Independent Study Course Syllabus

Course Number:   TEC 990  
Course Title:   iCloud: Pages, Numbers & Keynote

☐ Online       X Distance Learning

**Instructor:**   Steve Young  
**Email:**   SteveYoungFPUniv@aol.com  
**Website:**   www.steveyoungfpu.net

**Units:**   3  
**Grade Level:**   K-12

**Course Description:**

Learn how to create, update, share and collaborate on documents with Apple's productivity suite - Pages (word processing), Numbers (spreadsheets), and Keynote (presentations). Using a Mac or Windows computer, iOS device, or Chromebook, documents are stored on the free iCloud service (which includes free web-based versions of Pages, Numbers and Keynote), keeping documents available and current, regardless of the device used to create, access, and edit them.

Start a document at home on a PC and finish it at school on an iPad, simply and seamlessly. If you have experience with MS Office, you have used similar programs before - in fact, Pages, Numbers and Keynote can import and export Microsoft Word, Excel and PowerPoint files.

The course covers the mechanics of using the iCloud suite, the iCloud environment, and the creation of useful and meaningful teaching materials. All assignments may be completed without classroom participation. Instructor support is readily available by email and phone.

Materials includes a printed copy of the course workbook delivered via USPS Priority Mail; all course resources are accessed online via the TEC 990 companion website created specifically for this course, found at: www.icloud.steveyoungfpu.net .
Course Dates:

Self-paced; students may enroll at any time and have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials:

Workbook - iCloud: Pages, Numbers & Keynote by Steve Young.

All resources are accessed online through the course companion website, created specifically for this course.

System Requirements

Access to one of the following groupings: (only one device is required):

iPhone, iPad, or iPod Touch
iOS 8.1 or newer
iWork for iOS (Pages 2.5, Numbers 2.5, Keynote 2.5) or later
Apple ID Account

Macintosh
OS X Yosemite v10.10 or later
Safari 8 or later, Firefox 22 or later, or Google Chrome 28 or later iWork for Mac (Pages 5.5, Numbers 3.5, Keynote 6.5) or later
Apple ID Account

Windows
Microsoft Windows 7 or later
Internet Explorer 10 or later, Firefox 22 or later, or Google Chrome 28 or later
Apple ID Account

Chromebook
Google Chrome browser v28 or later
Apple ID Account
Student Learning Objectives (SLOs):

- Access and navigate the iCloud service
- Create documents using the Pages application
- Create documents using the Keynote application
- Create documents using the Numbers application
- Work collaboratively on shared documents
- Develop a curricular framework where the use of iCloud is an integral part of the learning environment

Standards Addressed in This Course:

http://corestandards.org - Common Core State Standards

CCSS K-12 Technology Scope and Sequence - CCSS for Technology

/wwww.iste.org/standards/for-educators - ISTE standards

<table>
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<tr>
<th>Course Learning Objectives:</th>
<th>National Standards Addressed</th>
<th>CPD SLO</th>
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</thead>
<tbody>
<tr>
<td>1. Student will be able to access and navigate iCloud</td>
<td>ISTE 1B CCSS SL 5</td>
<td>CE 1</td>
</tr>
<tr>
<td>2. Student will be able to create documents in Pages</td>
<td>ISTE 2C CCSS W 6, 10</td>
<td>CE 6</td>
</tr>
<tr>
<td>3. Student will be able to create documents in Keynote</td>
<td>ISTE 1B CCSS SL 5</td>
<td>CE 6</td>
</tr>
<tr>
<td>4. Student will be able to create documents in Numbers</td>
<td>ISTE 3A CCSS SMP 5</td>
<td>CE 6</td>
</tr>
<tr>
<td>5. Student will be able to work collaboratively</td>
<td>ISTE 1C CCSS W 6</td>
<td>CE 4</td>
</tr>
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Topics, Assignments and Activities:

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<th>Activities and Assignments</th>
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<td>Pre-course Survey</td>
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<td>2</td>
<td>Technology in the Classroom</td>
</tr>
<tr>
<td>3~8</td>
<td>Learning Pages / Projects</td>
</tr>
<tr>
<td>9~14</td>
<td>Learning Numbers / Projects</td>
</tr>
<tr>
<td>15~18</td>
<td>Learning Keynote / Projects</td>
</tr>
<tr>
<td>19</td>
<td>Lesson Plan</td>
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<td>20</td>
<td>Standards Correlation Chart</td>
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<td>21</td>
<td>Post-Course Survey</td>
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TEC 990 iCloud: Pages, Numbers, Keynote
Instructor: Steve Young
Date of Revision 10/01/17

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
Technology Requirements:

In order to successfully complete the course requirements, course participants will need a device, Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Assignments: (totaling 100 points, maximum)

Assignment 1: Pre-course Survey (1 point)
Assignment 2: Reading Reflection (2 points)
Assignment 3 ~8: Pages Projects:
  Template (5 points)
  Formatting (5 points)
  Homework (5 points)
  Shapes (5 points)
  Newsletter (5 points)
  Blog (5 points)
Assignment 9~14: Numbers Projects:
  Template (5 points)
  Equation (5 points)
  Chart (5 points)
  Report (5 points)
  Journal (5 points)
  Temperature (5 points)
Assignment 15~18: Keynote Projects:
  Template (5 points)
  Open House (5 points)
  State Report (5 points)
  Classroom (5 points)
Assignment 19: Lesson Plan (4 points)
Assignment 20: Standards Chart (1 points)
Assignment 21: Course Evaluation (1 points)
Assignment 22: Post-Course Survey (1 point)
Submit Request for Online Grading

Grading Policies:

Students must earn a minimum of 80% to receive credit

90-100% = A 80-89 = B 79% or below = ‘No Credit’

