

# P65035 Digital Media Publishing

## Module Handbook Semester 2 2011-12

International Centre for  
Publishing Studies

Version 1.1

Faculty of Business

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Version 1

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## **Disclaimer**

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This module guide is correct at time of printing. However students should be aware that the information contained in this guide may be amended, updated, or replaced by further information distributed to students during the semester. Changes may also be made to the programme due to circumstances outside the control of the Oxford International Centre for Publishing Studies or the programme team. In all cases the Centre and the programme team will endeavour to minimise disruption for students, and will provide information about any changes as appropriate.

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## Module introduction

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This is a semester 2 module for the **MA Digital Publishing or MA Publishing** at **Oxford Brookes University** and runs from February 1/2012 to May 2/2012.

The computer is considered both as a publishing medium and a tool, in the context of other media. Great emphasis is placed on audience, the realities of the market, and the practicalities of production.

This module is an examination of forms of web publishing with particular reference to standards of mark-up and accessibility. It provides an opportunity for the practical investigation of the strategies to publish digital media. Emphasis is placed on keeping content separate from presentation through semantic markup and the use of HTML and various web server technologies.

During this module, students will learn how to deliver a structured web site by separating content (the media) from presentation (the design). In parallel with this the course will cover the practical aspects of delivering an ebook from a public domain source.

The web site for this course can be found at this URL:

<http://www.pagetoscreen.net/lectures/archive/C147>

Here you will find details for the scheduled sessions and links to further resources.

## Delivery

This is an intense 'hands-on' practical course. Teaching takes place in the IT Suite in the Tonge Building on the Headington Campus of Oxford Brookes University. Each session will consist of a lecture and demonstration by the lecturer (using computer and projector), and then assistance to individuals through a workshop class. There will be 12 of these sessions, from 1.30pm to 4.30 pm, on Wednesdays. Please note Easter Break – 02 April to 16 April.

Online help will be available through 'Screencasts' and an online forum.

## General:

Students are encouraged to develop their practical, hands-on skills through workshops and self directed study and are expected to deliver all their assignments electronically: on the web (space provided). The web site will be set up during week 1 and students will be given a username and password to access the system.

## The Setup

The system that we use to deliver the web services is called ExpressionEngine and is installed on our server here at Brookes. The system uses a combination of PHP, MYSQL, HTML, CSS and JavaScript. However, you will NOT be expected to use

any server-side scripting; only HTML and CSS. When set up, your site will be located somewhere like this: *imedia.brookes.ac.uk/yourname/*

You will be shown the various templates available to you and how to go about changing these to suite your own design. To begin with, the site will have a basic style. The home page of your site will be empty, apart from the basic title. Once you begin to post content to your site, this will be shown with the latest at the top. During the early part of the course you will be shown how to design your site with Photoshop, and then how to implement this design by editing the CSS template. You will also learn how to modify the templates to change settings such as the number of posts to display on the home page.

## Rationale for using this system

I am sometimes asked '*why don't we learn how to use Dreamweaver and how to build web sites this way?*'

The main problem with simply building a static web site with Dreamweaver, is that it is very difficult to practise the design and construction of web pages unless you have content to put into the site. If you did have a lot of content straight away, then this might be a reasonable approach, but in my experience it is better to have a site where you can easily push in the content as you gather it, while, at the same time developing a 'look and feel' for the site. So rather than build a web site with 'pretend' content, we can use real material that we generate throughout the course. We will be using Dreamweaver to help build the styles for the site but using this software is not essential. Indeed, with the online dynamic system, you can edit your templates (styles and tags) wherever you can get access to the Internet.

## Your Content

As you will see from the assignments set out below, you will be expected to post content to your site at least 2 times per week. You will need to have, at least 24 items posted by the end of the course/semester. The content can include text (probably there should always be some text!), images (photos or edited images), videos (although these will need to be posted to YouTube first).

### *What kind of thing should I post?*

As you will learn in the first session; blogs (or weblogs) started as a means for people to share links (web sites URLs) that they have discovered during their browsing the web. This would certainly be a good starting point for you. Trawl the web for topics that interest you, or use the web to research **ideas presented in the class** (during this module or other modules on your course), and then post some details about your findings. Each week the course tutor will also set a topic to be considered for further investigation or an idea for an image.

You may also set up (or already have) accounts with other social media sites such as Facebook, Flickr or Twitter. You will have an opportunity to pull material from these sites on to your own or even display your blog content elsewhere.

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## Contact details

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### Module Leader – Chris Jennings

Room: B2.34, Gipsy Lane Campus

Telephone: 01865 484972

Email: [chris.jennings@brookes.ac.uk](mailto:chris.jennings@brookes.ac.uk)

Office hours: Monday AM, Wednesday PM

For technical support please login to the forum from your blog.

### Subject librarian - Chris Fowler

Email: [cbfowler@brookes.ac.uk](mailto:cbfowler@brookes.ac.uk)

## Semester plan synopsis

Week	Topic	Reading/Activity	Deadlines
1	Introduction to 'Digital Media Publishing'	Get logged in. Post up 2 first items to the blog. Use the forum to pose any questions.	
2	Text To Screen	Read book on the basics of HTML or browse the web to find resources. Look at w3.org web site	
3	Designing for the WEB and Creating a 'Look and Feel' with Photoshop	Build a mock-up of your web site using layers for different sections of the page.	
4	Building eBooks with Adobe InDesign	Investigate the use of InDesign.	Decide on your public domain text for the eBook by this week
5	Landing Page and Banner navigation with Tab bar	Review web sites and consider different navigation systems.	
6	The tools for making ePUB	Review 'open source' tools for creating eBooks.	Assignment milestone: Build a banner image for your web site
7	The different eBook formats	Read the specifications for ePUB and MOBI formats:  Use Google to search.	
8	Surgery Session	Come to class with your work on the eBook and get help from the tutor.	You should have built a basic version of the eBook by now.
9	Typography for the web and for the eBook	Look at Google fonts and try downloading the code and including one in your web site	
10	Advanced Markup including Validation	Try validating the web site and fix reported problems.	
11	Publishing Gone Digital - a recap and look at future developments	Consider how ebooks can be 'enhanced'. What is the difference between an eBook and an APP.	
12	Surgery session		Final delivery of eBook and report on CDROM.

