

# Easy Steps



## **Unit 2788 (v8)**

**Produce desktop published documents  
to meet a set brief**

*with*

**Microsoft Publisher 2013**

- ☒ Easy to follow
- ☒ Step-by-step instructions
- ☒ Covers Unit Standard Criteria

*A Cheryl Price Publication*

## **Unit Standard 2788 (Version 8)**

### **Produce desktop published documents to meet a set brief - Publisher 2013**

This book covers the course outline for the following New Zealand Qualifications Authority Unit Standard:

Unit Standard 2788 (v8) - GENERIC COMPUTING (Level 2, Credit 5)  
Produce desktop published documents to meet a set brief

All topics in this Unit Standard are included in this book.

Retrievable exercise files are used with this book and listed on page x. These are available as a free download from our web site at [www.cherylprice.co.nz](http://www.cherylprice.co.nz). Instructions for downloading the exercises are included on page xi.

This book has been written using Microsoft Publisher 2013 with Windows 8.1.

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# Introduction

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Welcome to Unit Standard 2788 v8 Produce desktop published documents to meet a set brief with Microsoft Publisher 2013.

This book has been written using Microsoft Publisher 2013 with Windows 8.1. (The Windows 7 operating system can be used. However screen shots will differ slightly from those shown in this book.)

## Retrieval Exercise Files

Some exercise files have been created for you to prevent time in keying in many exercises. You can use these files to help create your publications in Publisher.

A list of these files is shown on page x and instructions for downloading these files from our web site are included on page xi.

## What you will learn

In this course you will learn how to -

- Produce desktop published documents to meet a set brief
  - Plan simple desktop published documents from a set brief
  - Produce the documents, ie placing text and formatting it, inserting graphics, principles of page layout are applied, documents are saved according to organisational requirements
  - Evaluate and print the documents

## How you will learn

This book is divided into sections. Each section page lists the learning outcomes for that section. You will work through each section and do all exercises (or those instructed by your tutor).

A Practice Assessment is included at the end of most sections. Our books include accumulation and consolidation of learning which carries across each section.

After you have completed the book your tutor will give you the actual Unit Standard Assessment.

## Word meaning boxes

Sometimes you will see a box at the left side of the page of a line that has dotted underlining. This box will contain information to help you understand the meaning of the underlined word (or how that word is formed). An example is shown below.

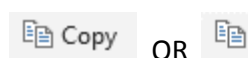
**forecast**  
= to  
calculate  
a future  
result

Data can therefore be altered to re-calculate budgets and to forecast results using different sales figures. Worksheets can be saved, opened and printed as required.

## Different Publisher buttons

Depending on the size of your Publisher screen, buttons on the ribbon may vary to those shown in this book. The icon with the word of that feature may show, or the icon only.

For example, the Copy button in the Clipboard group on the HOME tab may be displayed in either of the following ways.





The Shapes button can show as either -



## Shortcut keys

Shortcut keys are indicated in the left margin, usually the first time they are used. An example follows.

- Ctrl S    1    Click on the Save button  on the Quick Access Toolbar  .
- 2    Type a file name for your document then click on Save.

## Glossary

Generally when a word(s) is first used that is a technical term or a word that you may not know that relates to an exercise, or a particular Publisher 2013 feature, a description is given. You will also see that such words are in **bold**.

These terms are listed on each section page, an example is shown below. Explanations are also included in the Glossary at the end of the book.



*In this section you will come across the following words highlighted in bold. This indicates that the word is included in the Glossary at the end of the book together with a description of that word.*

**AutoCorrect**  
**Clipboard**  
**Correction Signs**  
**Cut**  
**Drag and Drop**  
**Find**

**Format**  
**Microsoft Office Help**  
**Move Text**  
**Navigation Pane**  
**Proof-reading**  
**Redo**

**Replace**  
**Selecting Text**  
**Synonyms and Thesaurus**  
**Typing Replaces Selection**  
**Undo**



## Icons used in this book

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This book contains icons to help guide you in your learning.

The following list shows the icon and its meaning.



### **Learning Outcomes**

Learning Outcomes are displayed on the section page and describe what you will learn in that section.



### **EXERCISE 1**

These are the exercises that you are required to do. Often there will be an introduction sentence to tell you what you will be doing in that exercise.



These are notes for your information.



### **Revision**

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This appears at the end of each section and contains theory revision questions relating to features learnt in that section.



