical aspect of your learning and students are expected to attend all classes. If you are unable to attend, for any reason, please notify your instructor before the session or, if that is not possible, at the first opportunity after. Attendance is officially recorded at each class session. Arriving late to class is disrespectful and disruptive to both faculty and students and may negatively impact the participation component of your evaluation. **For attendance credit/points - Students are required to be in the lab during the entire class.**

Documented absences resulting from legitimate circumstances, such as personal illness, death in the immediate family, etc. should not negatively affect a student's attendance or academic standing. The individual faculty member is the final decision maker in considering excused absences. If a history of excessive absences is established, the advisor, faculty and student will meet to determine the appropriate outcome: course withdrawal, failing grade or an incomplete grade. In all instances, however, excused absence does not mean a student is excused from meeting course work, class standards or expectations.

If you are dealing with an unexpected, extenuating circumstance that will keep you out of class or affect your performance for more than a day or two, reach out to Lisa Enright, Assistant Dean of Student Success, at lisa.enright@unh.edu to request a letter be sent to all your faculty.

If you are required to miss significant class time, you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course. Please contact your course instructor to discuss the specific types of supports that will be implemented during your absence. Possible options you may be provided in this class include:

- Class notes from a peer
- One-on-one meetings with instructor or TA to catch-up on missed content
- Virtual office hours
- Access to recorded lectures (asynchronous)
- Remote access for class (synchronous)
- Lecture slides
- Handouts or other materials that are distributed

Incompletes: An incomplete will only be considered **only** towards the end of the semester when the student has but a few assignments left to finish the course, and **only** if the student requests an incomplete. An administrative failure (AF) is the appropriate grade for a student who has missed substantial portions and assignments of a class. Additional information about incompletes is available in the undergraduate catalog section on [Grades](#). Students that are subject of an investigation of academic dishonesty that is unresolved during grade submission will be given the grade of "NR".

Early Alert Progress Reports: The University is invested in your academic success, and myWildcatSuccess is a tool to help you, your faculty, and your advisors communicate. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert -- particularly around Week 5. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. If you receive an academic alert, you and your advisor will receive an email. Alternately, find your Progress Reports under the Reports tab in myWildcatSuccess. If you receive an alert, please meet with your faculty member or your advisor about the concern. The purpose of these alerts is to encourage you to visit the campus resources you need early on, so that you can get back on track for a successful semester.

Your final grade will be calculated as follows:

Successful completion of this course requires completion of all assignments below.

PROJECTS (70%) 70 Points

Project #1 - Brochure - 10 points
Project #2 - Menu Design - 10 points
Project #3 - Alumni Magazine - 10 points
Project #4 - Children's Story Zine - 5 points
Project #5 - Poster for Sporting Event - 10 points
Project #6 - Case Statement - 15 points
Project #7 - Childrens' Story - ZINE Executed - 10 points

Assignments - Graded as Incomplete/Complete

Student Information Sheet
Table Tent Card
Project #3 Alumni Magazine Creative Brief
Project #6 (Outline) for Case Statement

Quiz & Mid-Term (20%) 20 Points

Quiz #1 - 10 points
Mid-Term Exam - 10 points

OTHER (10%) 10 Points

Class Participation & Attendance - 10 points
(.714 points per class that you attend each week)

TOTAL 100%

Center for Academic Enrichment (CAE): Provides [services and resources](#) to support academic success.

ZOOM Recording of Class: Class lectures and activities will/may be recorded in order to make this course more accessible, and recordings may be made available to students presently enrolled in the class to assist in reviewing material and preparing for assessments. Recordings are to be used for educational use/purposes only. Students may not record class activities (including audio/photographs/screenshots of instructors and students) without

express permission from their instructor and students whose image is captured. If permission is granted, student-initiated recordings may only be used for educational purposes in this class and only during the period in which the student is enrolled in the class; authorized student-initiated recordings may not be posted or shared in any fashion outside of the class.

