

Computer Graphic Design

Learning Activity Packet

LAP No. 2.4

LAP Title: QuarkXPress v. 4.1

Resource Materials: Lap 2.4
QuarkEd Modules 1, 2, and 3

Reference: QuickStart Guide for QuarkXPress 4.0

Prerequisites: Basic Macintosh

Name: _____

Date Started: _____

Date Finished: _____

Unit Objectives

Upon the successful completion of this LAP, the student will be able to use QuarkXPress for production of printed materials to include brochures, stationery, flyers, booklets, posters, etc. The student will gain competency in typographic formatting and layout, color specification, graphic placement, document construction, and film separations. Competency will be evidenced by scores of no less than 80% on the unit test, lesson evaluations and accomplishment of performance tests within the standard time for this LAP.

Specific Objectives

Upon completion, the student is expected to be able to:

1. Know how to restore default preferences and set preferences.
2. Know how to launch QuarkXPress.
3. Know how to open files.
4. Identify the items of the toolbox.
5. Use keyboard shortcuts.
6. Identify the palettes.
7. Import images into Photoshop.
19. Scale and rotate objects.
31. Create gradients.
38. Add guides and use alignment.
48. Understand preparing images for printing.
81. Run projects to imagesetter for color separation.
82. Understand printing options.

Specific Objectives
(continued)

_____ Read:	Information on objectives sheet.
_____ Do:	Get a copy of the <u>Adobe Photoshop Classroom In A Book</u> .
_____ Optional:	View the video for Photoshop.
_____ Do:	Lesson 1, The Photoshop Work Area
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #1.
_____ Demonstrate:	Proficiency at the skills in performance test #1. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 2, Image Basics
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #2.
_____ Demonstrate:	Proficiency at the skills in performance test #2. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 3, Calibrating Your Monitor
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #3.
_____ Demonstrate:	Proficiency at the skills in performance test #3. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 4, Working With Selections
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #4.
_____ Demonstrate:	Proficiency at the skills in performance test #4. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 5, Layer Basics
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #5.
_____ Demonstrate:	Proficiency at the skills in performance test #5. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 6, Painting and Editing
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #6.
_____ Demonstrate:	Proficiency at the skills in performance test #6. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Project A: Creating A CD Cover
_____ Do:	Print out finished artwork and demonstrate proficiency to instructor.

_____ Do:	Lesson 7, Masks and Channels
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #7.
_____ Demonstrate:	Proficiency at the skills in performance test #7. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 8, Advanced Layer Techniques
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #8.
_____ Demonstrate:	Proficiency at the skills in performance test #8. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Project B: Creating Special Effects
_____ Do:	Print out finished artwork and demonstrate proficiency to instructor.
_____ Do:	Lesson 9, Basic Pen Tool Techniques
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #9.
_____ Demonstrate:	Proficiency at the skills in performance test #9. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 10, Basic Image Correction
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #10.
_____ Demonstrate:	Proficiency at the skills in performance test #10. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Project C: Photo Retouching
_____ Do:	Print out finished artwork and demonstrate proficiency to instructor.
_____ Do:	Lesson 11, Sharing Files Between Applications
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #11.
_____ Demonstrate:	Proficiency at the skills in performance test #11. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Lesson 12, Preparing Images for Web Publication
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #12.
_____ Demonstrate:	Proficiency at the skills in performance test #12. You must make a minimum of 3 in all skills before moving on to the next section.

