

## Independent Studies Course Syllabus

**Course Number and Name:** TEC 944 - Animation Technology

**Instructor's Name:** Brent Nabors

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**Number of Units:** Number of Units - 3

### Course Description

Designed for the beginning user, this course "Animation Technology – Flash for your Curriculum" introduces students to the basics of animation using the powerful software program Flash. This class is online with video instruction and lectures recorded to a CD, so students can work at their own pace (with instructor supervision and guidance). Animation Technology allows students to get acquainted with all areas of computer animation and the powerful tools available to produce stunning PowerPoint animations, web animation, Flash web sites, and even interactive CD-ROMS. The textbook and lectures encourage learning through and hands-on exercises. Materials include a textbook, lecture and video tutorial CD, and demonstration software for both Windows and Macintosh. Students need access to a computer, CD-ROM drive and an Internet connection to complete this course. Instructor support is readily available via e-mail or phone.

### National Standards

This course meets International Society for Technology in Education (iste) in the following areas ([www.iste.org](http://www.iste.org))

#### **Standards**

- a. **Facilitate and Inspire Student Learning and Creativity** - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student
  - a. promote, support, and model creative and innovative thinking and inventiveness
  - b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  - c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  - d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
  
- b. **Design and Develop Digital-Age Learning Experiences and Assessments** - Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
  - a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
  - b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
  - c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching
- c. **Model Digital-Age Work and Learning** - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
  - a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
  - b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
  - c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
  - d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- d. **Promote and Model Digital Citizenship and Responsibility** - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
  - a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
  - b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
  - c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
  - d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools
- e. **Engage in Professional Growth and Leadership** - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
  - a. participate in local and global learning communities to explore creative applications of technology to improve student learning
  - b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
  - c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
  - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

This course meets National Board of Professional Teaching Standards (NBPTS) in the following areas (<http://www.nbpts.org> )

### Standards

#### a. Art Standards

- a. **VI Instructional Resources and Technology** - Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

#### b. Math Standards

- b. **VI- The Art of Teaching** - Accomplished mathematics teachers stimulate and facilitate student learning by using a wide range of formats and procedures and by assuming a variety of roles to guide
- c. **VII – Learning Environment** - Accomplished mathematics teachers help students learn mathematics by creating environments in which students are active learners, show willingness to take intellectual risks, develop confidence and self-esteem, and value mathematics. This environment fosters students’ learning of mathematics.

d. **VIII – Ways of Thinking Mathematically** — Accomplished mathematics teachers develop students' abilities to reason and think mathematically—to investigate and explore patterns ,to discover structures and establish relationships, to formulate and solve problems, to justify and communicate their conclusions, and to question and extend those conclusions.

c. **Science**

• **VIII. Making Connections in Science** - Accomplished Adolescence and Young Adulthood/Science teachers create opportunities for students to examine the human contexts of science, including its history, reciprocal relationship with technology, ties to mathematics, and impacts on society, so that students make connections across the disciplines of science, among other subject areas, and in their lives.

d. **Social Studies/History**

e. **VIII Learning Environments** - Accomplished teachers create and foster for students dynamic learning environments characterized by trust, equity, risk taking, independence, and collaboration.

## **Learning Objectives / Outcomes**

Students will:

- develop the skills needed to create graphic materials in Adobe Flash.
- demonstrate the ability to create working interactivity.
- become familiar with and demonstrate the ability to create animation and special effects.
- prepare and publish movies.
- import graphics and modify graphics.
- create and add sounds to their projects.

In addition, students will

- develop an awareness of the vast range of technology.
- will increase productivity in the classroom environment, and student learning
- introduce critical thinking skills as it applies to technology.

## **Schedule of Topics and Assignments**

To receive credit for this course you need to complete all of the assignment listed above. Please make sure that you turn in all lab assignment through the “Upload Work” button.

Below you will find a list of assignment and the order in which they are due

### **SURVEY 1**

1) Complete the pre-course teacher survey (5 point).  
you have already completed this survey when you registered to the web site, however if you would like to look over your answers and update the information, please click on the following link.

### **CHAPTER ASSIGNMENTS**

you are expected to complete every lesson in each chapter. However, in every chapter I have selected a lab assignment that I feel address the objective for that chapter. Each chapter will

have one assignment/lab to turn in for 5pts. Below you will see a break down for each chapter.

To receive credit for each chapter you will need to upload the flash file by clicking on the button titled "Upload Work". If you need help uploading this file please click [here](#).

