



**CERTIFICATE IN  
EXECUTIVE SECRETARYSHIP**

**MODULE LEARNING GUIDE**

**FOR**

**DESKTOP PUBLISHING  
SUBJECT CODE: *CIS 111***

## Version 1: JANUARY 2007

### 1) INTRODUCTION

Desktop Publishing serves to introduce to students the basic elements of understanding the functions of creating documents using desktop publisher to assist them in producing documents of quality.

### 2) AIMS

This module provides the emphasis is on increasing students' understanding in designing, understanding the concept of desktop publisher whereby the students apply the knowledge of DTP in creating business documents.

The module provides students with the opportunity to develop their skills and knowledge in the field of office document such as creating letterhead, business cards, newsletter, advertisement, leaflets and etc and thus to prepare them for an executive secretary for their future industries.

### 3) LEARNING OUTCOMES

**At the completion of this completion, students will be able to:**

- a) Understand the concept related to Desktop Publisher
- b) Use a DTP software programme Microsoft Publisher to design different direct literature
- c) Apply the knowledge of DTP in creating business documents
- d) Design and create documents creatively and attractively
- e) Use proper techniques to key accurately and mastered the computer keyboard
- f) Get acquainted with computer and communication systems
- g) Understand the ways information technology affects our lives
- h) Know the different applications of compiler in our real-life
- i) Make presentations using power point
- j) Copy type from printed text

### 4) AUDIENCE AND PRE-REQUISITES

The module is intended for students who have completed Computer Application and Typewriting 1.

### 5) OVERVIEW OF THE MODULE

This module emphasis on business document in the organization and firstly is to understand the concept related to desktop publisher by identify the features and the importance of each document by composing and designing each and every document for their organization.

Besides that, the student will differentiate each and every document and identifying the differences and the importance of the format in creating those documents . Furthermore, student will be capable in composing letters, notices, press release, newsletters an etc by using this software.

The inclusion of various activities, situational based discussions and examples in this module will guide and help the students to understand the necessity, importance and application of secretarial studies.

The core aspects of the subject will be revolving around the following areas:

- Understand the concept related to Desktop Publisher
- Use a DTP software programme Microsoft Publisher to design different direct literature
- Apply the knowledge of DTP in creating business documents
- Design and create documents creatively and attractively

- Composing and designing skills
- To understand the usage, guidelines and reasons of designing notices and advertisements and other related documents

## 6) INSTRUCTIONAL PLAN and RESOURCES

The base source of material is Gehris, Desktop Publishing using Microsoft Word For Windows, 1998, South – Western Educational Publishing

Additional reference may be made to:

1. Blanc, Desktop Publishing Activities, 1998, South Western Educational Publishing
2. Korb, Exploring Desktop Publishing – A project approach, 1998, South-Western Educational Publishing
3. Duff, John M, Introduction to Desktop Publishing
4. Simone, Luisa, Microsoft Publisher by Design, Microsoft Press, USA 1994
5. Felici & Nace Desktop Publishing Skills

### Class Learning Schedule

Week	Lecture	Tutorial / Activities
1 & 2	Introduction to Microsoft Publisher – Editing and Formatting <ul style="list-style-type: none"> <li>• Introduction to Microsoft Publisher</li> <li>• Main features of the software</li> <li>• Features to create move, resize, turn pages, zoom</li> <li>• Use the page wizard</li> </ul>	Unit 1 & 2 Explaining on the Microsoft Publisher 1.1 Create Frame 1.2 Text Frame Tool 1.3 Icon – Easily move and resize objects 1.4 Pages 1.5 Page wizard Activity - Creating a blank publication – Creating Page Wizard
3 & 4	Working with Graphics Inserting pictures / graphics <ul style="list-style-type: none"> <li>• Creating an object using tool book</li> <li>• Crop a picture</li> <li>• Recolour a picture</li> <li>• Send to back and bring front commands</li> </ul>	Unit 3 & 4 Explaining and Editing and Formatting and Working with Graphics <ul style="list-style-type: none"> <li>- To cut, copy and paste</li> <li>- To use the spell checker</li> <li>- To do text processing and inserting work art</li> <li>- To change the font type, font sizes and font colour – Fancy First Letter</li> <li>- To apply colours, background colours, fill effects using special papers and etc</li> </ul> Activity - To create Letterhead – Cover page of a magazines
5	Creating Newsletter	Unit 5

	<ul style="list-style-type: none"> <li>Working with columns</li> <li>Fancy 1<sup>st</sup> Letter effect- Drop Cap</li> <li>Inserting graphics</li> </ul>	<p>Explaining on the columns, Drop Cap</p> <p>Explaining the differences between Article and Newsletter</p> <p>Activity - Create a newsletter for Ladies Executive on the latest event - Create an article on Ladies Grooming</p>
6 & 7	<p>Creating An Invitation</p> <ul style="list-style-type: none"> <li>Using templates</li> <li>Working with Word Art</li> <li>Grouping and Ungrouping</li> </ul>	<p>Unit 6 &amp; 7</p> <p>Explaining on the templates on Invitation Card</p> <p>Activity - create an invitation card - create a Thank You Card - create a company annual dinner</p>
8	<p>Creating An Advertisement</p> <ul style="list-style-type: none"> <li>Working with bullets</li> </ul>	<p>Unit 8</p> <p>Explaining the importance and the types of advertisement used</p> <ul style="list-style-type: none"> <li>line advertisements</li> <li>display advertisements</li> </ul> <p>Activity -create a display advertisement for the post of secretarial - create an advertisement on your college open day</p>
9	<p>Creating Leaflet / Flyer</p> <ul style="list-style-type: none"> <li>Background colour</li> <li>Formatting texts and graphics</li> </ul>	<p>Unit 9</p> <p>Explaining the importance of leaflet and the differences between leaflet and advertisement</p> <p>Activity - create a flyer on your course - create a flyer to promote a computer fair &amp; add voucher.</p>
10	<p>Creating Brochure</p> <ul style="list-style-type: none"> <li>Working with tab setting</li> </ul>	<p>Unit 10</p> <p>Explaining the importance of Brochure</p> <p>Activity - creating a brochure for your club, include the club aims, mission and other relevant details.</p>
11 & 12	<p>Creating Booklet</p> <ul style="list-style-type: none"> <li>Master page</li> <li>Importing texts &amp; graphics</li> <li>Headers &amp; Footer</li> <li>Creating connected text frame</li> </ul>	<p>Unit 11 &amp; 12</p> <p>Explaining the importance of creating booklet.</p> <p>Activity - Create a booklet on Health and Safety in the office premises</p>
13	<p>Creating Forms</p> <ul style="list-style-type: none"> <li>Designing Forms</li> <li>Formatting</li> </ul>	<p>Unit 13</p> <p>Explaining the importance of business forms</p> <p>Activity - create a form on student particular form</p>
14	<p>Creating Table</p>	<p>Unit 14</p>

	<ul style="list-style-type: none"> <li>• Creating a table in MS- publisher</li> <li>• Importing table from other software</li> <li>• Formatting</li> </ul>	Explaining the usage of table in Microsoft Publisher  Activity - create a table
15	FINAL EXAM	

## 7) ASSESSMENT REQUIREMENTS

### 7.1 AIM

The aim of the assessment is to identify formal practices and procedures for assessing and appraising the performance of students in order that those judgments and decisions can be reached concerning:

- The progression of participants through the programme.
- How well participants have met the programme learning outcomes through the combination of the individual module learning outcomes.
- The provision of feedback information to participants concerning their performance and how they adhered to the generic assessment criteria and the module-specific assessment criteria.