_____ Do:	Lesson 13, Creating Color Separations
_____ Do:	Take notes over objectives as you go through the lesson.
_____ Take:	Performance test #13.
_____ Demonstrate:	Proficiency at the skills in performance test #13. You must make a minimum of 3 in all skills before moving on to the next section.
_____ Do:	Project D: Creating Duotones
_____ Do:	Print out finished artwork and demonstrate proficiency to instructor.
_____ Review:	Objectives page and study the information listed.
_____ Take:	Unit 3.4 Test

Performance Test #1

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly:

1. Open "My Color Doc.qxd" using keyboard shortcut _____
2. Change view to "fit in window" using keyboard shortcut _____
3. Use "Save as" and rename the document "Performance1.qxd" _____
4. Fit entire spread in window using keyboard shortcut _____
5. State why you should use the ".qxd" extension (on Mac) _____
6. Show/Hide tools using shortcut _____
7. Show/Hide guides using shortcut _____
8. Place horizontal/vertical guide on page _____
9. Display and use "Page Grabber" hand using keyboard _____
10. Locate "Snap to Guides" and state its use _____
11. Identify the Item tool and state its use _____
12. Identify the Content tool and state its use _____
13. Place a new "text box" on the page _____
14. Edit "color" headline using the "Measurement Palette" _____
15. Edit "color" headline using the "Character Attributes" dialog box _____
16. Resize the text box _____
17. Place a new "picture box" on the page _____
18. Select "pastels" picture and scale using the "Modify" dialog box _____

Performance Test #1
(continued)

- 19. Explain what “context sensitive” means _____
- 20. View document “Actual Size” using keyboard shortcut _____
- 21. Select “color” headline and flush left, right, and center using “Measurements” palette _____
- 22. Select “color” headline and flush left, right, and center using keyboard shortcuts _____
- 23. Remove “guides” from page _____
- 24. “Save” document using keyboard shortcut _____

Key:

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Evaluator Comments:

Performance Test #2

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly:

1. Create new document using shortcut. _____
2. Import text "Color.txt" using shortcut _____
3. Fit to window using shortcut _____
4. Select all text using shortcut _____
5. Modify text using "Character Attributes" _____
6. Save document using shortcut _____
7. Select one paragraph of text by clicking _____
8. Increase/decrease in 1-point increments using keyboard _____
9. Place new text box and type your name in box _____
10. Center text vertically using "Modify" _____
11. Use "Apply" button to see results _____
12. Copy the first paragraph and paste at bottom of text box _____
13. Move to page 2 and back to page 1 using keyboard shortcuts _____
14. Select paragraph of text and change color "Shade" to 50% using "Character Attributes" dialog box _____
15. Export text in text box and save as a new text file _____
16. Move text paragraph using "Drag and drop" _____
17. Draw a square and a circle picture box _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #3

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts you have learned):

- 1. Open "Color Pictures.qxt" _____
- 2. Fit in Window _____
- 3. Save as "Test3.qxd" _____
- 4. Place a picture box starting at 1" across, 1.5" down, that measures 2" x 6" _____
- 5. Get picture "Color Pastels.tif" _____
- 6. Scale picture, X%=110, Y%=100 _____
- 7. Scale picture to "Fit in Box" _____
- 8. Set picture box runaround with 1/4" on bottom and right sides _____
- 9. State the three most common graphics file formats used for imported pictures in QuarkXPress _____
- 10. Use "Step and Repeat" to copy the picture three times, keeping picture aligned vertically and leaving 1/4" white space between pictures _____
- 11. Draw a new picture box, get picture "Gray Pastels.tif", "Duplicate." Explain what happened. _____
- 12. Switch from the "Content" tool to the "Item" tool using keyboard. _____
- 13. Copy the "Gray Pastels.tif" picture box, and paste on page 2. _____
- 14. Save and close file. _____
- 15. Quit QuarkXPress. _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #4

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts you have learned):

- 1. Open the document "Color Print.qxt" _____
- 2. Set up printer for color output _____
- 3. Go to Print Dialog box _____
- 4. Specify printing options for all tabs and fields for color output _____
- 5. Print document _____
- 6. Find and update missing pictures _____
- 7. Print document _____
- 8. Set up to print a grayscale proof _____
- 9. Specify print options _____
- 10. Print document _____
- 11. Explain how to avoid "missing pictures" _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Evaluator's Comments

Performance Test #5

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts you have learned):

