

Independent Studies Course Syllabus

Course Number and Name: TEC 949 - Communicate With Acrobat Pro

Instructor's Name: Brent Nabors

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Number of Units: Number of Units - 3

Course Description

Master the art of document management with Adobe's Acrobat Professional. In this class, you will learn how to create a PDF document, or share documents in combined PDF format. You will also learn to add bookmarks to your digital handouts for quick navigation to class information, secure your PDF documents with passwords, and even integrate video and sound into a PDF document to create a multimedia experience. This is just the beginning. Let's learn about Adobe Acrobat Professional together, and it will change the way you run your classroom of the future.

Course Materials

Workbook, "Adobe Acrobat Classroom in a Book" by Adobe Creative Team and CD-ROM with student files.

National Standards

This course meets International Society for Technology in Education (iste) in the following areas (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

- c. **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
 - d. **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.
 - e. **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.
- b. Science**
- i. **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.
- c. Social Studies/History**
- d. **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:

- Learn how to develop and convert PDF documents.
- Learn about PDF security
- Build a PDF document in other applications
- Build links and navigation structures in a PDF document.
- Set policies for building PDF.
- Adjust fonts and images and create multimedia projects inside a PDF document
- Learn how to create comment markups, stamp tools, and cloud callouts.
- Create forms and integrate them into the web.
- Compare instructional strategies and communication tools.

In addition, students will

- develop an awareness of the vast range of technology.
- look at pedagogy
- develop class management techniques.
- examine different learning activities .
- examine different assessment models .
- develop an awareness of the vast range of technology.
- 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 assignments listed below. Please make sure that you turn in all lab assignments through the “Upload Work” button. Below, you will find a list of assignments and the order in which they are due. .

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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. In every chapter, I have selected a lab assignment that I feel addresses the objective for that chapter. Each chapter will have one assignment/lab to turn in which will be worth 3pts. Below, you will see a break down for each chapter.

- 2) **Chapter 1:** Memo.pdf (3 points)
- 3) **Chapter 3:** GCvend_Agree1.pdf (3 points) and SmallerColor2.pdf (3 points) and GC_Presentation.pdf (3 points)
- 4) **Chapter 5:** Package1.pdf (3 points) and Our_Wines.pdf (3 points)
- 5) **Chapter 6:** Web.pdf (3 points) 6) and Web1.pdf (3 points) and Web2.pdf (3 points) 6) and PeachpitHome.pdf (3 points)
- 7) **Chapter 8:** Illus_Excerpt1.pdf (3 points) and BTorder_Rev.pdf (3 points) and FlatForm_complete.pdf (3 points)
- 8) **Chapter 10:** FreshWater1.pdf (3 points) and SmallerFreshWater1.pdf (3 points)
- 9) **Chapter 11:** Poster1.pdf (3 points)
- 10) **Chapter 12:** Lotion1_sign.pdf (3 points) and SBR_Logo1.pdf (3 points) and Final_Survey_Cert.pdf (3 points)
- 11) **Chapter 13:** Freedom_TrailStart1.pdf (3 points)
- 12) **Chapter 16:** order1.pdf (3 points) and info_start1.pdf (3 points)

CLASSROOM PROJECT

- 12) Nets Lesson Plan Write-up (6 points)
- 13) Classroom Project (15 points)

SURVEY 2

14) Post-course teacher survey (5 point)

****** 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

Acrobat Professional Assignment Rubrics - -- (3 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	1.5	2 = B	2.5	3 = A
Completeness of Assignment	Assignment does not resemble assigned work. Student hurried through assignment and missed several key areas of the assignment.		Assignment has minor mistakes; however the student has shown that they understand the basics of the assignment.		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)	meets at least 1 criteria for a "2" response	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)	meets at least 1 criteria for a "3" response	Assignment has been done flawlessly and every detail has been completed. <ul style="list-style-type: none"> • No spelling errors • Grammar correct • Page layout is correct • Colors are correct • Assignment shows outstanding effort

Acrobat Professional Project Rubrics (15 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
Creativity & Effort (Points 3)	The work is a collection or rehashing of other people's ideas, products, images and inventions. There is little evidence of new	The student has the tools to create, however, for some reason left the work incomplete, or rushed in the process to create.	The student has the ability to create project. Characterized by originality of thought; having or showing imagination. It's designed to or tending to

	<p>thought, inventiveness or imagination.</p> <p>Points = 0</p>	<p>Evidenced by incomplete thought, hurried work, or lack of cohesiveness.</p> <p>Points = 2</p>	<p>stimulate the imagination.</p> <p><i>cleverness, fecundity, fertility, imagination, imaginativeness, ingenuity, inspiration, inventiveness, originality, productivity, talent</i></p> <p>Points = 3</p>																						
<p>Focus & Purpose (Points 2.5)</p>	<p>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.</p> <p>Points = 0</p>	<p>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.</p> <p>Points = 1.5</p>	<p>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.</p> <p>Points = 2.5</p>																						
<p>Followed Project Guidelines (Points 9.5)</p>	<p>Did not follow any guidelines setup by the Instructor.</p>	<p>Almost followed all guidelines setup by the Instructor. Minor guidelines overlooked.</p> <p style="text-align: center;">See Assignment Guidelines</p> <table border="1" data-bbox="344 1039 1442 1875"> <tr> <td>Must be created using Adobe™ Acrobat Pro</td> <td>.5 Points</td> </tr> <tr> <td>Must have color</td> <td>.5 Points</td> </tr> <tr> <td>Must be smaller than 1.5 mg</td> <td>.5 Points</td> </tr> <tr> <td>Write-up must be submitted first</td> <td>.5 Points</td> </tr> <tr> <td>Must be multiple pages (3 pages minimum)</td> <td>1 Points</td> </tr> <tr> <td>Must have a Fill-in-Form component with a submit and reset button (see interactive forms page 202 and chapter 16)</td> <td>1 Points</td> </tr> <tr> <td>Please make comments on one of the pages, using one of acrobat comments components. (see types of comments page 272)</td> <td>1 Points</td> </tr> <tr> <td>Should have some bookmarks (see page 234)</td> <td>1 Points</td> </tr> <tr> <td>Should have your Digital Signature (see page 234)</td> <td>1 Points</td> </tr> <tr> <td>Would like to see buttons added or some type of Multimedia (see chapter 13)</td> <td>1 Points</td> </tr> <tr> <td>Password protected the PDF with the password "FRESNO"</td> <td>1 Points</td> </tr> </table>	Must be created using Adobe™ Acrobat Pro	.5 Points	Must have color	.5 Points	Must be smaller than 1.5 mg	.5 Points	Write-up must be submitted first	.5 Points	Must be multiple pages (3 pages minimum)	1 Points	Must have a Fill-in-Form component with a submit and reset button (see interactive forms page 202 and chapter 16)	1 Points	Please make comments on one of the pages, using one of acrobat comments components. (see types of comments page 272)	1 Points	Should have some bookmarks (see page 234)	1 Points	Should have your Digital Signature (see page 234)	1 Points	Would like to see buttons added or some type of Multimedia (see chapter 13)	1 Points	Password protected the PDF with the password " FRESNO "	1 Points	<p>Followed all guidelines setup by the Instructor</p>
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PDF document should open in **Full Screen**
(see page 354)

.5 Points

Total

9.5