### **Practice Assessment**

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Each practice assessment covers consolidation of topics learnt in that section and provides practice for students prior to sitting the actual Unit Standard Assessment.

# OneDrive

---

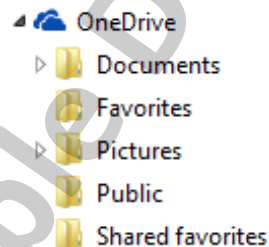
OneDrive is a cloud storage application from Microsoft. It is one of the major online file storage options competing with Dropbox and Google Drive.



Because files are stored “in the cloud” (in addition to your hard drive) it means that you can access those files from anywhere in the world because you will always have access to the OneDrive application and your files. You do however need an Internet connection for the files to be updated from your hard drive to OneDrive.



## Saving to OneDrive

OneDrive is automatically set up when Microsoft Office 2013 (ie Office 365) is installed on your computer. A OneDrive folder will be displayed on the Navigation Pane in Windows Explorer as below.



Files can be saved manually by clicking on the Save button  on the Quick Access Toolbar, specifying a name for your file then clicking on the  OneDrive icon (you may wish to double click on Documents and save to that folder).

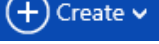
## OneDrive Website

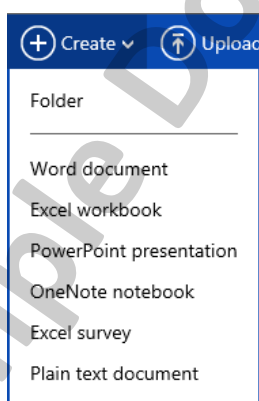
You can log in to the OneDrive website using your web browser with your login name and password.

The website is [www.OneDrive.live.com](http://www.OneDrive.live.com).



You can upload photos and use files and share files.

New files can be created through OneDrive by clicking on  and selecting the program you wish to use, eg Word (web applications in OneDrive are slightly cut-down versions of Office 2013 programs).



## Sharing Files

From within Word 2013 you can save files to OneDrive (usually to the Documents folder) and then share those files. You can then click on the **FILE** tab, on **Share** and invite people to share files in OneDrive.

Alternatively, you can right click on a file in the OneDrive website (see above) and select Sharing.

Use Google in your web browser to search for additional information on OneDrive.

## Exercise Files used in this book

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(Instructions are included on the following page for downloading retrievable files from our web site at [www.cherylprice.co.nz](http://www.cherylprice.co.nz))



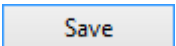
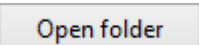
Names of files	
Buying a Used Car	Omaha Beach Golf Club Logo
Cards	Omaha Golf Course-1
Charm logo	Omaha Golf Course-2
Charm Wine List	Omaha Map
Cherylprice Logo	Other Effects
Cook	Pacific Reef
DTP Evaluation	Painters
DTP Plan	Pyramid
Food	Rent-a-car logo
Four Seas	Rent-a-car text
Fruit	Spa
ITALY1	Spa pic
Jamaica	Sun
Motorhomes1	Swan Lake
Omaha Beach	TCM
Omaha Beach Golf Club – page 2	Used Cars
Omaha Beach Golf Club – page 4	VEGE1

## Downloading Exercise Files

The exercise files listed on the previous page can be downloaded from the Cheryl Price web site using the instructions below.



For the purposes of this book we have specified Exercise files to be downloaded to the Documents folder within This PC which is the shortcut for the actual pathname of C:\Users\User Name\Documents. This is where files will be opened from and saved to.

1	In the address bar of Internet Explorer, type: <b>www.cherylprice.co.nz</b>
2	Press Enter on the keyboard to display the Cheryl Price website.
3	Click in the Product Search box and type the number of this unit standard, as shown at the right. <div data-bbox="1050 674 1347 853" data-label="Image"> </div>
4	Click on  Search
5	Click on <a href="#">US 2788</a>
6	Under the <b>Exercise Files</b> heading click on the underlined blue hyperlink, ie Book Exercise Files – V8 Publisher 2013 <a href="#">Free Download</a> The File Download dialog box will display.
7	<p>a Click on  <a href="#">Save as</a> then</p> <p>b Change file name to <i>US2788 v8 Publisher 2013 Book Exercise Files</i>.</p> <p>c Click on the Documents folder shown below.</p> <div data-bbox="635 1402 1011 1621" data-label="Image"> </div> <div data-bbox="363 1653 437 1720" data-label="Image"> </div> <p>The Documents folder under This PC is the shortcut for C:\Users\User Name\Documents</p> <p>d Click on .</p>
8	<p>a Click on .</p> <p>b Right click on the zipped exercise file and select Extract All. Click on Extract. A folder will be created containing the exercise files.</p> <p>c Delete the Compressed (zipped) Folder.</p>