### 7.2 ASSESSMENT INSTRUMENTS:

The following is an outline of the various assessment instruments for this module:

#### 7.2.1 Examinations (50%)

The final examination will be conducted on Week 15 and will 2 hours in duration. It is theory – based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of structure questions.

Final Examination is included in this module. It seeks to determine participants' individual effectiveness in responding to specific questions under time-constrained invigilated conditions. The examination may take this form:

- 20% X 5Q ÷ 2 (50%)

A closed book examination requesting participants to demonstrate their knowledge and skills in responding to specific questions based over the said module.

Examinations test retained knowledge and understanding and the student's ability to address questions and problems under examination conditions and time constraints. This process simulates conditions under which managers invariably have to work - assessing what is needed, identifying options, establishing priorities, making decisions and communicating - all under pressure. Examinations also ensure that the student has to produce original work, which cannot benefit from outside help. The examination process is valued by employers as it assures them that students on the program are thoroughly assessed on their own merits and cannot achieve a pass based largely on the work of others.

#### 7.2.3 GROUP PROJECT & PRESENTATIONS (10% + 20% + 20% = 50%)

This module is assessed in the form of group project as the module requires the students to demonstrate team work and co-ordinated efforts to complete the assigned task.

As part of the assessment, a presentation (individually or in groups) on the Group Project will be required and the marking criteria are enclosed. Students must be provided with the assessment / marking criteria prior to being assessed.

### 7.3 ASSESSMENT TIMELINES

Group Project 1 : Due in Week 4

Group Project 2	:	Due in Week 8
Group Project 3	:	Due in Week 10
Presentation of 3 Projects	:	Due in Week 11
Final Examination	:	Due in Week 14

## LEARNING SUGGESTIONS AND GUIDELINES

### WEEK 1 & 2

**Over the week of lecture and tutorial, the focus will be to undertake the following:**

Introduction to Microsoft Publisher - Editing and Formatting

- Introduction to Microsoft Publisher
- Main features of the software
- Features to create, move, resize, turn pages, zoom
- To use the page wizard

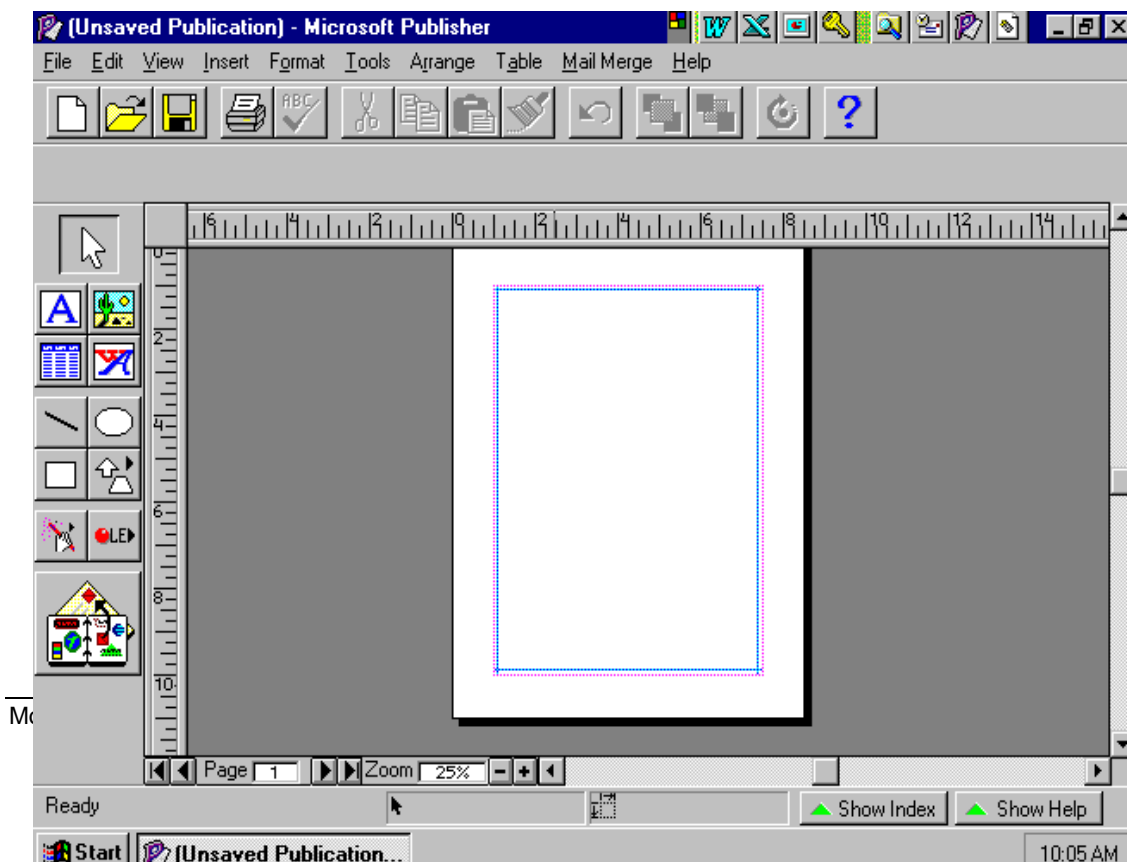
**Learning outcomes to be attained:**

- To be introduced to Microsoft Publisher
- Understanding the main features of the software
- Be able to use features to create, move, resize, turn pages, zoom
- Being able to use the page wizard