Netiquette Guidelines (from UNH Academic Technologies): Netiquette is the socially and professionally acceptable way to communicate on the Internet. We are all expected to abide by these guidelines of "netiquette" when using online communication tools with your classmates and instructor. Guidelines can be found through the Teaching and Learning Resource Hub and at this Academic Technology resource.

Accessibility Services: If you have a documented disability or believe you may have a disability that requires accommodations, please contact [Student Accessibility Services](#). If you think you have a disability requiring accommodations, you must register with the UNHM Disability Services Office Coordinator Jenessa Zurek, who can be reached at (603) 641-4383, jenessa.zurek@unh.edu, or in person in the Student Services Suite, Room P410H.

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator \(Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930/1527 TTY\)](#). Faculty, staff or students on the Manchester campus can also contact Lisa Enright, Deputy Title IX Coordinator (lisa.enright@unh.edu; 603-641-4336; Room 439) to report any incidents of sexual violence and harassment shared by students.

If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy at \(603\) 862-7233/TYY \(800\) 735-2964](#), as well as, Caroline Young, SHARPP Center Advocacy Expanded Services Coordinator for UNH Manchester (caroline.young1@unh.edu; room 417; Available in person Mondays 9 am to 4-pm and available by appointment (in person and virtually) by emailing caroline.young1@unh.edu). Individuals can also access Reach Crisis Services NH 603-668-2299 (24 hours), 77 Sundial Ave., Suite 306W, Manchester, NH.

For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#). [The uSafeUS app](#) is also available for students to keep reporting options and resources easily accessible on their phones.

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or visit the CREO website. Anonymous reports may be submitted.

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus in room 417 or sas.office@unh.edu.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/sas or contact SAS at 603.862.2607, 711(Relay NH) or sas.office@unh.edu.

Curtailed Operations: If the university curtails operations due to weather, we will not hold in-person activities for our safety and the safety of others. As soon as possible, I will post an announcement on Canvas about due dates, any make-up work, and (*if applicable*) any online options that may make sense depending on where we are in the course. Please make sure you have access to the UNH Alert RAVE system. If needed, sign up for RAVE Alerts [here](#).

Student Supports: Key Links to collective Web Sites: [UNH Syllabus Supplemental Resources](#) , [Student Life Supports](#); [Academic Success Supports](#).

UNH provides a variety of resources to support students' academic success, health and well-being, and engagement with the campus community.

A list of student resources can be found on [the Provost's website](#). These resources are not required for this course but may be helpful to you during the semester.

Course Outline & Reading Schedule

The following class schedule is a general approximation and subject to change.

DATE TOPIC/ACTIVITIES

The following class schedule is a general approximation and subject to change.

WEEK #1

- Introductions (Student Goals, Background)
- Review Syllabus, Class Outline, Text Book

Lecture - Review of 5 Elements of Layout Design

Lecture - Review of 5 Principles of Layout Design

Lecture - Review of Chapter 1: Introducing the Work Space

Lecture - Review of Chapter 2: Getting to Know InDesign

Make sure you all have Adobe InDesign CC Classroom in a Book by next week and complete the assigned reading!

HOMEWORK: Student Information Sheet, Save as a PDF file and Upload into Canvas, Reading Chapters 3 & 4

WEEK #2 - NO CLASS - LABOR DAY

WEEK #3

Lecture - Review of 7 Tips for Creating a Layout Design

READ / Lecture - Review of Chapter 3: Setting Up a Document and Working

READ / Lecture - Review of Chapter 4: Working with Objects

START Project #1 - BROCHURE - DUE 9/14/25

Work on PROJECT #1 - Start work on your comp for your brochure.

HOMEWORK: Work on PROJECT #1

It is very important to print out your brochure to make sure it folds correctly!