# NZQA Outcomes and Evidence Requirements

## Unit Standard 2788 (Version 8)

<b>Title</b>	<b>Produce desktop published documents to meet a set brief</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this unit standard are able to meet the requirements of a set brief by planning, producing, evaluating and printing a desktop published document.
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<b>Classification</b>	Computing > Generic Computing
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<b>Available grade</b>	Achieved
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### Explanatory notes

- 1 Candidates must produce three desktop published documents, one from each of the following: multi-page, single page, and folded for example – small magazine, children's book, brochures, Curriculum Vitae.
- 2 Images must retain original integrity (ie they should not be distorted and should be at the appropriate resolution for the intended output). In meeting the brief's specifications, text and graphics used must be appropriate for and relevant to the purpose of the document.
- 3 **Range**  
Principles of page layout include but are not limited to – composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast, repetition, alignment and proximity. These considerations must be applied consistently throughout the documents.
- 4 A *brief* is defined as a clear description of both the desirable outcomes sought and the constraints to be met by the solution. It contains requirements against which the success or otherwise of the desktop published document can be evaluated. The brief must be supplied either as part of the candidate's employment (in the case of workplace assessment) or in response to a set task. Text, graphics, and specified page layout will be provided for the task.
- 5 A *plan* outlines how the requirements of the brief will be realised. For this unit standard, the plan may be informal, and it may be more appropriate to produce evidence of it during task completion rather than prior to starting the task or project. Evidence of planning may be oral, written, and/or graphic.

## 6 Definitions

*Organisational requirements* mean the documented policies and procedures or commonly accepted practices of a workplace, school or training provider. The candidate must be given access to these prior to being assessed against this unit standard.

*Presentation* means the documents produced must show consistent application of the principles of page layout, which may include but are not limited to – composition of elements upon the page, text hierarchy, consistent typography, balance, harmony, proportion, sequence, contrast repetition, alignment, and proximity.

## 7 Legislation relevant to this unit standard includes but is not limited to the:

Health and Safety in Employment Act 1992;  
Copyright Act 1994;  
Copyright (New Technologies) Amendment Act 2008;  
and any subsequent amendments.

## 8 An assessment resource to support computing unit standards (levels 1 to 4) can be found on the NZQA website at [www.nzqa.govt.nz/asm](http://www.nzqa.govt.nz/asm).

'*The Computing Process - a clarification document*' along with a number of specific resources for assessing against unit standard 2788 are available on the NZQA website including a resource with ideas for assessing, a combined brief and task, a simple plan, and a clarification of this standard.

## Outcomes and evidence requirements

### Outcome 1

Plan simple desktop published documents from a set brief.

#### Evidence requirements

- 1.1 The plan identifies the purpose of each document, its intended audience, and its specifications.
- 1.2 The plan identifies the graphics and text to be used in each document.
- 1.3 The plan identifies the placement of graphics and text for each document.

### Outcome 2

Produce the documents.

#### Evidence requirements

- 2.1 The text is placed in the documents and re-formatted to meet the specifications outlined in the plan.
- 2.2 Graphics are placed in documents to meet the specifications outlined in the plan.
- 2.3 The documents demonstrate consistent application of the principles of page layout.
- 2.4 The documents are saved according to organisational requirements.  
Range may include but is not limited to – file type, file name, location.

### Outcome 3

Evaluate and print the documents.

#### Evidence requirements

- 3.1 The documents are evaluated to ensure they communicate effectively in terms of their readability, legibility, presentation, and accuracy.
- 3.2 The documents are modified if required and compliance with the brief is confirmed.
- 3.3 Sources of text and graphic images used are referenced in accordance with copyright requirements.
- 3.4 The documents are successfully printed to meet the requirements of the brief.

<b>Planned review date</b>	31 December 2016
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 September 1994	31 December 2013
Review	2	24 September 1997	31 December 2013
Revision	3	28 July 1998	31 December 2013
Review	4	30 July 2002	31 December 2013
Revision	5	16 July 2004	31 December 2013
Review	6	22 May 2009	31 December 2013
Revision	7	18 February 2011	31 December 2015
Rollover and Revision	8	19 September 2013	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.