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## Module syllabus

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### Description

As the importance of digital publishing grows, the focus of this module is on making digital content available for more than one platform. Publishers may want to make the same content available as print, on the Web, or as an ebook. At the same time the development of Web 2.0, with tools such as blogs and wikis, offers publishers opportunities to publish content in different ways.

The computer is considered both as a publishing medium and a tool, in the context of other media. Great emphasis is placed on audience, the realities of the market, and the practicalities of production. Students undertake a practical investigation of the strategies to publish digital media. Emphasis is placed on keeping content separate from presentation through the use of semantic markup in languages such as XML.

M Level Credits: 20

ECTS Credits: 10

Module Status: compulsory module for

MA Digital Publishing

acceptable module for

MA/PGDip Publishing

MA/PGDip in International Publishing

MA/PGDip in Publishing and Language

European Master in Publishing

Prerequisites: P65021

Placing: Semester 2 only

Restrictions: None

Exclusions: None

### Content

This module develops the theoretical and practical issues of publishing content digitally. The module provides an opportunity for study of the Internet as a main publishing platform, and practical exploration of the different processes involved in its creation and delivery. The focus will be on making digital content available for more than one platform using modern techniques in established standards for mark-up and accessibility.

This is an intensive practical module and all of the sessions take place in the publishing IT suite. Each student will have access to their own web space and all assignments will be published on the publishing department's web server. Each student will create interactive content for the web using standard tools such as Photoshop and Dreamweaver, however, emphasis will be placed on delivering web pages to modern web standards and all pages will be validated according to the World Wide Web consortium.

Topics on this module include:

- Blogs and social media

- The concept of 'Electronic Books'
- Design for screen delivery of content
- Improving the experience of reading text on the screen
- Keeping content and style separate
- Validation to acceptable web standards
- Accessibility on the web
- From screen to paper – styling for print
- Marking up – from HTML to XML
- Mobile Platforms
- Ebook formats
- Multiple platform publishing

### **Learning Outcomes**

When you have successfully completed this module, you will be able to:

#### *Knowledge and Understanding*

1. demonstrate an understanding of the issues relating to the design, structure and usability of digital content;
2. demonstrate an understanding of the use of navigational systems in interactive digital works;

#### *Disciplinary/ Professional Skills*

3. design and create digital content for interactive delivery using standard mark-up.
4. apply the principles of good website design
5. create a structured document, separating style from content, so as to deliver to different digital platform

#### *Transferable skills (T=taught, P=Practised)*

6. Self management: An ability to clarify personal values, appraise your own performance through a process of critical self-reflection, set and organise personal objectives, and work to briefs and deadlines. (P)
7. Learning Skills: An ability to identify and appraise personal learning strategies to work independently and co-operatively, using library and ICT skills to access and manage information, and a range of academic skills to research, interpret, analyse, synthesise and summarise this information. (P)
8. Communication: An ability to express ideas to a variety of audiences for a variety of purposes using appropriate language and media, as well as the ability to listen actively so as to be able to participate in and learn from discussion, and the ability to persuade rationally, through negotiating and asserting one's own values, while respecting other people's values. (P)
9. Problem solving: An ability to apply knowledge, understanding and experience to

identify and deal with a problem; an ability to analyse and think laterally about a problem and its solution; as well as an ability not only to be able to come up with strategic options, but to be able to evaluate the success of different strategies. (P)

- 10.1 Information and Communications Technology: An ability to use ICT as a communication and learning tool, as well as a tool for accessing and managing information, and for presenting this information and related ideas; and an ability to use specialist software where relevant to the discipline. (TP)

### Teaching and learning experience

When you have completed this module, you will have been given the opportunity to:

- attend interactive lectures designed to provide a framework of theoretical learning about the subject. Lectures include demonstrations of examples of interactive digital products. During lectures, there will be opportunity for small group discussion of key ideas and concepts, and for evaluation and review of products;
- acquire skills in computer applications during supervised practical workshops. Key processes will be demonstrated by tutors, and students will be set tasks during workshops to encourage them to acquire advanced computing skills in incremental steps;
- attend workshops designed to develop technical skills and breadth of computer knowledge;

### Expected class contact

16 hours lectures

20 hours workshops

### Assessment

The assessment is 100% coursework.

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## Recommended reading list

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- Zeldman, Jeffrey, *Designing with Web Standards*, New Riders
- Castro, Elizabeth, *EPub Straight to the Point: Creating Ebooks for the Apple iPad and Other Ereaders*, Published by: Peachpit Press on July 2010
- *HTML Dog: The Best-Practice Guide to XHTML and CSS*, Patrick Griffiths, New Riders on November 2006
- *Web Design in a Nutshell (A Desktop Quick Reference)*, Jennifer Niederst, O'Reilly Media, Inc. on February 2006

## Websites

- World Wide Web Consortium: <http://www.w3schools.com/>
- Validate ePub: <http://threepress.org/document/epub-validate>
- The International Digital Publishing Forum: <http://idpf.org/>

## Also see:

I publish links on my own site so you can see all the relevant links here:

[www.pagetoscreen.net/iSaw/C130/](http://www.pagetoscreen.net/iSaw/C130/)

Screencasts for this course can be found here: [www.pagetoscreen.net/screencasts/C155](http://www.pagetoscreen.net/screencasts/C155)

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## Your Library Service

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The library at Oxford Brookes University is of primary importance as an information resource whilst you are a student here. The specialist resources for students in the Faculty of Business are based on the Headington and Wheatley sites and are supported by a highly qualified team of specialist Subject Librarians.