1. Create a "New" document with facing pages _____
2. Save as "Exercise 2-1" _____
3. Change the measurements system to picas _____
4. Move to Master Page A _____
5. Add an automatic page number marker _____
6. Change page number to "Times", 10 point and center alignment _____
7. Copy the page number text box and position on right facing master page _____
8. Place a new text box on left Master Page containing the words "Key Features", Helvetica Bold, 13 point, reversed, and center text both horizontally and vertically _____
9. Add 2 pages to the document based on "Master Page A" _____
10. Open "Cover.qxt" and copy cover page to first page of "Exercise 2-1" _____
11. Open "Spread.qxt" and copy page elements to "Exercise 2-1" on pages 4-5 _____
12. Move document pages using "Document Layout Palette" _____
13. Explain when document pages are inserted automatically _____
14. Show/Hide "Document Layout Palette" _____
15. Rename a "Master Page" _____
16. Save, close and quit _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #6

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

1. Open the file "Color.qxt" out of your "Lesson 2" folder and save as "Exercise 2-2" _____
2. Add "Pantone 032" to your color list _____
3. Delete "Green" and "Red" from your color list, replacing the "Red" with "Pantone 032" _____
4. Create a process color C20/M20/Y30/K10, name it "Olive" _____
5. Draw a box; stroke the box with a 2 pt. line, apply the color "Olive" to the border; fill the box with "Pantone 032" _____
6. Use the "color swatch drag" technique to fill the box with "Blue" _____
7. Import a grayscale TIFF and change it's color _____
8. Import text and apply color to text _____
9. Fill an object with a circular blend _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #7

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

1. Open "Text.qxt" and save as "Exercise2-3" _____
2. Locate text overflow symbol; link the text boxes on the first two pages _____
3. Change the leading to 11 pts. in the entire story linked to the main text box on page one _____
4. Set up a format for the section heads applying the following specifications: Helvetica/Arial, 13 pt., Bold, Space Before= 8 pts., Space After=4 pts., "Keep with next paragraph" _____
5. Using the section head formatting, create a style sheet and assign it a keyboard shortcut; name it "section head"; apply the style sheet _____
6. Show and hide invisibles _____
7. Create a "Character" style sheet; apply the style sheet _____
8. Explain the benefits of using style sheets and when to use them; explain when you would not use style sheets _____
9. Explain local formatting and how to remove local formatting _____
10. Set the following tab stops: Left: p6, Right: 24p with a period as the fill character _____
11. Keyboard the following text: <tab>Welcome<tab>A. Parks _____
12. Continue keyboarding using same tab settings:
 Introduction B. Gravitt
 Speaker A. Dement _____
13. Demonstrate setting tabs aligning on decimals; commas; special characters _____
14. Explain default tab settings _____
15. Spell check the entire document _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #7
(continued)

The student properly (when available, use the keyboard shortcuts you have learned):

- 16. Use "Find/Change" to change text attributes _____
- 17. Use "Find/Change" to locate and change a word throughout the document _____
- 18. Demonstrate how to utilize a tool from the "Tool Bar" more than one time without choosing it again and again _____
- 19. Break a text box link _____
- 20. Explain the difference between the items listed in the top and bottom halves of the "Style Sheet" palette _____
- 21. Explain the use of "wild card" characters when using the "Find/Change" dialog box _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #8

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

- 1. Open "Typography.qxt" from "Lesson 4" folder _____
- 2. Save as "Lesson4-1" in student folder _____
- 3. Select all and change text to: 9 pt., 11 pt. leading _____
- 4. Explain how "Auto Leading" works _____
- 5. Check for any instances where hyphenations break the rules; fix a few of these and explain why you are making these changes _____
- 6. Demonstrate how to prevent an individual word from hyphenating; and how to tell the program where you prefer a word to break _____
- 7. Demonstrate tracking and explain how you might use this for copyfitting _____
- 8. Demonstrate kerning; explain when to kern _____
- 9. Explain how the "Keep Lines Together" option works and why it is beneficial _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #9