**Readings and preparation to be undertaken by the student :**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing

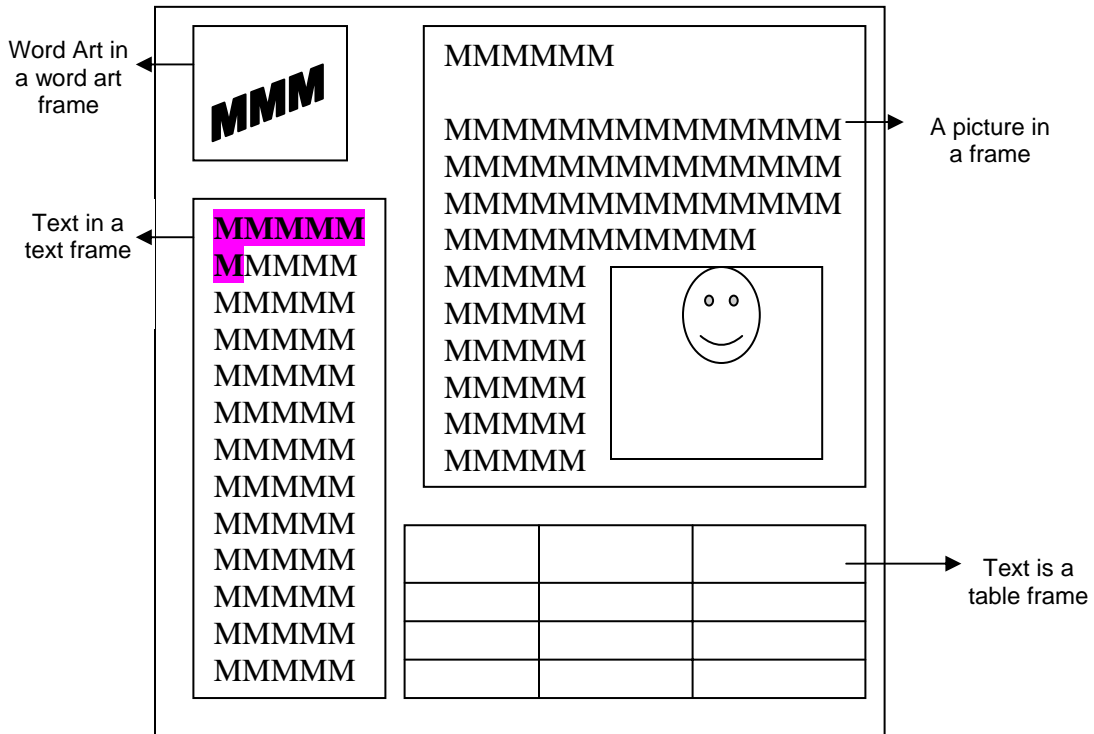


**Publisher for Windows 95 / 97 / 98 / XP**

1. With publisher for Windows 95/97/98/XP, you'll soon be creating distinctive newsletters, brochures, and flyers, even if you have no publishing experience.
2. This brief introduction will show you publisher's main features and how to use them.

**Everything goes in a frame**

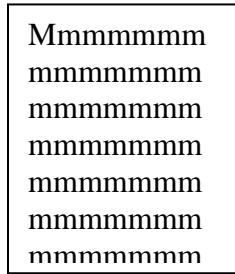
1. Frames make it easy to move around the piece of your publication to create your layout.



2. Each type of frame is created by one of the tool on Publisher's left toolbar.

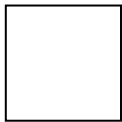
**The Text Frame Tool**

- 1. This is the tool for creating text frames.



You need at text frame before you can type text into your publication.

- 2. This is tool for creating picture frame



Create a picture frame to add a new picture, or double click on picture to replace it with another.

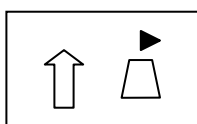
- 3. This is the tool for creating a table use a table when you have text or numbers that need to be organised in rows and columns, such as a table of contents.



- 4. Use the Word Art tool to create text that has special effect Curved slanted or even upside down text.

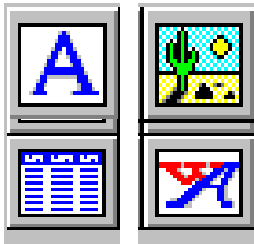


- 4.  There are two functions for this square line, 1) is to create a square 2) to create a frame for a background



These are the tools for creating lines, circles, rectangles, and other fun shapes.

### Create Frame



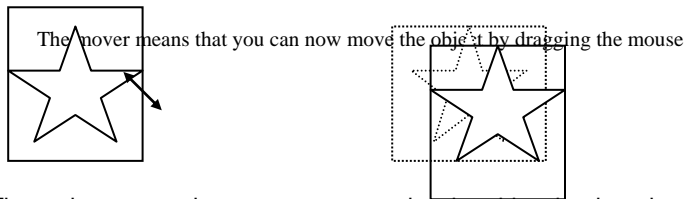
To create any type of frame

1. Click the tool once
2. Place the mouse pointer where you want the frame to start.
3. Hold down the mouse button and drag the mouse diagonally.

Now you can add content to the frame. If you created a text frame, just start typing.

### Easily move and resize objects

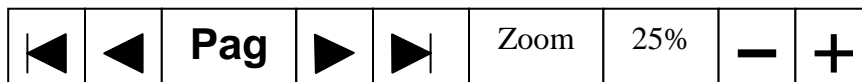
Move the mouse pointer around on the object and watch the pointer change.



The resize means that you can now resize the object by dragging the mouse

### Turn the pages and zoom in

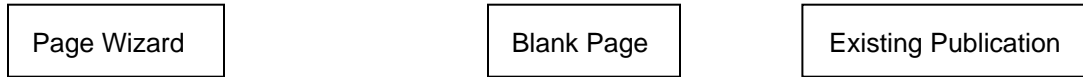
Use the page control to turn pages.



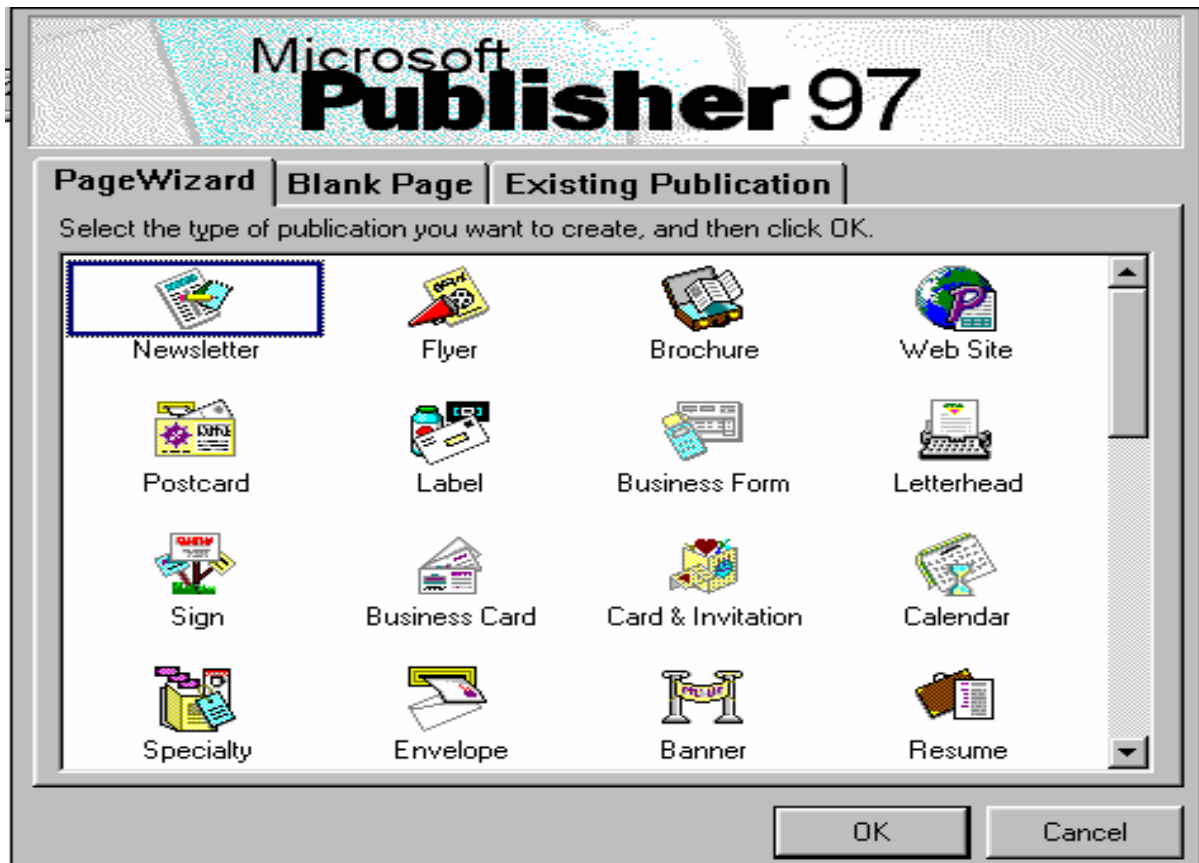
.... And the zoom controls for a closer look at something.