**Your first priority will probably be to find books on your reading list** and this can be done by using the library catalogue at: <http://catalogue.brookes.ac.uk/TalisPrism/>. Read the location and availability information carefully and click on the Reservation button if the books are not available.

**You will also probably want journal articles on your reading list** and these can be found by entering the **Journal Title** (not the Article Title) into the A-Z list of journals: <http://atoz.ebsco.com/home.asp?Id=oxbun>

**You may have to research subjects for yourselves in our journal and other specialist resources** which are all listed in your subject web pages:

<http://www.brookes.ac.uk/library/business.html> for Business and Economics.

<http://www.brookes.ac.uk/library/hrm.html> for Hospitality and Tourism.

<http://www.brookes.ac.uk/library/publish.html> for Publishing

**You can learn more about how to find books and journals in the Libraries** by joining one of the induction sessions that are run at Headington in Week 0 and 1 of every Semester.

**Please feel free to get in touch with the Subject Librarians for help and advice.**

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## Upgrade – Study Advice Service

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Upgrade is the university's confidential study advice service for anyone who wants advice on

- ❑ Statistics or maths
- ❑ Study skills: planning and writing essays, assignments and dissertations - and more...

Just email to book a 30 minute tutorial. You can take a chance and drop in (especially at Wheatley, Harcourt Hill and Marston Road), but it is always better to book first. Bring your work and this Module Handbook with you.

Check the website for current opening times:

<http://www.brookes.ac.uk/services/upgrade/timetable.html> and further information.

Campus	Location	Days	Times
Headington	Library Entrance Foyer	Monday - Friday	11.00 - 1.30
		Weds drop-in	2.00 - 3.00
		Tues, Weds , Thurs (Weeks 4 - 11)	4.15 - 5.45
	Food Court	Wednesday	10.11 - 11.00
Wheatley	Brookes Grab n Go	Wednesday	12.00 - 1.30
	Simon Williams Undergraduate Centre	Thursday	11.45 - 1.45

Email [upgrade@brookes.ac.uk](mailto:upgrade@brookes.ac.uk)

Checkout the [Study Advice online](#), and [Study Skills A/Z](#) for some start points.

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## Week 1 - Wednesday, February 1, 2012

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### Introduction to 'Digital Media Publishing

The focus of this session is to introduce the concept of the computer and screen based devices as a medium for the delivery of a reading experience. We will look at eBooks in relation to the assignment as well as an introduction to the blogging system that each student will use throughout the semester.

- Reading on screen
- The computer and 'other' devices
- Tools for making eBooks
- Design for paper then deliver on screen
- Multimedia
- InDesign (publication design software)
- Web delivery
- Public Domain and Rights issues
- Introducing the Blog
- eBook Samples

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## Week 2 - Wednesday, February 08, 2012

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### Text to Screen

Issues for delivering text to the screen. From computer text to text that is structured for the screen.

- CSS - an introduction
- Structure of an HTML document
- Mark up and HTML
- Styling your 'Blog' by modifying the CSS
- Digital Publishing
- print and screen, print or screen
- markup
- XML, XSL, DTD
- Metadata
- Fonts
- eBooks
- reading on screen
- devices
- formats
- revisable / non-revisable
- PDF / tagged PDF
- ePUB / XHTML

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## Week 3 - Wednesday, February 15, 2012

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### Designing for the WEB and Creating a 'Look and Feel' with Photoshop

In this session we are going to look at Photoshop as a means to build a web site prototype.

Controlling the appearance of a web page with CSS (Cascading Style Sheets). During this session we will look at Dreamweaver and ExpressionEngine in combination and then make changes to our CSS. This will enable us to change the appearance of our 'blog' and other pages.

Lets look at some design issues and then from our Photoshop 'comps' we will create a sample page in HTML and use CSS to style according to our prototype.

We will use:

- layers
- text
- blends

The objective is to build a home page for our blog as a graphic in Photoshop so we can use this visual to build a web page with HTML and CSS.

We will create the image in Photoshop; creating this version with layers, and then save as a web compatible image to post on our blog for all to see.

- Crafting the look
- Keeping it simple
- Structures
- The web browser window
- Deconstructing a few examples
- arranging stuff in a rectangular space

For this session we will also focus on the banner of your web site. We will use Photoshop layers to create 2 images; one for the page layout and another for the background of the CSS. We will learn about the PNG image format that makes use of transparency.

We are using ExpressionEngine to manage the content in our blogs. It is possible to use *Dreamweaver* to help us define the look of our site by modifying the CSS and making some changes to the HTML markup.

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## Week 4 - Wednesday, February 22, 2012

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### Building Electronic Books with InDesign

We will make use of *InDesign* and consider the relationship between style, content and final markup and how this will affect the ePUB format ebook and the PDF eBook .

## Assignment milestone

You will have decided the public domain text that you are using for your ebook by this week and **you should post a blog entry** about this.