## Section

# 1

## Theory



### Learning Outcomes

*In this section you will learn -*

- ☐ Desktop publishing information
- ☐ Basic design concepts
- ☐ To identify elements of a publication
- ☐ Desktop publishing terms



*In this section you will come across the following words highlighted in bold. This indicates that the word is included in the Glossary at the end of the book together with a description of that word.*

**Borders**  
**Captions**  
**Columns**  
**Copyright**  
**Fonts**  
**Graphics**  
**Grid**  
**Headers and Footers**

**Headlines**  
**Hyphenation**  
**Kerning**  
**Leading**  
**Margins**  
**Masthead**  
**Orphan**  
**Pull-Quotes**

**Reverse Type**  
**Rules**  
**Sans Serif**  
**Serif**  
**Shortcut Keys**  
**Subheadings**  
**Typefaces**  
**Widow**

## Desktop Publishing Information

---

Desktop publishing software enables the production of documents, magazines, newspaper pages, etc to be achieved using a computer and a high quality printer, eg laser printer. Various kinds of **graphics** can be printed on the same page and lines, boxes, shading and colour can be incorporated.



The printed output can be distributed as it is, photocopied or scanned, or it can be used as camera-ready copy for an offset printer.

The concept of producing a document using desktop publishing software is entirely different from that used in word processing programs. Desktop publishing techniques require the layout of a page to be planned in advance, to allocate areas for pictures, graphic displays, etc. Text and/or graphics can be imported from other programs.

### Equipment required:

- |                 |  |
|-----------------|--|
| <i>Computer</i> | with a hard disk and desktop publishing software.  |
| <i>Mouse</i>    | Use a mouse for drawing boxes, lines, moving graphics and text around the page. When using menus, a combination of <b>shortcut keys</b> and mouse can be used. |
| <i>Printer</i>  | A good quality printer is essential, usually a laser or ink-jet.   |
| <i>Optional</i> | Scanner for photographs, drawings, etc from other documents to be incorporated.<br>Digital camera.   |



Desktop publishing programs currently in use include:

- Microsoft Publisher 2013
- Microsoft Publisher 2010
- Microsoft Office Publisher 2007
- PageMaker 7.0
- Corel Ventura 10
- QuarkXpress 6

# Desktop Publishing Tools

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A desktop publisher uses specific tools to produce a publication - computer, monitor, keyboard, mouse, printer, scanner and sometimes a digital camera.

The basic set up for desktop publishing is shown below.



## Computer

A computer used for desktop publishing needs to be powerful, as many publications will require additional memory. Complex graphics and lengthy publications use a large portion of the resources of a computer. A PC computer with at least 1 GB (Gigabyte) of RAM (Random Access Memory) and a large hard disk drive is required to store desktop publishing programs, together with graphics and publications. A USB drive or CD ROM/Writable drive can be used to store additional graphics and publications as required.

## Large Monitor

A large monitor can display an entire page of a publication without the user having to zoom in to view text/objects. This prevents headaches and eyestrain.

## Printer

A high quality printer is necessary to print the final copy of a publication unless you are sending the file to a print service bureau. Your printer will need to have sufficient memory to interpret the publication/graphic.

The print speed can vary and is measured in PPM (Pages Per Minute). However, the speed of the printer is not as important as quality and memory capability. DeskJet and Laser printers (sometimes with colour facilities) produce a high quality of print and are commonly used by desktop publishers.

The print quality will vary from printer brand to printer brand. DPI stands for Dots Per Inch - the higher the number of dpi the finer the printer - 600 dpi is finer than 300 dpi.

## Scanner and Digital Camera

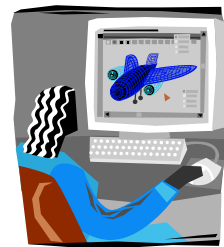
A scanner can take a copy of an image and place a copy of that image into your computer. It can be edited and adjusted as required, then positioned in a publication. The scanner shown above is called a "flat bed scanner" as it sits on a desk. You can also purchase scanners that can be held in the palm of your hand - called "hand held scanners". These are not so easy to use and do not tend to produce good scanned images.