**Page Wizard does the hard work for you**

When you start off with a Page Wizard design assistant, Publisher does the hard work for you. Just click the type of publisher you want.



Select the type of publication you want to create and then click OK.

**Point to Remember**

1. Publisher objects are contained in frames.
2. Create frame using the tools on the left toolbar: click a tool move the mouse pointer over to the page, hold down the mouse button and drag out a frame.
3. Turn pages and zoom in or out using the lower – left corner of your workspace.
4. Drag with the mouse pointer to easily move or resize objects.
5. Experiment and have fun!

To view this Introduction at another time, click the help menu and then click introduction to publisher.

**WEEK 3 & 4**

**Over the week of lecture and tutorial, the focus will be to undertake the following:**

Working with Graphics Inserting pictures / graphics

- Creating an object using toolbox
- Crop a picture
- Recolour a picture
- Send to back and bring front commands

**Learning outcomes to be attained:**

Being able to work with Graphics Inserting pictures / graphics to

- Create an object using toolbox
- Crop a picture
- Re-colour a picture

**Readings and preparation to be undertaken by the student:**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing
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**WEEK 5**

**Over the week of lecture and tutorial, the focus will be to undertake the following:**

Creating Newsletters

- Working with columns
- Fancy 1<sup>st</sup> Letter effect
- Inserting graphics

**Learning outcomes to be attained:**

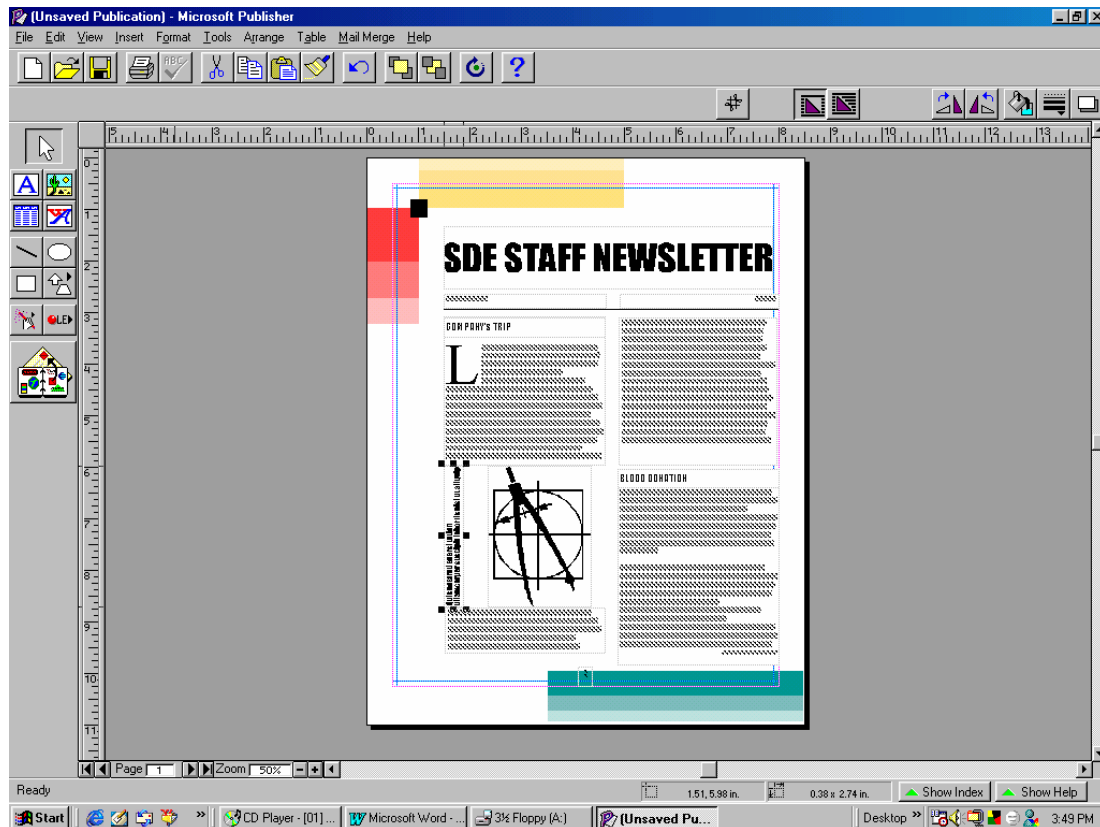
Being able to create Newsletters and do the following:

- Working with columns
- Fancy 1<sup>st</sup> Letter effect
- Inserting graphics

**Readings and preparation to be undertaken by the student :**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing
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## CLASS ASSIGNMENT

- i) Type the following article in 2 columns and also add pictures

*Tuesday, September 05, 2006*

### Caution with cosmetics

If you have an allergic reaction to a **cosmetic**, you should stop using all cosmetics until your doctor will try to determine which ingredient, or combination of ingredients, has caused the problem. It does not mean that you should not use the cosmetics at all.

It is dangerous to use aerosol **hairspray** near heat, fire, or while smoking as it can ignite and cause serious burns if not fully dry.

Fires related to aerosol hairsprays have caused injuries and deaths. If inhaled, aerosol hairsprays or powders can cause **lung damage**.

Scratching the eye with a **mascara** wand should not be done, as it is the most common injury from cosmetics. It can also result in eye infections, ulcers on the cornea, loss of lashes, or even blindness.

To play safe, never apply mascara while riding in a car, bus, train or plane. Sharing cosmetics can also lead to serious problems. Cosmetics become contaminated with germs that the brush or applicator sponges picks up from the skin. If you moisten brushes using saliva, the problem is much more severe. Wash your hands before using make-up to prevent exposure of the make-up to germs.