- 'Placing' objects and text into InDesign
- Layout and how this will result in the appearance in the eBook
- Fonts
- Hypertext
- Styles help to generate a Contents page

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## Week 5 - Wednesday, February 29, 2012

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### Landing Page and banner navigation and a tab bar

By default your web site starts at the blog; a page that lists all of the blog post titles and summaries. Can this be different? Can I make a 'landing page', or can I control how the blog posts are shown on that first page.

Your site 'look and feel' is greatly influenced by the banner. We look again at more work that can be done with the banner and maybe even including some "tab style" navigation.

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## Week 6 - Wednesday, March 07, 2012

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### The Tools for Making ePUB

Mostly InDesign!

- From Indesign to ePub - the issues
- Page layout (like print) or screen layout (like web)
- ePub is XML and XHTML so how about designing the layout as if for the web?
- How can we modify the ePub file that InDesign builds for us?
- Table of Contents and Index
- From InDesign to ePub (documents flow)
- From InDesign to ePub (with structural order)
- Rules for using InDesign that make ePub better
- Editing the XML / XHTML
- Editing the CSS
- Images in the ePub
- Multimedia (crikes!)
- Validation of the ePub

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## **Week 7 -Wednesday, March 14, 2012**

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### **The different eBook formats**

We look at ePUB and other formats

The ePUB format in detail:

- Chapter breaks and headings (starting at the top of the page)
- We crack open an ePUB ebook and analyse the contents
- The TOC
- The manifest
- The reading order
- We review an example and consider the appearance on different devices.
- The Apple iPad and iPhone
- The Sony eReader
- PC readers (like Adobe Digital Editions)
- DRM
- The difference between ePUB and PDF
- The Future

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## **Week 8 - Wednesday, March 21, 2012**

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### **Surgery Session to help with the eBook and the Blog styling**

Just me here to help

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## **Week 9 - Wednesday, March 28, 2012**

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### **Typography for the web and for the eBook**

We look, in detail, at how we may enhance our designs with the fonts that we use.

- web safe fonts
- device fonts
- embedding fonts
- copyright of fonts
- special characters

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## **Week 10 - Wednesday, April 18, 2012**

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### **Advanced Markup including Validation**

Looking at more detail of markup for both the web site and the eBook. We will look at validation and what this means.

In this workshop session we will examine the methods of 'tagging' the document with InDesign and then exporting as XML. We will analyse the resulting XML and learn how we can improve this by making some changes to the way we use InDesign.

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## Week 11 - Wednesday, April 25, 2012

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### Publishing Gone Digital - a recap and look at future developments

We have been using HTML5, CSS3 and ePUB 2. What are the future of these technologies and what might we expect next year's cohort to have what we haven't.

The presentation covers a look at ePUB version 3 (still not ready for public use) and how mark up for the web (HTML5) will merge with ePUB.

We will also consider tablet publishing in general.

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## Week 12 - Wednesday, May 2, 2012

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### Surgery session to help with the eBook and the Blog styling

Chris Jennings will be available **in the IT Suite** to help with any technical issues.

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## Assessment information

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This module follows the principles of the University's Assessment Compact, developed in conjunction with the Student Union, to ensure good practice and transparency in assessment and feedback processes. The Assessment Compact can be found in your Programme Handbook or on your programme's Brookes Virtual site.

### Coursework 1

#### *Learning outcomes assessed*

- demonstrate an understanding of the issues relating to the design, structure and usability of digital content;

#### *Assignment task*

**Blog Posts:** Post entries (at least twice weekly) to your 'blog' (online journal). You should have at least 24 entries by the end of this course.

#### *Assessment criteria*

Marks will be given for: frequency of posts, evidence of research, relevance to topic, use of expanded text and images.

#### *Presenting coursework for assessment*

Continue to post to the blog throughout the semester.

#### *Submission date and instructions*

**11 May 2012 at 5pm**

## Coursework 2

### *Learning outcomes assessed*

- design and create digital content for interactive delivery using standard mark-up.

### *Assignment task*

**Blog Design:** Through changes to the CSS and the HTML templates, you will redesign the blog to your own preference.

### *Assessment criteria*

Marks will be given for: amount of change from the original layout, fitness for purpose (ie. readability, usability), **code validation**.

### *Submission date and instructions*

**11 May 2012 at 5pm**

All changes to the web site must be complete by the above date.

## Coursework 3

### *Learning outcomes assessed*

- design and create digital content for interactive delivery using standard mark-up
- create a structured document, separating style from content, so as to deliver to different digital platforms

### *Assignment task*

**Convert a public domain text or collection of texts to an 'eBook'.** The document must be well structured and delivered as an 'eBook' on your web site..

The ePUB must be viewable in Adobe Digital editions, and include a table of contents and a colophon page.

There must be a cover image and there must be metadata in the ebook.

### *Assessment criteria*

- Readability at all sizes
- Innovative use of styles for headings, images, verses of poems etc
- The eBook must validate
- The structure of the eBook provides an appropriate reading experience

### *Submission date and instructions*

**11 May 2012 at 5pm**

The 'eBook' must also include a commentary on how you created the work on a 'colophon' page. The ebook will be delivered in ePUB format and distributed on your web site by

making a blog post about it. **The ePUB book must be readable within Adobe Digital Editions and the ePUB must validate.**

The eBook should also be provided on a CDROM together with all assets and working files. Also included on the CDROM should be **the eBook provided in PDF.**

The Programme Administrator must receive your assignment by the date of submission as follows:

- 1) On or before the submission deadline be posted, by hand, into the appropriate undergraduate drop box (Buckley Building), or
- 2) Use a commercial mail delivery company to deliver a hard copy to the Programme Administrator so that it arrives **on** or **before** the submission deadline. Please ensure the assignment is sent by registered post or courier. Assignments must not be emailed for reasons of security
- 3) Assignments **must not** be handed in directly to members of staff or left in staff pigeonholes

