
Independent Study Course Syllabus

Course Number: TEC 931
Course Title: Multimedia: iMovie

☐ Online ☒ Distance Learning

Instructor: Jim DiAngelous
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Units: 3
Grade Level: K-12

Course Description:

Becoming A Movie Mogul with Apple's iMovie is designed for the beginner to experienced educator interested in learning the basics of creating and editing movies. The textbook, "iMovie: the missing manual-2014 Release" by David Pogue and Aaron Miller, will provide the teacher with the foundation for completing this course. The participants will be asked to edit and create various movies while working through the textbook. In addition, a Journal of Experiences, a Tips/Notes document will be kept, along with two lesson plan outlines for teaching iMovie to students and colleagues. The textbook is designed around the application iMovie. iMovie is required for this course and is not provided. In addition, you may need the full version of QuickTime Pro and iTunes (free from Apple). **Internet access is required for this course.** Students should have a copy of iMovie or make sure they can secure a copy before registering for this course. Students are required to download the syllabus and download and purchase the e-book for this course. The e-book is compatible with iPad, iPhone, iPod Touch, Kindle, Android, Nook, Sony Reader, Windows Phone, and iMac. Links for the syllabus and e-book are at <http://www.jdiangelous.com/>. **iMovie is an Apple product only.**

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

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How the course fits into the National Standards:

Course content is based on Technology Standards from the International Society for Technology in Education. The course content is woven around the thesis of giving students authentic assignments of finding, reading, and evaluating information within the context of this course. Thus, what this course creates is a student whose focus is iMovie and communicating this information with students and staff. In addition, what is important to us, as educators, is the course will develop a direct relationship between critical thinking, problem solving, decision-making and iMovie inherently requires the student to be creative and innovative in integrating iMovie in to curriculum.

Learning Outcomes

Creativity and Innovation

Students will:

- create quality movies.
- identify the basic components of digital equipment.
- identify additional applications.
- explore the basics of iMovie.
- integrate QuickTime into their movies.
- identify the foundations in creating a digital movie.
- identify basic tricks in producing a movie.
- demonstrate storyboarding techniques in movie development.
- demonstrate basic skill in shooting quality video.
- identify techniques to get the maximum performance out the Macintosh.
- demonstrate basic camera techniques.
- develop basics skill in connecting your equipment.
- learn the techniques of adding titles.
- learn how to add sounds, clips and narration.
- learn how to add music to movie clips.
- address technology standards appropriate for this course.

Communication and Collaboration

Students will complete:

Journal of Course Experiences

Tips/Notes document

Equipment list - (Email this list to instructor)

Write a reflection on the differences in Aspect Ratio

Write a reflection on The Ken Burns Effect

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Write a reflection expressing your opinion in the use of video effects
Write a reflection on Editing Techniques
Write a reflection of sharing on the Internet
Export a still image from your video project
Print you storyboard of video project
Video Project
Lesson Plan Outline (Students)
Lesson Plan Outline (Teachers)
Submit grade form

Students will email me when they receive materials, one attachment & when they return all assignments at the end of the course

Critical Thinking, Problem-Solving & Decision-Making

Students will use critical thinking, problem solving, and decision-making skills to plan and conduct research to complete five activities. Students will make informed decisions related to appropriate digital tools, appropriate communication resources, and Internet resources.

- a. Formulate solutions to creatively completing activities from the text and their own projects.
- b. Create Word documents or HTML documents to share iMovie skills and student activities with others.

Technology Operations and Concepts

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

- a. Demonstrates introductory knowledge, skills and understanding of concepts related to Photoshop Elements and activities.
- b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current emerging technologies.

Technology Standards

National Educational Technology Standards:

ISTE published the National Educational Technology Standards for Students (NETS•S). They documented a U.S. consensus defining what students needed to know about and be able to do with technology.