A digital camera allows you to take photos and then transfer the photos into your computer. The photos can be edited and adjusted as required, then used in a publication

# Basic Design Concepts

---

Graphic design gives you great challenges and opportunities, mainly because there are no universal rules for graphic design. However there are guidelines that can be adapted to most situations which provide a framework for your design approach, ensuring that the publication receives the kind of attention it needs to transmit its message effectively.



A Visual Glossary is included on pages 10 and 11. Some of the design concepts explained on the next few pages are shown in these illustrations.

## Experimentation

### *Be willing to experiment*

Design excellence is often the result of trial and error and professional graphic designers rarely solve design problems on their first attempt. Often they spend a considerable amount of time sketching out solutions that might work.

Desktop publishing software programs permit you to follow this same procedure - you can save your attempts with different file names until you arrive at the ideal layout. (It is however, preferable to initially use hand sketches.)

## Appropriateness

### *Be flexible in applying the rules that follow*

Success in graphic communications is based on appropriately relating the elements of graphic design to their surroundings. Appropriateness is based on proportion. The size of any graphic element should be based on the size of the page, the graphic elements that surround it, and the emphasis you want it to receive.

Appropriateness also relates to the content of the publication and the people who will be reading it - an advertisement for a clothing sale would have a totally different appearance than a company report.

## Consistency

### *Be consistent*

Be consistent in the layout of various elements of graphic design; also in each page, and across a publication, eg same margins throughout the publication; same size heading font sizes. Inconsistency can lead to confusion which will weaken a publication.

## Balance

### *Avoid static balance*

Balance can lead to boredom and interrupted eye movement. Unequal left/right or top/bottom balance helps provide movement and create interest to the reader.



# Establish a Format

---

## Planning

### *Start by creating a plan*

Before creating a publication on screen you need to sketch out a plan based on a brief that has been given to you. You'll be taken through the planning process in Section 2 of this book.

## Grid

### *Creating a grid*

A **grid** is an essential part of layout and graphic design. A grid consists of a series of nonprinting horizontal and vertical lines which define the placement of the graphic elements that make up a printed page. Grids enable you to provide consistency in a publication.

## Margins

### *Standardise Margins*

Ensure that copy, headlines, chapter titles and page numbers are the same distance from the top, bottom, and sides of a page throughout a publication. A deep top margin can make it easy to locate and read these options. Wide inside **margins** are good if you are printing on both sides of each page.

## Borders

### *Use borders for visual identity*

Lines and **borders** can strengthen the visual identity of a publication.

## Columns

### *Organise body text into columns*

Choose column widths appropriate to the size of type used. **Columns** do not have to be the same width. Always use hyphenation if you use justified columns and increase/reduce word spacing to create lines of equal length. Unjustified columns create a more informal, easy-to-read publication.

## Rules

### *Use horizontal or vertical lines (called rules)*

**Rules** can be thick or thin, depending on how they relate to the copy and white space on each page. Use vertical rules between columns; use horizontal rules to separate topics in a column.

## Headers and Footers

### *Used to keep the reader informed*

**Headers and footers** are information about a publication that are usually located in the top or bottom margin of each page. Page numbers can be included.

# Typography

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*Use type to create a personality for your publication*

Type adds personality and expressiveness to a publication.

Some typefaces are formal:

The Grand Hotel

and others are informal;

*Mr and Mrs R J Brown cordially invite*

some are interesting;

Mid-winter Christmas Dinner

some are serious.

This is a good reading font.

There are two categories of type - **serif** and **sans serif**.

Serif type has “curly” parts at the top and bottom of characters: This is serif type

Sans serif type is plain and ideal for headlines and subheadings: This is sans serif type

Do not mix too many **typefaces** on a page or in a publication. Be consistent with the typefaces used for headlines, subheadings, body text and captions.

## Masthead

A **masthead** identifies the publication and gives it stability from issue to issue, for example, a monthly newsletter. Often a logo is included.

## Headlines

*Use strong, descriptive headlines*

Design a headline so it will inform the reader of the focus of the page. **Headlines** should be large enough for easy reading and can be centred, left aligned, or right aligned.

## Subheadings

*Subheads are a transition from headline to body text*

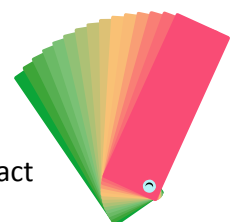
**Subheadings** lead readers from the headline into the body text and make it easy for readers to locate information. Subheadings are usually in bold.

## Captions

Use **captions** in small type to describe photos, artwork, illustrations, etc.