### ***Further notes about the eBook***

A number of tools will be used to create this eBook. Here are the basic steps that we will use:

- Literature obtained from public domain sources, extracted and combined into one text document. Sources will need to be credited, so pay attention to where these texts were found.
- Other content sourced; examples: image of poet(s), possible illustrations, relevant links etc.
- Process text to remove unwanted paragraph breaks, capitalised text etc.
- Create InDesign document; one page, NOT facing pages, use pixels as the unit of measure, make 1024x768 pixels portrait mode. Save in a working folder with all assets ready to be placed. When saving the InDesign file use NO SPACES in the file name.
- Paragraph and character styles will be created in the InDesign file. These styles will use the same names that you have used in the first marked up poem in assignment 2. A colour swatch will include colours needed in RGB (not CMYK) mode.
- Images that are to be used as illustrations must have metadata added for caption purposes. Photoshop will be used for this. Images should be stored ready to go into the InDesign document in a sub-folder of the eBook work folder.
- Text will be Placed in the InDesign document; you may optionally bring the formatting in from the external text when it has been formatted in Word.
- Go through the text applying the formatting as appropriate. Do NOT override the styles. Do NOT add text in unthreaded text boxes. Do NOT use master pages. Character styles should only be used where inline text has some different emphasis. Do NOT apply a change of font-size or leading to character styles.
- Pay particular attention to headings. These may be simply the name of the poem, but you need to consider the table of contents and how this will structure the complete eBook.
- Create the table of contents, but DO NOT display this on the pages of the book but rather on the pasteboard.
- Export for ePUB
- Test in Adobe Digital Editions and the ePUB reader for Firefox
- Edit the ePUB file in Oxygen XML editor.
- Check that the ePUB file validates.

- Put the ePUB file and all other files on a CDROM.

A CDROM to include the following must be delivered to the department (a slot will be made available):

- A 'readme' file, that explains the contents of the CD-ROM. Any issues or bugs in the eBook should be noted in here)
- The InDesign Files (Packaged)
- The original text of the poetry eBook
- The ePUB format book
- The eBook as a PDF

The eBook must include a colophon page which explains how the work was created and the source(s) of the text and images. This same information must be available in the METADATA for the book. A colophon is an inscription placed usually at the end of a book, giving facts about its publication. The Colophon page should also show on the Table of Contents.

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## Further Information about all assignments

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### *Marking and moderation of your work*

Following internal moderation, a sample of work is reviewed by the External Examiner for the programme to ensure that the standards applied are comparable to those at other institutions.

### *Feedback*

Feedback on your work will be provided in a range of ways at various times throughout this module, and different feedback will serve slightly different purposes. Feedback is designed to support your learning and help you to improve subsequent work, so you need to get the most out of the feedback provided.

Please note that feedback is provided throughout the module NOT JUST ON FORMAL ASSESSED TASKS. It will be provided on your work and contribution in class, on the formal assessment tasks and, in some circumstances, during staff office hours.

If you would like further information about feedback, or how to use it, please talk to your tutor on this module or your Academic Adviser (Personal Tutor)

Feedback on your work will be provided during the semester. The final feedback will be available after the examination meeting after the end of the semester.

### *Marking and moderation of your work*

Following internal moderation, a sample of work is reviewed by the External Examiner for the programme to ensure that the standards applied are comparable to those at other institutions.

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## Regulations

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### Late submission of work

**Students who submit work late will receive a mark of ZERO for that element of assessment.**

If mitigating circumstances (for example, medical or personal circumstances) affect your ability to meet an assessment deadline or attend an examination then it is ESSENTIAL that you notify your module leader and submit a Mitigating Circumstances Request form to the Academic Management Office as soon as possible and in any case BEFORE an assessment deadline or the start of an examination. You will be required to provide satisfactory documentary evidence to support your claim. The only exception to this is for very short extensions (up to one week) to an assessment deadline, where you may be allowed to self-certify your difficulties if there is a valid reason why you cannot provide evidence.

If you submit a claim of mitigating circumstances later than an assessment deadline or the start of an examination, then you will not only need to demonstrate that you were affected by these circumstances but you will also need to provide evidence that you were unable to submit your claim by the deadline.

For further details of the University's regulations for the consideration of mitigating circumstances please see:

<http://www.brookes.ac.uk/services/asd/registry/sas/mit%20circs.html>

Late submission regulations apply to both hard copy (paper) and electronic submissions, including electronic submissions to Turnitin where relevant.

### Resit coursework requirements

Each assignment has its own resit task, so you would only have to resubmit the task(s) for the assignment(s) which you did not pass. The marks for any passed assignments would be used to calculate the final mark for the module.

### Authenticating your coursework

You must be able to demonstrate that the course work you submit for assessment is your own. You must therefore keep all working documents (electronic and paper) that you used or created while preparing the assignment, such as photocopies of sources and internet pages, your own notes on your reading and preparation and where primary research has been conducted, completed questionnaires or interview schedules, details of the process of analysis, field notes and so on. Most importantly, you should keep the early developing drafts of your coursework as evidence of the originality of your work by saving each revision to a file with a different name. This material should be kept until after the module results have been published on PIP. Please note that you may be required to submit an electronic version of your work.

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## Cheating

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All assessments are intended to determine the skills, abilities, understanding and knowledge of each of the individual students undertaking the assessment. Cheating is defined as obtaining or attempting to obtain an unfair academic advantage. Cheating or assisting someone else to cheat (including attempting to assist someone else to cheat) may be subject to disciplinary action in accordance with the University's Disciplinary Procedure. The University takes this issue very seriously and students have been expelled or had their degrees withheld for cheating in assessments. If you are having difficulty with your work it is important to seek help from your tutor rather than be tempted to use unfair means to gain marks. Do not risk losing your degree and all the work you have done.