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- (A) Creativity and Innovation
- (B) Communication and Collaboration
- (C) Critical Thinking, Problem-Solving & Decision-Making
- (D) Technology Operations and Concepts
- (E) Teach Learning and the Curriculum
- (F) Productivity and Professional Practice

Links: www.iste.org/AM/Template.cfm?Section=NETS

Course Materials

Textbook: iMovie: the missing manual-2014 Release by Pogue & Miller –
Download from <http://www.jdiangelous.com/imovie.html> (must purchase)
Download Syllabus - <http://www.jdiangelous.com/imovie.html>

Course Requirements

Students will complete:

- Journal of Course Experiences
- Tips/Notes document
- Equipment list - (Email this list to instructor)
- Write a reflection on the differences in Aspect Ratio
- Write a reflection on The Ken Burns Effect
- Write a reflection expressing your opinion in the use of video effects
- Write a reflection on Editing Techniques
- Write a reflection of sharing on the Internet
- Export a still image from your video project
- Print you storyboard of video project
- Video Project
- Lesson Plan Outline (Students)
- Lesson Plan Outline (Teachers)

Chapters 18 through 24 are for reference only. You are not required to create a movie using an iOS device. However, if you choose to use your iOS device instead of a Mac Computer please contact me before you begin.

Schedule of Topics and Assignments

Introduction

The assignments for this class are outlined next. In the case of your journal and tips you can submit them in your favorite word processing documents. These are completed as you work through the textbook, if you feel that it would be more practical for you to send hard copies or a

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combination of hard copy and digital copies feel free to do so. Return your assignments on CD ROM or DVD or USB Drive. If you want your CD-ROM or DVD or USB Drive returned to you, please include a return self-addressed stamped envelope. **Please do not send files by email.** All assignments will be returned together to me at the end of the course.

Journal of Course Experiences

The purpose of the journal is basically to keep a log of the effort that you have put into your publication development and a record of the things that you have learned about iMovie. It is important to keep such information in order to save your time at some later date when you run across the same challenges. You cannot remember everything that you will encounter and it's nice to have a log of what challenges you faced and how you solved them. Submit this in your favorite word processing program. Be flexible here and use whatever method you wish to make this a valuable tool. One question that I get is, how many entries should I make? Make entries as you work and feel that an entry would be of value at a later date. The journal is completed as you work through the course. Return for evaluation.

Tips/Notes

Throughout the textbook are tips that are designed to make your editing life a little simpler. You are to create a word processing or database document of Tips that you feel are important and that you do not wish to search the book to find. Pick five Tips and five Notes that you feel are important and would be useful at a later time. Return these for evaluation.

Chapter Assignments

In working through the textbook you will be asked to write a number of reflections. These reflections are intended to help you organize your efforts and better understand the workings of iMovie. Return these reflections to me on CD or DVD or USB Drive. These reflections will be completed as you work through the appropriate chapter. Use your favorite word processor to complete the reflections. Return for evaluation.

Outline of A Lesson Plan (Student)

You are to develop an outline of a lesson plan to teach students in your class how to use iMovie. Your lesson plan can follow the format that you normally use. Your outline of a lesson can be for an entire concept or it can be for one period that covers only a small part of a concept. Your outline of a lesson plan should include the following:

- a. The applications - iMovie, word processing etc.
- b. The goals of the lesson plan
- c. The objectives for the lesson.

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- d. The materials to be used.
- e. The activities the students will complete.
- f. The interaction between students and students and teacher.
- g. The student outcomes--what students will produce.
- h. Local, state, or national standards addressed
- i. Student assessment
- j. Technology tools to be used in this lesson, i.e., digital camera, video camera, etc.

Submit in your favorite word processing program or submit a hard copy. This assignment will be completed after all appropriate assignments in the textbook have been completed.

Outline of A Lesson Plan (Teacher)

You are to develop an outline for a lesson plan or series of lesson plans in which you will teach your peers the basics of iMovie. This outline should incorporate the basics that you have learned in this class. Your lesson plan should include the following:

- a. The application - iMovie, word processing etc.
- b. The goal of the lesson plan
- c. The objectives for the lesson.
- d. The materials to be used.
- e. The assignment the teachers will complete.
- f. The interaction between peers.
- g. The outcomes--what teachers produce.
- h. Local, state, or national standards addressed
- i. Assessment
- j. Technology tools to be used in this lesson, i.e., digital camera, video camera, etc.

Submit in your favorite word processing program or submit a hard copy. This assignment will be completed after all appropriate assignments in the textbook have been completed.