## Colour

Use colour to reflect the message you are communicating and to gain impact. Bright colours indicate excitement; subdued colours add dignity. Colour loses impact when it is overused.



## Sample of Available Typefaces

Samples of **fonts** that may be available on your computer are displayed below. Fonts can be selected from the Font group on the HOME tab or from the Font dialog box. Shortcut keys can be used to change the font and font size. Ensure that the fonts used are easy to read (readability).

Typeface	Sample
Arial Black	<b>This is Arial black 14 pt font</b>
Copperplate Gothic Bold	<b>THIS IS COPPERPLATE GOTHIC BOLD 14 PT FONT</b>
Copperplate Gothic Light	THIS IS COPPERPLATE GOTHIC LIGHT 14 PT FONT
Curlz MT	<i>This is Curlz MT 14 pt font</i>
Eras Bold ITC	<b>This is Eras Bold ITC Bold 14 pt font</b>
Eras Demi ITC	<b>This is Eras Demi ITC 14 pt font</b>
Felix Titling	THIS IS FELIX TITLING 14 PT FONT
Forte	<b><i>This is Forte 14 pt font</i></b>
Franklin Gothic Demi	<b>This is Franklin Gothic Demi 14 pt font</b>
Franklin Gothic Demi Condensed	<b>This is Franklin Gothic Demi Condensed 14 pt font</b>
Franklin Gothic Heavy	<b>This is Franklin Gothic Heavy 14 pt font</b>
French Script	<i>This is French Script 14 pt font</i>
Haettenschweiler	<b>This is Haettenschweiler 14 pt font</b>
Impact	This is Impact 14 pt font
Imprint MT Shadow	This is Imprint MT Shadow 14 pt font
Palace Script MT	<i>This is Palace Script MT 14 pt font</i>
Perpetua Titling MT	THIS IS PERPETUA TITLING MT 14 PT FONT
Rockwell	<b>This is Rockwell 14 pt font</b>
Rockwell Condensed	<b>This is Rockwell Condensed 14 pt font</b>
Wingdings	

## Add Emphasis Where Needed

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When changing type size, style, or using enhancements consider the importance of readability (easy to read and follow) and legibility (font size and type is appropriate and easy to follow).

### Type Size

*Use large type to emphasise important ideas*

Type size should reflect the importance of the various parts of a publication. Headlines should be larger than subheads and subheads should be larger than body text. Body text should be larger than captions.

### Type Style

*Vary type styles to emphasise important ideas*

Add emphasis to important ideas by setting headlines, subheads, and body text in variations of the typefaces usually used, eg if the body text is in Times New Roman font, use Arial font for headings. Avoid the over-use of full capitals.

- Use bold for emphasis
- Use italics to add emphasis in a less authoritative way
- Use bold-italics to give a sense of action.

### White Space

*Use white space to make design elements stand out*

Use white space for easy reading. Avoid white space in the middle of a page but use it extensively to space out the publication, in the margin areas, and to surround headings.

### Reverses

*Use reverse type to emphasise elements of the page*

Use **reverse type** (white letters on black background) to add emphasis to headlines and short blocks of copy.

**This is Reverse Type**

Avoid the use of small type; it is preferable to use a sans serif font, bold.

### Shading and Boxes

*Use boxes and shades of grey to attract attention*

Shading can be used to add interest to pages without photographs or illustrations - you can use dark type against light shading, or reverse type. Plain boxes can also draw attention to elements for text and/or photographs and illustrations.

### Artwork and Pull-Quotes

Photographs, illustrations, charts and graphs can be added to communicate important ideas. **Pull-quotes** are short quotations taken from publication text used to summarise surrounding material and draw attention to it. They can be in large type with lines, or boxed.



# Add the Finishing Touches

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## Proofreading

*Check for text and layout errors*

Information entered into the document needs to be checked for accuracy. Use the spell check facility if available. Get someone else to review it. As well as proofreading text, check for graphic consistency - ensure that line elements are even, headings are in the correct font size, etc.



## Leading

*Adjust line spacing*

Adjust the vertical line spacing where necessary by increasing or decreasing the **leading**.

## Widows and Orphans

*Avoid short lines of type at the tops or bottoms of columns*

Ensure that a **widow** (a single word or short line of copy) does not occur at the bottom of a column (or page), and that an **orphan** is not carried to the top of a column or page to end a paragraph.