The University defines a number of different forms of cheating, although any form of cheating is strictly forbidden not only those listed below. These are:

- ❑ **Submitting other people's work as your own** – either with or without their knowledge. This includes copying in examinations; using notes or unauthorised materials in examinations; submitting work you have paid for as your own; impersonation – taking an assessment on behalf of or pretending to be another student, or allowing another person to take an assessment on your behalf or pretend to be you.
- ❑ **Plagiarism** – taking or using another person's thoughts, writings or inventions as your own. To avoid plagiarism you must make sure that quotations from whatever source are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. The Library has a leaflet about how to reference your work correctly and your tutor can also help you. It is not enough just to list sources in a bibliography at the end of your essay or dissertation if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work.
- ❑ **Collusion** – except where written instructions specify that work for assessment may be produced jointly and submitted as the work of more than one student, you must not collude with others to produce a piece of work jointly, copy or share another student's work or lend your work to another student in the reasonable knowledge that some or all of it will be copied.
- ❑ **Duplication** – submitting work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission.
- ❑ **Falsification** – the invention of data, its alteration, its copying from any other source, or otherwise obtaining it by unfair means, or inventing quotations and/or references.
- ❑ **Custom Writing Services** – this includes the use of any service which produces custom materials for a fee or other benefit. The University may consider any request placed with any form of custom writing service to be a form of cheating, whatever use is then made of the material produced, and therefore to be an offence under the Student Conduct Regulations. This extends to include any request for any piece of work (either formative or summative assessment or work which is not linked to any form of assessment or credit-bearing element of your programme) including, but not limited to, essays and dissertations (including outlines and guides), reports, exam notes, proposals, posters, presentations, the editing or improvement of existing work, statistical services and computing services including programme and code development.

Matthew Andrews, Academic Registrar  
June 2011

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## **A note on equal opportunities and diversity**

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The Faculty of Business promotes an inclusive learning environment in which individuals are valued and supported in achieving their full potential. The Faculty endeavours to meet its duties under the Equality Act 2010 to eliminate unfair discrimination and promote equality of opportunity and good relations among members of the university community. For the university statement on Equal Opportunity and Diversity please see <http://www.brookes.ac.uk/services/hr/eod/statement.html>

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## Further Information about this module

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### Copyright

You may use images from the web where there is a Creative Commons licence that allows, however, if the license is an 'attribution' licence then you must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

### Software Available on this Course

- Photoshop for creating the cover image and editing or creating any illustrations.
- Dreamweaver for editing HTML and CSS.
- Audacity for editing audio
- It is recommended that you install the (free) Web Developers toolbar for Firefox and the extension for reading ePUB.
- InDesign
- Oxygen XML editor
- Other software may be used as appropriate for video and audio editing.

### IT suite in the Tonge Building

#### *Availability*

This room is available until 9pm during the semester; however, the room is used for teaching on most weekdays.

#### *Computers*

All of the computers (PCs) have the version CS5.5 of the Adobe Creative Suite installed. You will also find 'Audacity' a basic sound editing tool and OxygenXML for editing the ePUB package.

**Note:** If you find any problems with any of the computers in this room, please report this by sending an email to [servicedesk@brookes.ac.uk](mailto:servicedesk@brookes.ac.uk)