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

- 1. Open "TypeGraphics.qxt" from Lesson 5 folder; save as "Lesson5-1" _____
- 2. Create automatic "drop cap" spanning 2 lines for the first paragraph of text _____
- 3. Create an "Initial Cap" for the second paragraph of text; size formatting as appropriate _____
- 4. Demonstrate anchoring a graphic in text; explain the benefits and uses of anchoring graphics _____
- 5. Demonstrate using the "Rules" feature; explain the benefits of using attached rules in text _____
- 6. Convert text to a picture box _____
- 7. Import graphic into converted text picture box _____
- 8. Create a text path; enter and format text on path; center align text on path; hide path _____

Key

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #10

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

- 1. Open "Pictures.qxt" from Lesson 6 folder; save as "Lesson6-1" _____
- 2. Demonstrate modifying "Contrast" on picture while working in RGB color mode _____
- 3. Create a "Clipping Path" for the starfish picture _____
- 4. Fine tune the starfish clipping path manually _____
- 5. Select the sun picture and bring it to the front; demonstrating selecting through layers/items _____
- 6. Create a text "Run around" on all sides of the sun picture _____
- 7. Duplicate the starfish picture and create a text "Run around" using the "Same as Clipping" option _____
- 8. Save, close and quit _____

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #11

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

- 1. Open "Page.qxt" from Lesson 7 folder; save as "Lesson 7-1" _____
- 2. Send the large black box to the back of the stack of boxes _____
- 3. Demonstrate selecting "hidden items" and changing their stacking order _____
- 4. Explain how the stacking order of text and picture boxes effects the text run around feature _____
- 5. Convert the two black picture boxes; change one to a "contentless" box (explain how it may be used); convert the other to a text box _____
- 6. State how to differentiate between text and picture boxes _____
- 7. Adjust the color saturation of a picture box background by changing its "Shade" _____
- 8. Group the sun graphic and its caption _____
- 9. Modify the sun graphic group, enlarging the entire group _____
- 10. Explain why items are grouped _____
- 11. State the use of the item and content tools when working with groups _____
- 12. Open the "Planets.qxl" library and place several of the planet pictures down the right hand side of the document page _____
- 13. "Space/Align" the planets _____

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job

Performance Test #12

Student's Name _____

Evaluator's Name _____

Date: _____

Instructions:

When you are ready to perform this evaluation, ask your instructor to observe the procedure and complete this form. All items must receive an acceptable performance evaluation before you go on to the next chapter or LAP.

Evaluator's Note: Place a performance test score based on the evaluation scale for each item the student has attempted. If the student is unable to achieve this competency, have the student review the materials and try again.

The student properly (when available, use the keyboard shortcuts learned):

- 1. Open "Printing.qxt" from Lesson 8 folder; save as "Lesson 8-1" _____
- 2. Set up the document for output to a black and white laser printer _____
- 3. Set up the "Print" dialog box options for color separations of page 1 _____
- 4. Explain the "Capture Settings" option _____
- 5. Preview and print separations _____
- 6. On printed separation pages, explain the text above the registration marks _____
- 7. Define each of the following: separations and registration marks _____
- 8. Explain how to troubleshoot with separation plates _____
- 9. Select the color printer "CF Print and Delete" _____
- 10. Print a composite color proof of pages 1 and 2 _____
- 11. Verify "Fonts" and "Pictures" used in your document in the "Usage" dialog box _____
- 12. Prepare your document for a service bureau or output provider using "Collect for Output" _____
- 13. Explain what service bureaus do; how to check for font availability _____
- 14. Demonstrate using the "Electronic Output Request" form _____
- 15. Explain packaging the project prior to service bureau delivery _____

- 4 - Skilled; Can perform task with no additional training
- 3 - Moderately Skilled; Performed job, some additional training may be required
- 2 - Limited Skill; Additional training is required to develop skill
- 1 - Unskilled; Is familiar with process, but is unable to perform job