## Kerning

*Adjust letter spacing with kerning*

Use **kerning** to improve the appearance and readability of headlines by increasing or decreasing letter spacing.

## Hyphenation

*Adjust word spacing with hyphens*

Use the **hyphenation** facility to correct unnaturally large spaces that occur with, or at the ends of lines - especially in narrow columns.

## Punctuation

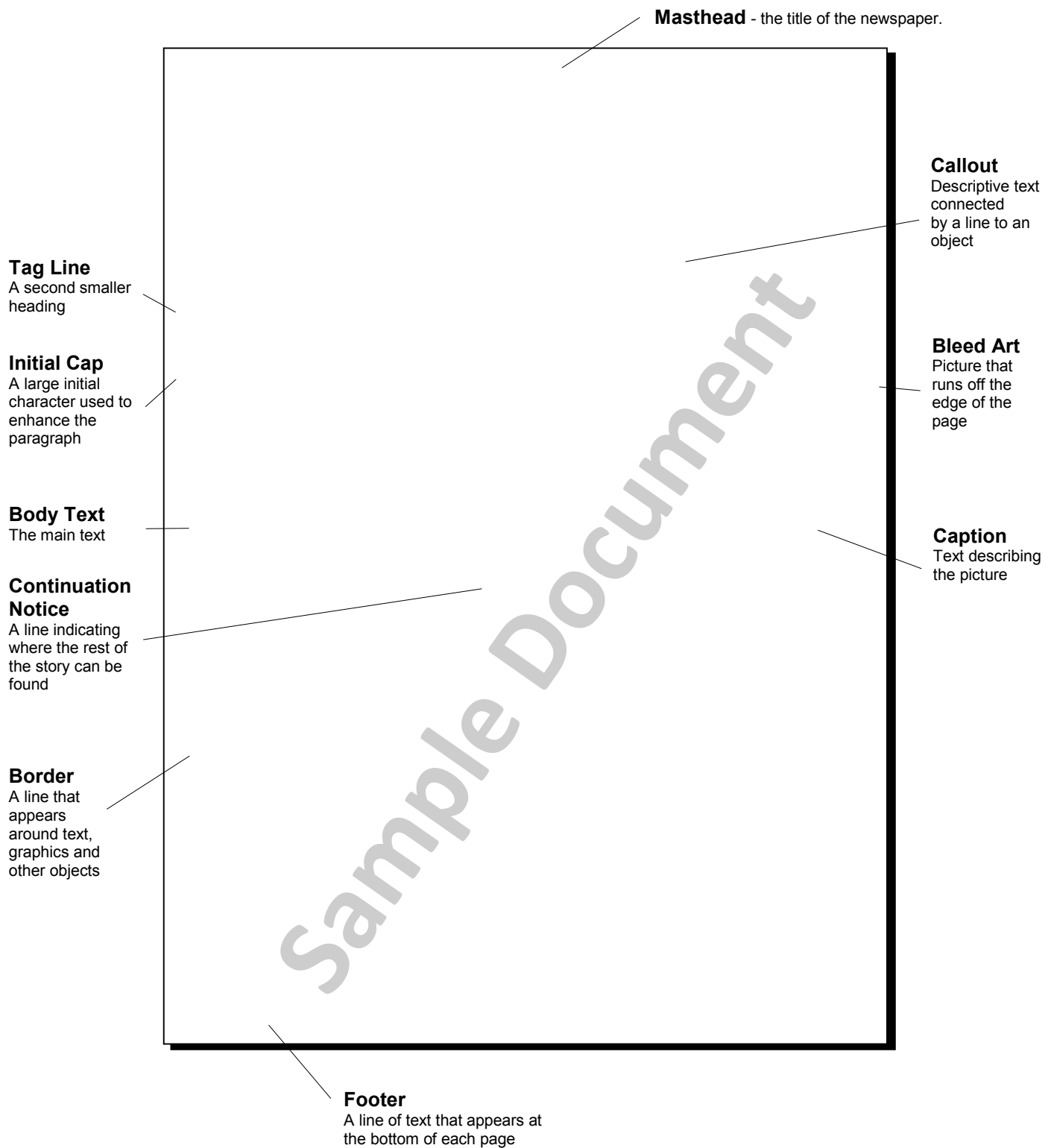
Well-designed publications use curved open and close quotation marks and apostrophes, such as widows and orphans. Published documents usually use a single long stroke, called an em dash to indicate a dash. There is usually only one space left after a full stop.