2)	Chapter A:	layers fla lab.	(5 points)
3)	Chapter B:	tools fla	(5 points)
4)	Chapter C:	carRace fla	(5 points)
5)	Chapter D:	framAn fla	(5 points)
6)	Chapter E:	coolcars fla	(5 points)
7)	Chapter F:	planeFun fla	(5 points)
8)	Chapter G:	gsamples fla	(5 points)
9)	Chapter H:	dragonfly fla	(5 points)
10)	Chapter I:	shapes fla	(5 points)
11)	Chapter J:	vectors fla	(5 points)

### **CLASSROOM PROJECT**

12)	Nets Lesson Plan Write-up	(10 points)
13)	Classroom Project	(30 points)

### **SURVEY 2**

14)	Post-course teacher survey	(5 point)
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TOTAL POINTS FOR CLASS (100 points)

### **Grading Scale**

Letter grades, should one be requested, will be on the following scale:

90% -100% = A

80% - 89% = B or Credit

79% or below = No Credit

To earn a grade of "Credit" the quality of the work must be equal to or better than 80% or the letter grade equivalent to a "B".

Students striving for an "A" should show creativity, skill and aptitude above and beyond a verbatim replication of the example assignment, and complete the optional portions of the projects, where indicated.

Students taking the course for credit are expected to adequately complete all the required assignment

### **Grading Policies and Rubrics and Evidence of Learning**

### **Animation Technology Assignment Rubrics**

(5 points each assignment)

- *You have the ability to redo each assignment until you receive the score desired, without a grade deduction.*

- If you receive a score lower than 2, you are required to redo the problem.

	1 = Redo Assignment	2	3 = B	4	5 = A
Completeness of Assignment	Assignment does not resemble assigned work. Student hurried through assignment and missed several key areas of the assignment.	meets at least 1 criteria for a "2" response	Assignment has minor mistakes; however the student has shown that they understand the basics of the assignment.	meets at least 1 criteria for a "4" response	Assignment was done correctly and student has shown competence in the skill assigned.
Quality of Assignment	Assignment is lacking continuity and is lacking details, rendering it incomprehensible. (Project does not open, blank pages, error message)		Aspects of the project significantly interfere with comprehensibility of the assignment. (incomplete sentences, incorrect use of words, incorrect use of applications, ungrammatical, poor punctuation, lacks organization, and/or difficult to understand, missing images, page not designed-out correctly)		Assignment has been done flawlessly and every detail has been completed. <ul style="list-style-type: none"> <li>- No spelling errors</li> <li>- Grammar correct</li> <li>- Page layout is correct</li> <li>- Colors are correct</li> <li>- Assignment shows outstanding effort</li> </ul>

## Animation Technology Project Rubrics

(30 points each assignment)

- You have the ability to redo each assignment until you receive the score desired, without a grade deduction.
- If you receive an R on your project, you are required to redo the problem.

R = Redo Project	B	A
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<b>Creativity &amp; Effort (Points 10)</b>	The work is a collection or rehashing of other people's ideas, products, images and inventions. There is little evidence of new thought, inventiveness or imagination.  <b>Points = 0</b>	The student has the tools to create, however, for some reason left the work incomplete, or rushed in the process to create. Evidenced by incomplete thought, hurried work, or lack of cohesiveness.  <b>Points = 5</b>	The student has the ability to create project. Characterized by originality of thought; having or showing imagination. It's designed to or tending to stimulate the imagination.  <i>cleverness, fecundity, fertility, imagination, imaginativeness, ingenuity, inspiration, inventiveness, originality, productivity, talent</i>  <b>Points = 10</b>
	Project lacks a clear sense of purpose or central theme. The text may be repetitious, or may read like a collection of disconnected, random thoughts.  <b>Points = 0</b>	The purpose, theme or main idea of this Project is vague. Ideas and information may not be detailed enough to show a strong sense of purpose.  <b>Points = 5</b>	There is a clear purpose, theme or main idea for this Project. It is evident that all parts of the Project reflect this main idea.  <b>Points = 10</b>
<b>Focus &amp; Purpose (Points 10)</b>	Did not follow any guidelines setup by the Instructor.	Almost followed all guidelines setup by the Instructor. Minor guidelines overlooked.	Followed all guidelines setup by the Instructor
	<b>See Assignment Guidelines</b>		
<b>Followed Project Guidelines (Points 10)</b>	Must be created using Flash		
	Must have color		
	Must be smaller than 600 kb		
	Write-up must be submitted first		
	Must be animated		
	Project must be completed without instructor assistance		
	Project must be uploaded to the class web site for review by uploading it like all other assignments in the "Upload Work" link.		
	<b>Total</b>		

**Instructor/Student Contact**

The instructor is in communication by email or phone after every assignment is turned in. As well, the instructor sends out “did you know” informational emails, keeping the student updated to the latest journals, periodicals and technology changes. This is an online class, but your instructor realizes that interaction is important for the success of his students.

**Policy on Plagiarism**

*“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of*

*their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”*

### **University Information**

*“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student’s area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Cultural and global perspectives to understand complex systems*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”*