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubric:

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Exemplary (A)</th>
<th>Passing (B or Credit)</th>
<th>Failing (No Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Perseverance</td>
<td>Projects are complete in every respect; effort demonstrates capabilities and effort beyond the basic requirements.</td>
<td>Projects are complete, but lack attention to detail and final presentation.</td>
<td>Project was not seen to completion; work does not fulfill stated requirements. Seems hurried to “just get it done” and move on to the next project.</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>Depth of thought with thorough, candid and thought-provoking replies which reflect personal / professional experiences. Rare, if any, errors in spelling, punctuation, or grammar.</td>
<td>Replies somewhat vague, generic, and superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction.</td>
<td>Replies missing or incomplete. Did not follow directions. Gave only “Yes” or “No” replies without offering further discussion to justify the response.</td>
</tr>
<tr>
<td>Tools and Techniques</td>
<td>Directions followed concisely. Correct use of T&amp;T evident. Additional elements added.</td>
<td>Inconsistently followed directions. Shied away from using more complex T&amp;T.</td>
<td>Did not follow directions. Shied away from using more complex T&amp;T.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Creative and engaging lesson plans which thoroughly incorporated the topic into the curriculum and were grade level appropriate. Shows instructor’s voice and attention to detail.</td>
<td>Lesson plans incorporated the topic but not as detailed or engaging as further refinement could make them; not grade level appropriate.</td>
<td>Lesson plans incomplete or did not demonstrate incorporation of the topic chosen.</td>
</tr>
<tr>
<td>Project Evaluations</td>
<td>Forms complete with thorough responses relating directly to curricular use of material.</td>
<td>Forms complete but additional comments missing or incomplete.</td>
<td>Forms incomplete with no additional comments.</td>
</tr>
<tr>
<td>Self-created Documents</td>
<td>The document is creative and engaging, clearly communicating the given topic; grade and skill level appropriate.</td>
<td>The document covers the basic topic, but lacks detail. Does not communicate clearly; not grade or skill level appropriate.</td>
<td>The document is incomplete or did not demonstrate basic understanding / execution of the application being used.</td>
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Final Course Grade and Transcripts:

When all work for the course has been completed, login to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once I submit the grade form online, you may log back in to request your Grade Report as well as order transcripts. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures in your course workbook. They are also available at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Additional Resources:


Standards - Based Instruction:

. . .To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan (http://www.ed.gov/Technology/elearning/)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education) in their NETS (National Educational Technology Standards). For more about ISTE go to: http://www.iste.org/

The ISTE NETS - S (technology standards for students) are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology
Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

NETS - S (Technology Standards for Students) addressed throughout the course are:

Found at: http://www.iste.org/standards/iste-standards/standards-for-students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. develop cultural understanding and global awareness by engaging with learners of other cultures
d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.
4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.

The five categories of the ISTE NETS-T (technology standards for teachers) define the fundamental criteria for applying technology in educational settings. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools.

NETS-T (Technology Standards for Teachers)

Found at: http://www.iste.org/standards/iste-standards/standards-for-teachers

1. 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 learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

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.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment 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.

3. 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.

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4. 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 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.

5. 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, community building, developing 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.

Plagiarism and Academic Honesty:

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 Catalog. URL: http://ce.fresno.edu/cpd
FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes Oral Communication:</strong> Students will <em>exhibit</em> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <em>evaluate</em> content and delivery components.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication:</strong> Students will <em>demonstrate</em> proficient written communication by <em>articulating</em> a clear focus, <em>synthesizing</em> arguments, and utilizing standard formats in order to <em>inform</em> and <em>persuade</em> others.</td>
</tr>
<tr>
<td><strong>Content Knowledge:</strong> Students will <em>demonstrate</em> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<tr>
<td><strong>Reflection:</strong> Students will <em>reflect</em> on their personal and professional growth and <em>provide evidence</em> of how such reflection is utilized to manage personal and vocational improvement.</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong> Students will <em>apply</em> critical thinking competencies by <em>generating</em> probing questions, <em>recognizing</em> underlying assumptions, <em>interpreting</em> and <em>evaluating</em> relevant information, and <em>applying</em> their understandings to new situations.</td>
</tr>
<tr>
<td><strong>Moral Reasoning:</strong> Students will <em>identify</em> and <em>apply</em> moral reasoning and ethical decision-making skills, and <em>articulate</em> the norms and principles underlying a Christian world-view.</td>
</tr>
<tr>
<td><strong>Service:</strong> Students will <em>demonstrate</em> service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td><strong>Cultural and Global Perspective:</strong> Students will <em>identify</em> personal, cultural, and global perspectives and will employ these perspectives to <em>evaluate</em> complex systems.</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> Students will accurately <em>compute</em> calculations and symbolic operations and <em>explain</em> their use in a field of study.</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong> Students will <em>identify</em> information needed in order to fully understand a topic or task, <em>explain</em> how that information is organized, <em>identify</em> the best sources of information for a given enquiry, <em>locate</em> and critically <em>evaluate</em> sources, and accurately and effectively <em>share</em> that information.</td>
</tr>
</tbody>
</table>
CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
Course Completion Checklist

Pre Course Survey
Education and Technology Reflections
Pages – Template
Pages – Homework
Pages – Newsletter
Pages – Formatting
Pages – Shapes
Pages – Blog
Numbers – Template
Numbers – Chart
Numbers – Journal
Numbers – Equation
Numbers – Report
Numbers – Temperature
Keynote – Template
Keynote – State Report
Keynote – Open House
Keynote – Classroom
Lesson Plan
Standards Correlation Chart
Course Evaluation
Submit Request for Online Grading

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