---

## The basic HTML mark-up of the home page

---

```
<html>
<head>
<title>Title of this page</title>
</head>
<body>
<div id="everything"><!-- this tag surrounds everything within the body and can be used to set
the width -->
<header><!-- just the banner heading -->

<h1 class="blogtitle">The title of your blog</h1>
</header>
<div id="wrapper"><!-- this surrounds the content and sidebar -->
<aside><!-- the sidebar comes first because it is proposed to float to the left or right. -->
<div class="box"><!-- you can put various things in these boxes within the sidebar -->
<h3 class="sidetitle">This would provide a heading</h3>
<p>And some text</p>
</div>
<div class="altbox"><!-- the next box, labelled differently if you want to alternate the
style/background -->
<h3 class="sidetitle">Categories</h3>
<ul><!-- unordered list -->
<li>list item</li>
</ul>
</div>
</aside><!-- end of sidebar -->
<div id="content"><!-- where the main content comes -->
<section class="entry"><!-- start of entry -->
<!-- probably repeat content like blog -->
<p class="date">a date in here</p>
<h2 class="title">Some title</h2>
<div class="picture"><!-- some picture -->

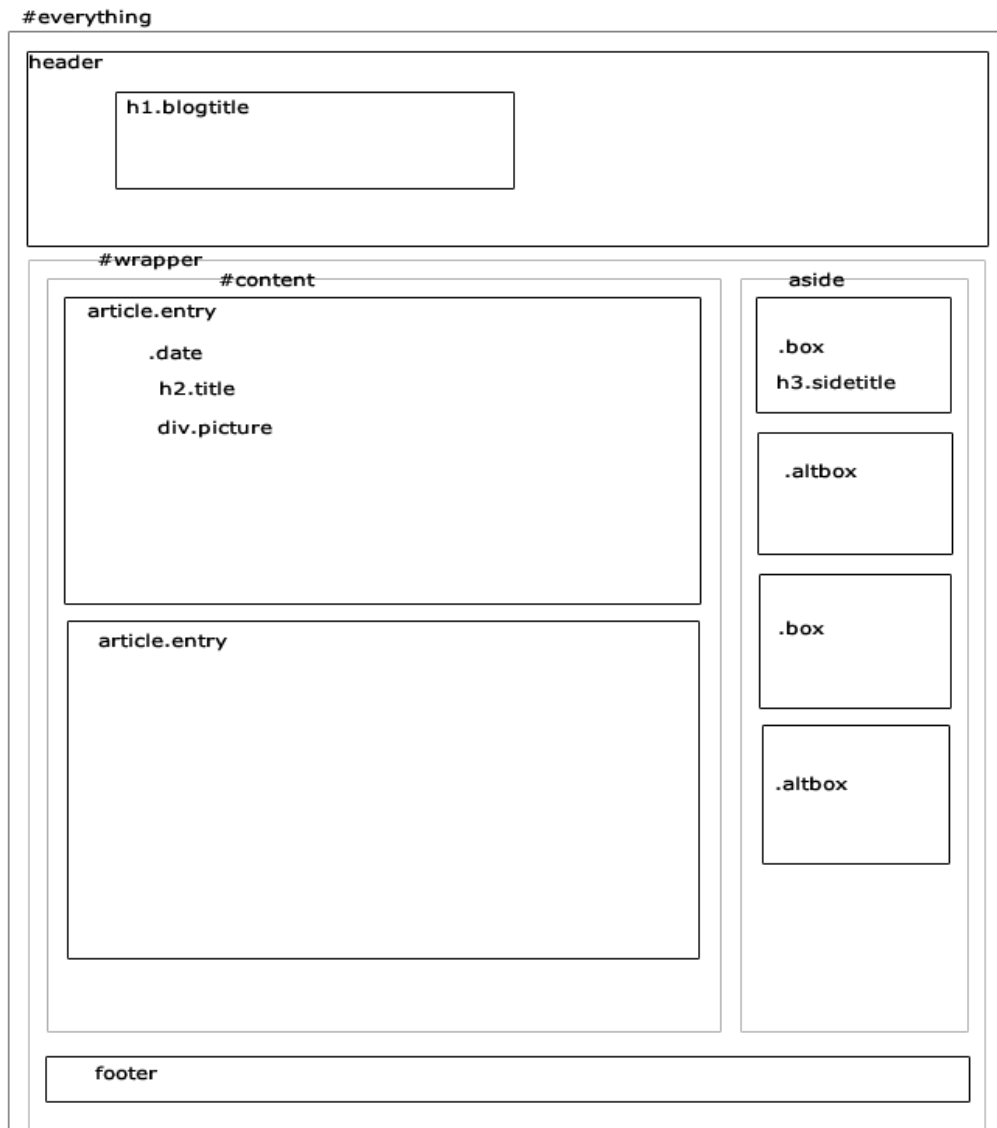
</div>
<p>some text</p>
</section><!-- end of entry -->
<div class="paginate">
<span class="pagecount">Page 1 of 1 pages</span>
</div>
</div><!-- end of content -->
<footer><!-- links and info you want on all pages -->
</footer><!-- end of footer -->
</div><!-- end of wrapper -->
</div><!-- end of everything -->
</body>
</html>
```

---

## Schematic, showing structure of the home page

---

This diagram does NOT represent appearance, only the structure of the component parts and their relationship to each other (parent, child, sibling).