**Artificial nails**, when not applied correctly, can be a source of problems. They must be completely sealed because any space left between the natural nail and the artificial nail, may cause fungal infection. Such infections can cause permanent nail loss.

Sleeping while wearing **make-up** can cause problems, too. If mascara flakes into your eyes, you might awaken with itching, sore, reddened eyes, and possibly infections or eye scratches. Remove all make-up before going to bed to avoid **eye infections** or injury.

**ii) Type the following into two column paragraph and should be in one page with a minimum of 3 relevant clipart.**

Importance of Fruits in Diet By Kevin Pederson

Fruits, fresh or dried have been natural staple diet of human being since ancient times. Replete with minerals, vitamins, enzymes, they are easily digestible. Fruits are not only good source as food; they are serving as medicine and treat ailments.

Fruits, eaten raw or consumed as fresh juice are an excellent way to retain and balance moisture level in a body. The low level of sodium in fruits plays an important role for people who avail of salt free diet. So, pregnant ladies eat 2-3 helpings of fresh fruits in a day.

Dry fruits like apricots, raisins and dates are a storehouse of calcium, iron, essential for strengthening of bones and good blood respectively. Custard apple too is an excellent calcium source. If you are unwell, consume fruits in the form of fresh juice only. One or two fruit a day cleans the digestive tract and aids easy bowel action.

Guavas, custard apples, lemons and oranges are effective sources of vitamin C. When eaten fresh and raw, they provide all vitamins. Papaya is an excellent source of Vitamin C and carotene, which converts to Vitamin A in the body.

Consume fruit in raw and ripe form. Avoid cooking as there is loss of nutrient salts and carbohydrates. It is ideal to eat one kind of fruit at a time. Many prefer to take fruits in breakfast with milk. It is advisable to avoid a combination of fruits and vegetable. In case you need to combine fruits with vegetables, opt for larger portions of fruits.

Fruits like apple, lemon, orange and pomegranate aid in proper functioning of the heart. Nutrients in apple, date and mangoes sharpens memory, prevents exhaustion, hysteria, insomnia and mental tension.

All forms of berries are rich in iron, phosphorus and sodium that are beneficial for blood building and nerve strengthening. Lemons are good for liver ailments, indigestion and rheumatism. Watermelons are good kidney cleansers. Pineapple, pomegranates help in soothing inflammation of nose, throat, hay fever and other chronic or bronchial ailments. Grapefruit juice is an effective aid for common cold. Fresh and ripe fruits like grapes, apples, bananas and figs are good for all brain deficiencies. Even the kernel of walnut is a helpful remedy for weakness of the brain.

Eating liberal amount of fruits daily ensures a healthy energetic life and active life lifetime.

ii) Your club is inserting a newsletter on the Fruits and Vegetables. Therefore you are required to type this newsletter with two columns. Also insert appropriate pictures and format the text.

**Fruits, Vegetables, and Cardiovascular Disease**

A Follow-up Study, included almost 110,000 men and women whose health and dietary habits were followed for 14 years. The higher the average daily intake of fruits and vegetables, the lower the chances of developing cardiovascular disease. Compared with those in the lowest category of fruit and vegetable intake (less than 1.5 servings a day), those who averaged 8 or more servings a day were 30% less likely to have had a heart attack or stroke.

Although all fruits and vegetables likely contribute to this benefit, green leafy vegetables such as lettuce, spinach, Swiss chard, and mustard greens; cruciferous vegetables such as broccoli, cauliflower, cabbage, Brussels sprouts, bok choy, and kale; and citrus fruits such as oranges, lemons, limes, and grapefruit (and their juices) make important contributions.

Increasing fruit and vegetable intake by as little as one serving per day can have a real impact on heart disease risk. In the two Harvard studies, for every extra serving of fruits and vegetables that participants added to their

diets, their risk of heart disease dropped by 4 percent.

### **Fruits and Vegetables, Blood Pressure, and Cholesterol**

High blood pressure is a primary risk factor for heart disease and stroke. As such, it's a condition that is very important to control. Diet can be a very effective tool for lowering blood pressure. One of the most convincing associations between diet and blood pressure was found in the Dietary Approaches to Stop Hypertension (DASH) study. This trial examined the effect on blood pressure of a diet that was rich in fruits, vegetables, and low-fat dairy products and that restricted the amount of saturated and total fat. The researchers found that people with high blood pressure who followed this diet reduced their systolic blood pressure (the upper number of a blood pressure reading) by about 11 mm Hg and their diastolic blood pressure (the lower number) by almost 6 mm Hg - as much as medications can achieve.

How fruits and vegetables lower cholesterol is still something of a mystery. It is possible that eating more fruits and vegetables means eating less meat and dairy products, and thus less cholesterol-boosting saturated fat. Soluble fiber in fruits and vegetables may also block the absorption of cholesterol from food.

## **WEEK 6 & 7**

**Over the week of lecture and tutorial, the focus will be to undertake the following:**

Creating Invitation Cards

- Using Templates
- Working with Word Art
- Grouping and ungrouping objects

**Learning outcomes to be attained:**

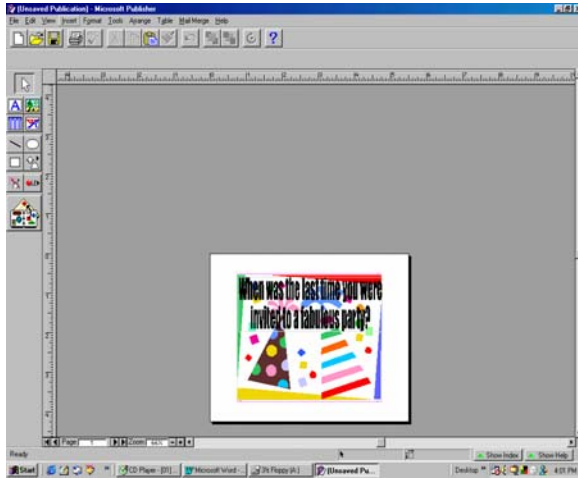
Being able to Create Invitation Cards and do the following:

- Using Templates
- Working with Word Art
- Grouping and ungrouping objects

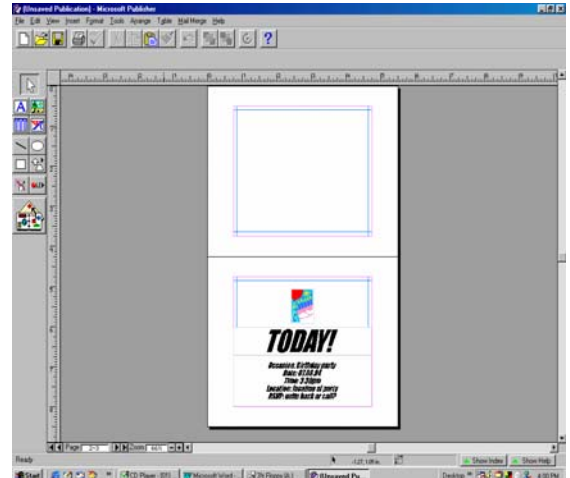
**Readings and preparation to be undertaken by the student:**