Reading Chapter 5 & 6, final PDF for the PROJECT #1 - BROCHURE

WEEK #4

CRITIQUE: PROJECT #1 - BROCHURE

Lecture - Review of Chapter 5: Flowing Text

Lecture - Review of Chapter 6: Editing Text

HOMEWORK: Reading Chapters 7 & 8

Work on PROJECT #2 - MENU DESIGN

WEEK #5

Lecture - Review of Chapter 7: Working with Typography

Lecture - Review of Chapter 8: Working with Color

QUIZ #1 TO BE COMPLETED THIS WEEK.

HOMEWORK:

START PROJECT #3 - ALUMNI MAGAZINE DESIGN

HOMEWORK: Creative Brief (include all magazine contents - start gathering text) is due by next week.

Reading Chapters 9 & 10 - CONTINUE WORKING ON Project #3 - MAGAZINE

WEEK #6

Lecture - Review of Chapter 9: Working with Styles

Lecture - Review of Chapter 10: Importing and Modifying Graphics

HOMEWORK:

FINISH UP PROJECT #3 - MAGAZINE DESIGN

Reading Chapters 11 & 12

WEEK #7

Lecture - Review of Chapter 11: Creating Tables (Also review Illustrator tables/graphs/charts)

Lecture - Review of Chapter 12: Working with Transparency

IN CLASS: PROJECT #4 - CHILDREN'S STORY ZINE

HOMEWORK:

COMPLETE THE ONLINE MID-TERM EXAM

PROJECT #4 - CHILDREN'S STORY ZINE

WEEK #8 NO CLASS - COLUMBUS DAY**WEEK #9**

CRITIQUE - PROJECT #3 ALUMNI MAGAZINE

Lecture - Poster Design

HOMEWORK:

PROJECT #5 - POSTER FOR SPORTING EVENT

WEEK #10

CRITIQUE - PROJECT #5 POSTER DESIGN

Lecture - Review of Chapter 13: Printing and Exporting

Lecture - Review of Chapter 14: Creating Adobe PDF files

HOMEWORK:

IN CLASS: PROJECT #7 - CHILDREN'S STORY ZINE

WEEK #11

WORK ON DURING CLASS - PROJECT #7 - CHILDREN'S STORY ZINE

TABLE TENT CARD is due next week. Work on this during class.

NO HOMEWORK - WE WILL MEET UP AT CUMMINGS PRINTING NEXT WEEK at 3:00 PM

Continue working on PROJECT #6 CASE STATEMENT.

WEEK #12

CLASS FIELD TRIP - We will be going to Cummings Printing in Hooksett, NH for a tour. They are a very large publication printer. We will have a full tour and learn about the printing process for magazines.

WEEK #13

REVIEW & CRITIQUE - PROJECT #7 - CHILDREN'S STORY ZINE EXECUTED

Each student to present their booklet.

Lecture - Campaign Name & Case Statement

Start Preparations for PROJECT #6 - CASE STATEMENT (see examples) - FINAL PRESENTATION IS THE LAST CLASS: Select your charity/non profit organization. By the end of class today, write a Creative Brief about your case statement. Brief should include the following information: Name of Charity/Organization, Campaign Name, Table of Contents for your Case Statement (12 pages) and the Executive Summary.
UPLOAD CREATIVE BRIEF BEFORE NEXT WEEK'S CLASS.

WEEK #14

WORK ON DURING CLASS - PROJECT #6 - CASE STATEMENT
HOMEWORK: Full outline for your case statement - all contents.

WEEK #15

FIRST CRITIQUE DURING CLASS - PROJECT #6 - CASE STATEMENT
BE READY FOR FIRST REVIEW OF WHERE YOU ARE AT WITH YOUR FINAL PROJECT.
HOMEWORK: Keep working on PROJECT #6, final presentations are next week.

WEEK #16 - LAST DAY OF CLASS

CASE STATEMENT PRESENTATIONS
REVIEW & CRITIQUE - PROJECT #6 (Case Statement)