---

## An example CSS template defining the elements used in the HTML markup:

---

**Note:** by default your set up will have a css file linked just as this one.

**Note:** Syntax in CSS is very particular! Miss out a curly bracket or semi-colon and you may not see any styles at all.

```
/* -----  
basic styles for blog in ExpressionEngine - feel free to change  
----- */  
  
/* for HTML5 elements */  
article, aside, details, figcaption, figure, footer, header, hgroup, menu, nav, section {  
    display:block;  
}  
body {  
margin: 0;  
padding: 0;  
background: #C2C3D2;  
color: #000;  
font-family: "lucida grande", verdana, arial, helvetica, sans-serif;  
}  
#everything {  
width: 750px;  
margin: 0 auto;  
}  
h1, h2, h3 {  
font-family: georgia, "times new roman", times, serif;  
}  
h4 {  
font-family: "lucida grande", verdana, arial, helvetica, sans-serif;  
margin-bottom: 4px;  
}  
blockquote {  
font-family: georgia, "times new roman", times, serif;  
}  
ul {  
list-style: square;  
margin: 2px 0 3px 1em;  
padding-left: 1em;  
}  
li {  
background: transparent;  
font-family: "lucida grande", verdana, arial, sans-serif;  
color: #333;  
}
```

```
img {
margin: 0;
padding: 0;
border: 0;
}
/* standard links */
a:link {
border-bottom: 1px dotted #8fbc8f;
background-color: transparent;
text-decoration: none;
color: #003967;
}
a:visited {
border-bottom: 1px solid #8fbc8f;
background-color: transparent;
text-decoration: none;
color: #003967;
}
a:hover {
border: 0;
background-color: #C2C3D8;
text-decoration: none;
color: #eee;
}
a:active {
border: 0;
background-color: silver;
text-decoration: none;
color: #eee;
}
#wrapper {
/*change this if you want to have a different color background for the content or you change
the layout*/
background: white
url(http://imedia.brookes.ac.uk/themes/site_themes/dmp/images/wrapperback.jpg) repeat-y right;
border-right: 1px solid silver;
border-left: 1px solid silver;
padding: 0;
}
footer {
margin: 0;
padding: 0 6px;
font-size: .7em;
line-height: 1.1em;
clear: both;
border-top: 1px solid gray;
border-bottom: 1px solid silver;
```

```
background: #D4E1F2;
}
#content {
margin: 0 225px 0 0;
padding: 5px 10px;
font-size: 75%;
line-height: 180%;
background: transparent;
color: #000;
border-right: 0px solid silver;
}
aside {
float: right;
width: 225px;
background: transparent;
padding-top: 6px;
color: #000;
border-left: 0px solid silver;
}
article {
border-bottom: 1px solid green;
padding-bottom: 14px;
}
/*just to be sure that images dont overlap into the next entry*/
article:after {
content: ".";
display: block;
height: 0;
clear: left;
visibility: hidden;
}
.date {
font-size: 75%;
background: transparent;
color: #000;
font-weight: bold;
}
h1.blogtitle {
font-size: 3.5em;
padding:0;
margin:0;
text-align:center;
}
header {
color: white;
/*Uncomment this following line if you want an image in the background of the banner*/
```

```
/*background: #2D3063 url(http://imedia.brookes.ac.uk/imageshare/somebanner.jpg)no-repeat
center top;*/
background: #2D3063;
height: 125px;
border-bottom: 1px solid green;
border-right: 1px solid silver;
border-left: 1px solid silver;
padding: 0;
}
header img {
display: block;
margin:0 auto;
}
.blogtitle a {
color: white;
border: 0;
}
.title {
font-size: 170%;
background: transparent;
color: #0D6654;
border-left: 12px solid #BDD7D2;
padding-left: 8px;
}
.posted {
margin-top: 6px;
margin-bottom: 3px;
font-size: .9em;
clear:left;
}
.sidetitle {
margin: 10px 0;
font-size: 125%;
background: transparent;
color: #2E8B57;
}
.box {
margin: 0;
padding: 0 8px 6px 8px;
background: transparent;
font-size: 70%;
line-height: 170%;
color: #000;
}
.altbox {
margin: 0;
padding: 0 8px 6px 8px;
```

```
background: #FBFCFC;
font-size: 70%;
line-height: 170%;
color: #000;
}
.paginate {
font-family: Verdana, Geneva, Tahoma, "Trebuchet MS", Arial, Sans-serif;
font-size: 12px;
font-weight: normal;
letter-spacing: .1em;
padding: 10px 6px 10px 4px;
margin: 0;
background-color: transparent;
}
.pagecount {
font-family: Verdana, Geneva, Tahoma, "Trebuchet MS", Arial, Sans-serif;
font-size: 10px;
color: #666;
font-weight: normal;
background-color: transparent;
}
.input {
border-top: 1px solid #999999;
border-left: 1px solid #999999;
background-color: #fff;
color: #000;
font-family: Verdana, Geneva, Tahoma, "Trebuchet MS", Arial, Sans-serif;
font-size: 11px;
height: 1.6em;
padding: .3em 0 0 2px;
margin-top: 6px;
margin-bottom: 3px;
}
.textarea {
border-top: 1px solid #999999;
border-left: 1px solid #999999;
background-color: #fff;
color: #000;
font-family: Verdana, Geneva, Tahoma, "Trebuchet MS", Arial, Sans-serif;
font-size: 11px;
margin-top: 3px;
margin-bottom: 3px;
}
.checkbox {
background-color: transparent;
margin: 3px;
```

```
padding:          0;
border:          0;
}
.submit {
background-color: #fff;
font-family:     Arial, Verdana, Sans-serif;
font-size:       11px;
font-weight:     normal;
letter-spacing:  .1em;
padding:         1px 3px 1px 3px;
margin-top:      6px;
margin-bottom:   4px;
text-transform:  uppercase;
color:           #000;
}
/* -----
you can change the way pictures appear in the entry here
----- */
.picture {
float: left;
padding: 3px;
margin: 5px 27px 12px 0;
border: 1px solid silver;
display: block;
}
.picture img {
display: block;
}
/*this would be the caption*/
.picture p {
font-size:.8em;
line-height:1.4em;
margin:3px;
padding:0;
}
.images {
clear:left;
float:left;
}
.map {
    height: 320px;
    border: 1px solid silver;
    display:block;
}
```

## Mark sheet and criteria

**Note:** Please use this a check sheet for the assignments

	<b>What I expect</b>	<b>%</b>
<b>Blog Posts:</b>  Post entries (at least twice weekly) to your 'blog' (online journal). You should have at least 24 entries by the end of this course.	<p>Post entries (at least twice weekly) to your 'blog' (online journal). You must post at least 24 times over the semester, use pictures and the extended text field. For content, anything goes but consider the kinds of things that are happening on the course.</p> <p>Frequency of posts Research Clarity of title and structure of posts Topics</p>	15%
	<b>Comments</b>	/15
	<p><b>Blog Design:</b> Through changes to the CSS and the HTML templates, you will redesign the blog to your own preference</p> <p>You will need to make significant changes to the layout and you must change the banner to suite your site. All pages must validate and be consistent. I expect this to work in all current browsers – Safari, Firefox and Internet Explorer.</p> <p>Banner Typography Use of colour Alignment of elements overall design accessibility (consistency, readability, Google search ability etc.) CSS Validation</p>	25
<b>Create an eBook</b>	<b>Comments</b>	/25
	<p><b>Convert a public domain text</b> or collection of texts to an eBook'. The document must be well structured and delivered as an 'eBook' on your web site. The 'eBook' must also include a commentary on how you created the work on a 'colophon' page. <b>The eBook must be provided in ePUB format.</b> This will involve some editing of the file when exported from InDesign. The ePUB book must be readable within Adobe Digital Editions. The ePUB ebook must validate.</p> <p>Technical quality Navigation/Functionality Colophon Metadata TOC Validation Cover image and Thumbnail</p>	60
	<b>Comments:</b>	/60
<b>Overall Mark</b>		<b>%</b>

## The contents of an ePUB file