**Text book:**

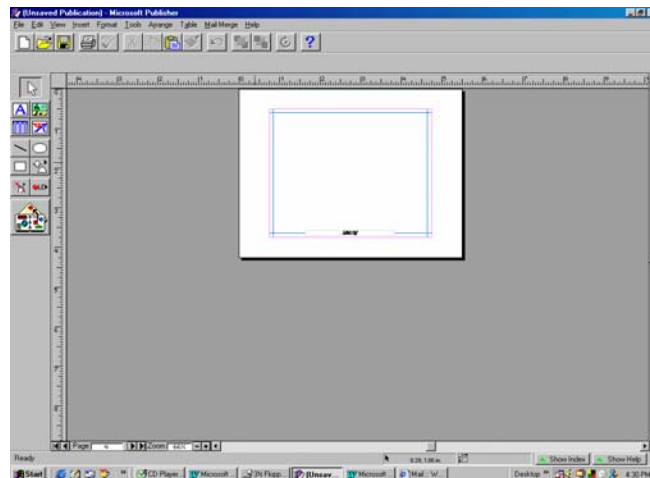
Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing
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Page 1



Page 2



Page 3

**WEEK 8**

Over the week of lecture and tutorial, the focus will be to undertake the following:

Creating Advertisements

- Working with bullets and types of bullet points

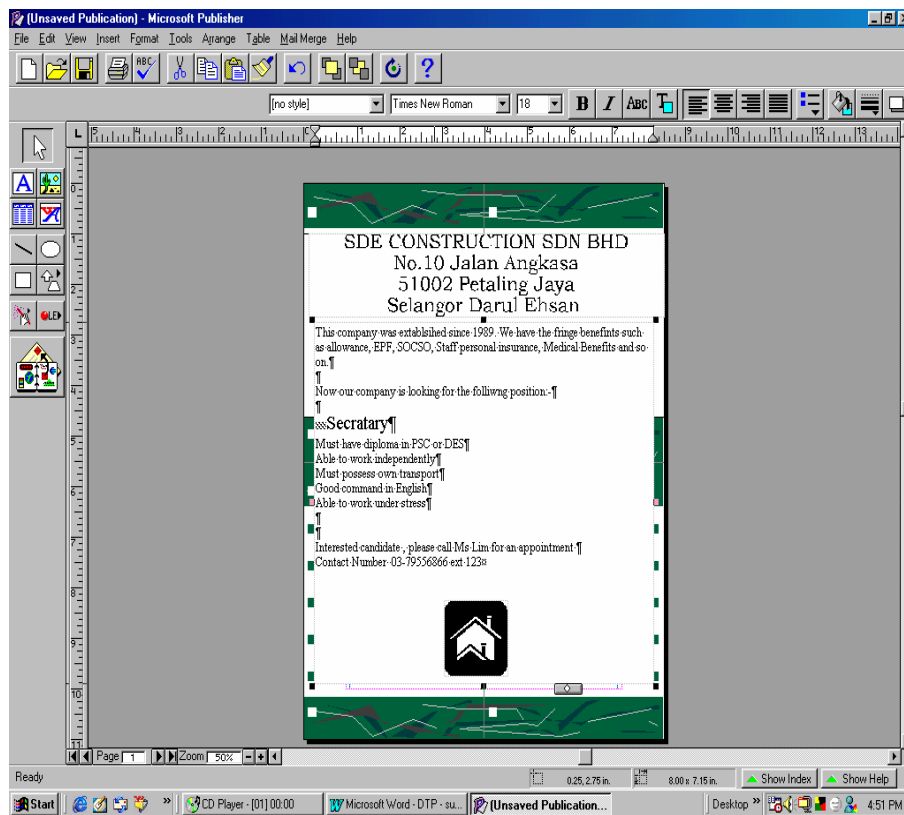
**Learning outcomes to be attained:**

Being able to create Advertisements and be able to use bullets points

**Readings and preparation to be undertaken by the student:**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 9**

**Over the week of lecture and tutorial, the focus will be to undertake the following:**

Creating Leaflets / Flyers

- Working with types of leaflets and designs for flyers

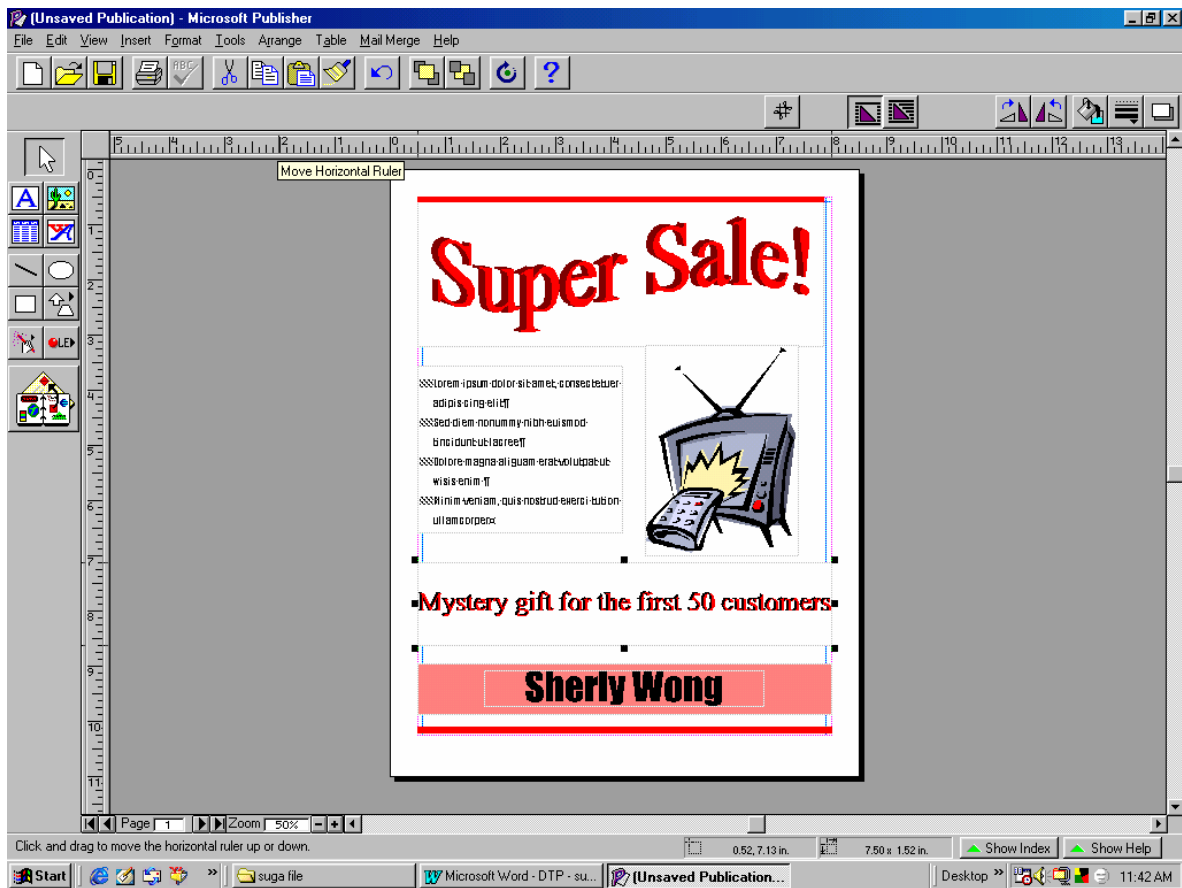
**Learning outcomes to be attained:**

Being able to create Leaflets / Flyers and work with types of leaflets and designs for flyers