If you are intending to do desktop publishing work it is strongly recommended that you read books on layout and display, and observe layout. Such books can be purchased, or borrowed from a library.

# Visual Glossary

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## Header

A line of text that appears at the top of each page

*Gisborne City Art Gallery*

### Public Program

*Open Late Lecture Series*

Thursdays at 6 pm in the Auditorium

17 June

**Corot's View of Rome**

Dr Michael Durin, Head of Art History  
University of Melbourne

24 June

**The Legacy of Cardvaggio**

Dr Hugh McGuire, Art History Dept,  
University of Sydney

1 July

**French Words from the 19<sup>th</sup> Century:  
A Social & Political context**

Danielle Jamieson, Senior Lecturer in  
French, University of Melbourne

22 July

**Low-life and landscapes in Rembrandt to  
Renoir**

Peter Shand, University of Auckland

29 July

**Madonna or Eve:**

**Images of Women in the Exhibition**

Robin Woodward, University of Auckland

### ADVANCE TICKET PURCHASES

Available thru all BASS outlets (plus booking fee). Express entry to the exhibition is provided for all pre-purchase and group ticket holders.

### EDUCATION

Groups must be booked in advance. Phone 307 7728. School groups concession: \$2 per person. Non education group visits are welcome and organisers are advised to purchase tickets in advance through BASS.



### RECORDED TOURS

Recorded tours of the exhibition provide an informative commentary on key paintings and can be hired. Exhibition tours run from 11 am - 4 pm daily. The Docents will provide guided tours as well as talks on single works in the exhibition.

### FRIENDS OF THE GALLERY MEMBERS

Can enter the exhibition for half the adult price. Discounts at the Bookshop. For further information phone 307 7707.

### EXHIBITION SHOP

The Rembrandt to Renoir Exhibition Shop (in the Gallery foyer) offers a wide range of high quality exhibition merchandise including cards, reproductions and posters and the official exhibition catalogue. The Rembrandt to Renoir souvenir catalogue (\$39.95) features full-colour reproductions of paintings in the exhibition, with detailed and up-to-date information about each artist and their work.

The Gallery Cafe serves excellent snacks and light meals. Open from 10am until 30 mins before Gallery closing time. Parking within each walking distance.

### *Gisborne City Art Gallery*

Corner West and Cross Streets

#### TELEPHONES

- Office (05) 9567 6730
- Exhibition Details (05) 9567 6731
- Recorded Information (05) 9567 6732

Gallery News 2

**“Art is life, which  
lives within us all”**

## Gutter

The distance between columns

## Sidebar

A small additional story relating to the main article

## Pull quote

A small quote relating to the main body text

## Subheading

A smaller heading of an article

## Bullets

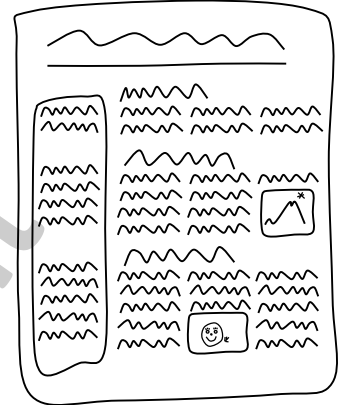
Squares, dots etc used to mark paragraphs.

## Layout and Design

The first most important step in desktop publishing is to plan your publication. An eye-catching and appealing publication begins with planning and experimenting.

Start planning a publication by sketching out on paper, different layouts and ideas of the appearance you wish your publication to have. Bear in mind the following presentation principles of page layout:

- Balance** Text, white space, graphics are placed to produce an attractive page.
- Harmony** All items on the page work towards a common goal.
- Sequence** The eye flows easily between the items on the page.
- Proportion** Relative importance of each item is considered.



Also consider the following:

- Whom is this publication intended to attract?
- What is your message?
- What form is the publication going to take, eg book, brochure, flyer, magazine, etc
- Is the content and style appropriate for my audience?
- Am I consistent with my headings and text style?
- Is there enough contrast and white space to add interest?
- Have I made sure my publication is not crammed and hard to read?

When sketching out your publication look at other publications, magazines, flyers and brochures. Ideas can be generated from glancing through different publications. The most simple design can be the most effective and convey your message clearly and concisely.

Look at the two publications below. The publication on the left is an example of inferior design and the one on the right is attractive and appealing, using desktop publishing features.