**Readings and preparation to be undertaken by the student :**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 10**

Over the week of lecture and tutorial, the focus will be to undertake the following:

Creating Brochure

- Working with tab setting

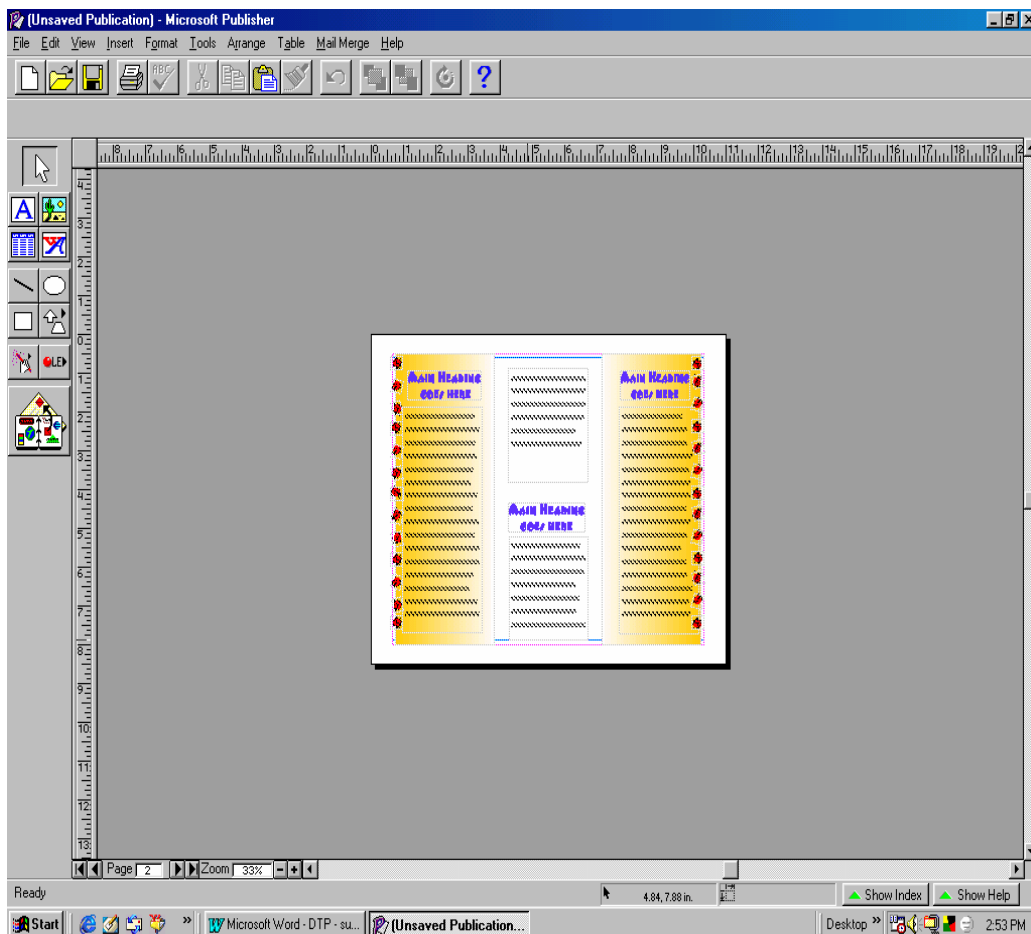
**Learning outcomes to be attained:**

Being able to create Brochures with tab settings

**Readings and preparation to be undertaken by the student :**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 11 & 12**

Over the week of lecture and tutorial, the focus will be to undertake the following:

**Creating Booklets**

- Creating a Master Page
- Importing texts and graphics
- Including Headers and Footers
- Creating connected text frames

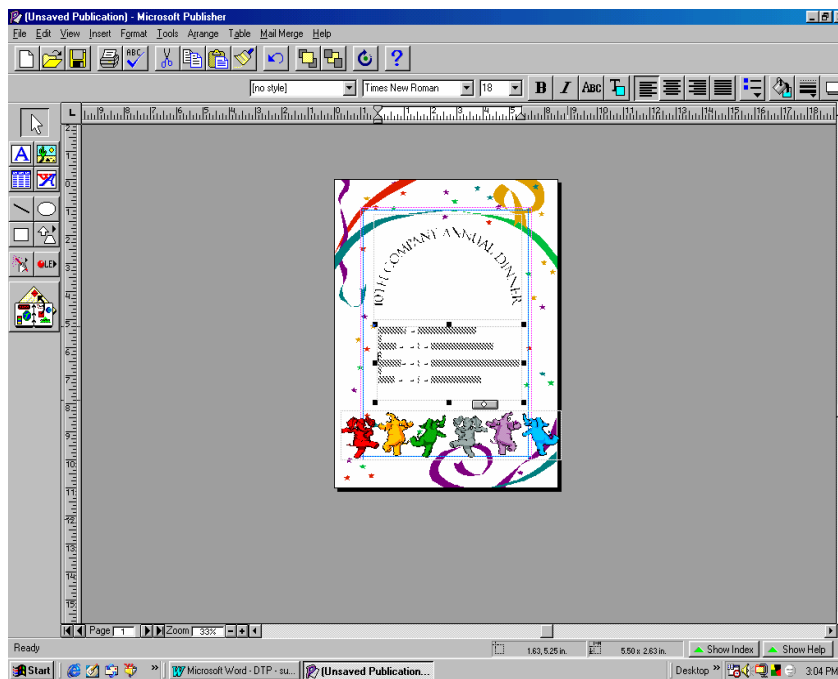
**Learning outcomes to be attained:**

Being able to create Booklets and do the following:

- Creating a Master Page
- Importing texts and graphics
- Including Headers and Footers
- Creating connected text frames

**Readings and preparation to be undertaken by the student :****Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 9**

Over the week of lecture and tutorial, the focus will be to undertake the following:

Creating Forms

- Designing Forms
- Formatting

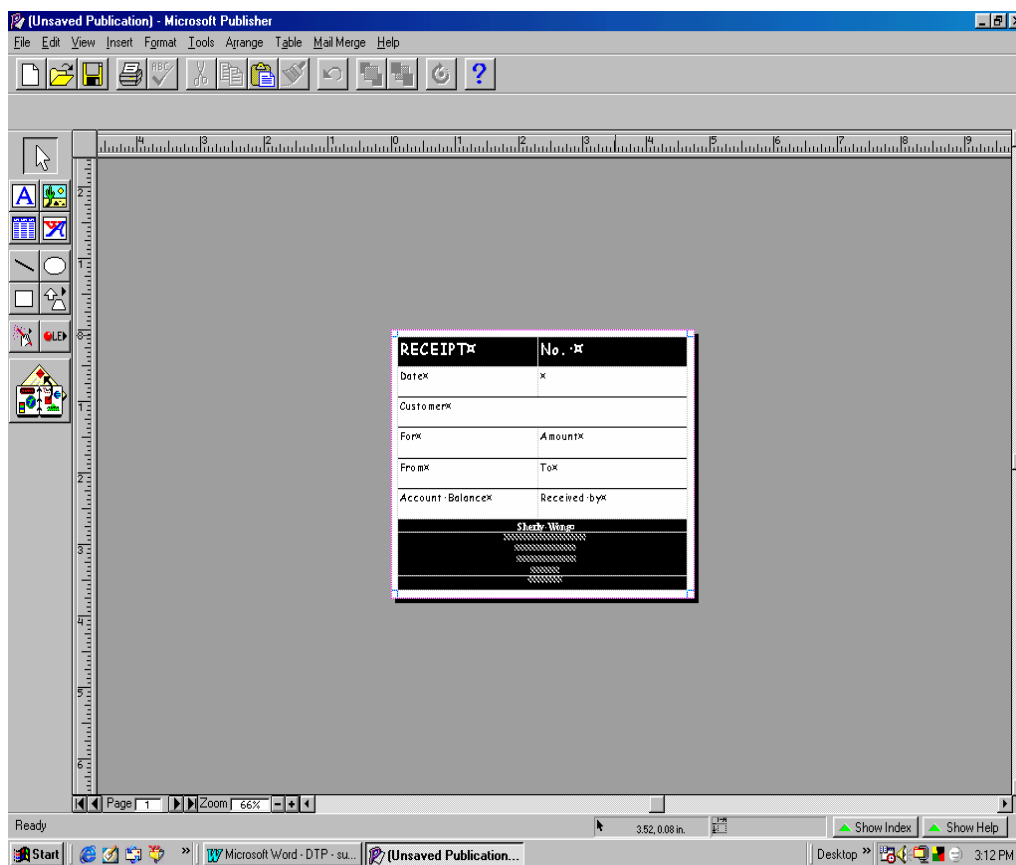
**Learning outcomes to be attained:**

Being able to create Forms by designing Forms and Formatting them

**Readings and preparation to be undertaken by the student :**

**Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 14**

Over the week of lecture and tutorial, the focus will be to undertake the following:

**Creating Tables**

- Creating a tables in Ms Publisher
- Importing tables form other softwares
- Formatting

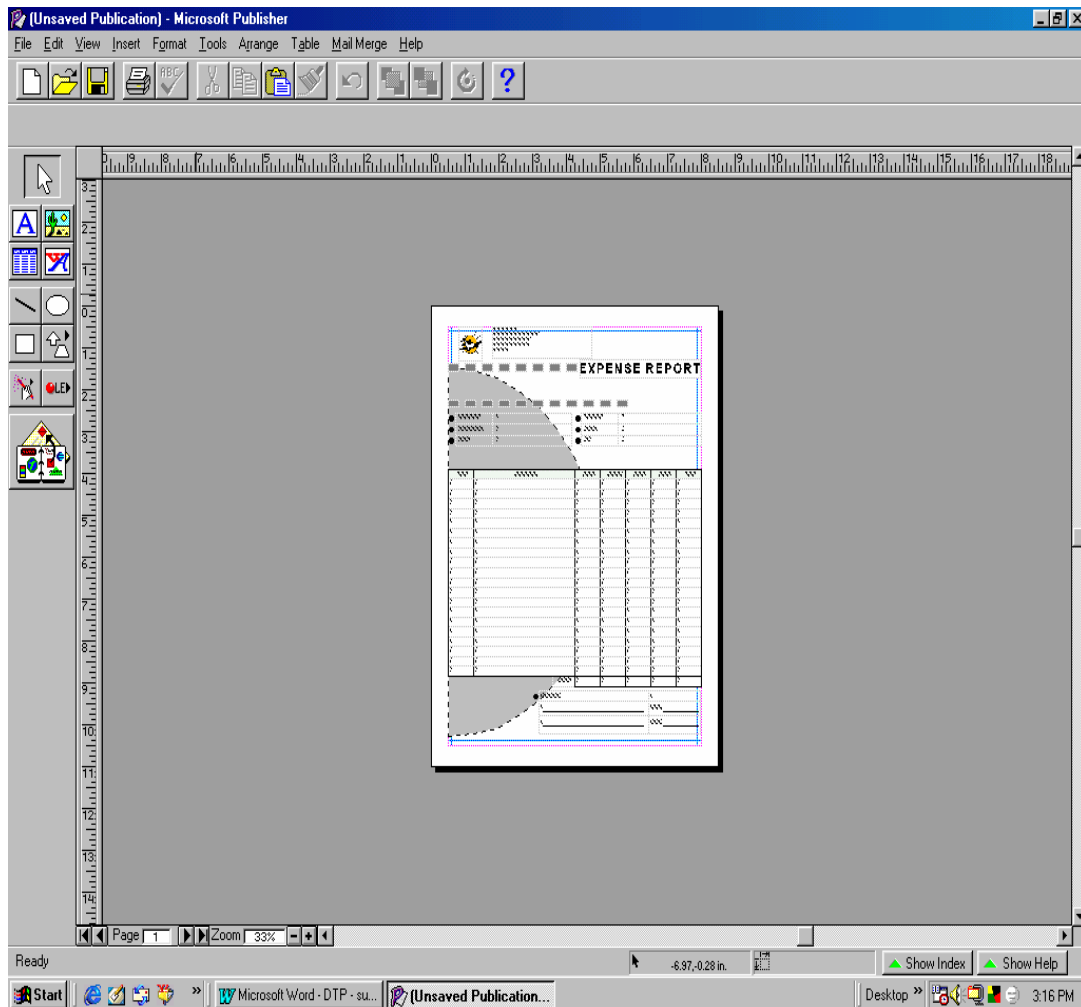
**Learning outcomes to be attained:**

Being able to create Tables using MS Publisher and

- Importing tables form other softwares and do Formatting

**Readings and preparation to be undertaken by the student:****Text book:**

Gehris, Desktop Publishing Activities, 1998, South Western Educational Publishing



**WEEK 15**

**FINAL EXAM**