Storyboard of Project

Print and return for evaluation the storyboard addressed in chapter five of the textbook.

Video Project

Your video project needs to demonstrate the various skills and techniques that you have learned

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through this course. Your project should reflect an educational theme. The length of the project should be a minimum of 5 minutes and no longer than 20 minutes. In addition your movie will include the following:

- a. Transitions between clips or digital pictures
- b. A minimum of two digital pictures (you can find images from the Internet or use scanned images or images from a digital camera or still images from your DV Camcorder).
- c. Title or various titles in your movie
- d. Credits for the movie creators
- e. Sounds and music
- f. Various video effects
- g. Voice over or dubbing of audio into the video
- h. Local, state, or national standards addressed

If you have any questions concerning the theme of your project, please email me at above email address.

Writing Reflections

The reflections required for the course should be concise and no longer than three paragraphs in length. These reflections should address the topic for that chapter. Write these in your favorite word processor. Return for evaluation.

Evidence of Learning

I will evaluate each class assignment to make sure all students understand the content objective related to the assignment and that all requirements have been completed. All class assignments will be completed using databases or Word documents or HTML pages, of student's choice, and burned on a CD, DVD, or on a USB Drive.

Each student will demonstrate their understanding of course objective by completing successfully completing all the course assignments.

Each student will demonstrate their understanding of appropriate hands-on methods of teaching; by developing a lesson plan for students and staff on iMovie.

Assignments to be returned for evaluation:

Students will complete:

Journal of Course Experiences

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Important Information

Please reserve two weeks for assignments to be evaluated and your grade to be posted at the university. If you have a deadline make sure you leave sufficient time to get all your records to the proper location.

To earn a grade of “A” Students must earn 160 points.

To earn a grade of “B” or “CR” students must earn 100-159 points.

A “No Credit” will be issued if total points are 99 or less. Please contact me via email or phone if you are having difficulty. Very rarely have I issued a “No Credit” for other than failure to meet the due date of the course.

Grading Rubric

	40 Points Possible	30 Points Possible	20 Points Possible	10 Points Possible
Assignments	*All assignments are completed, identified appropriately, and submitted in the designated manner *Assignments show a complete response and address the	*All assignments are completed, identified appropriately, and submitted in the designated manner *Assignments show an adequate response and address the	*Assignments are somewhat completed or identified inappropriately, or not submitted in the designated manner *Assignments show little response and does	*Assignments are not completed or identified inappropriately, or not submitted in the designated manner *Assignments show little response and do not adequately

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	content thoroughly in the assignment	content somewhat in the assignment.	not adequately address the content in the assignments	address the content in the assignments
Video Project	*Video Project is completed, identified appropriately, and submitted in the designated manner *Video Project demonstrates all requirements and addresses the content thoroughly in the assignment	*Video Project is completed, identified appropriately, and submitted in the designated manner *Video Project demonstrates an adequate response to requirements and addresses the content somewhat in the assignment	*Video Project is somewhat completed, identified inappropriately, or not submitted in the designated manner *Video Project demonstrates little response to requirements and does not address the content in the assignment	*Video Project is not completed or identified inappropriately, or not submitted in the designated manner *Video Project demonstrates little response to requirements and does not address the content in the assignment
Lesson Plan Outlines	*Lesson Plan Outlines are completed, identified appropriately, and submitted in the designated manner *Lesson Plan Outlines show a complete response and address the content thoroughly in the assignment	*Lesson Plan Outlines are completed, identified appropriately, and submitted in the designated manner *Lesson Plan Outlines show an adequate response and address the content somewhat in the assignment	*Lesson Plan Outlines are somewhat completed or identified inappropriately, or not submitted in the designated manner *Lesson Plan Outlines show little response and does not adequately address the content in the assignments	*Assignments are not completed or identified inappropriately, or not submitted in the designated manner. *Lesson Plan Outlines show little response and do not adequately address the content in the assignments

A= 200-160

B= 159=100

NO CREDIT =99

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Assignments will be evaluated on the requirements that are to be found in each assignment. Return all assignments at the end of the course to above address.

If you have any questions, need advice or help, please call the above number and leave your name, phone number and the best time for a return call. I will try and get back to you as quickly as possible. If you have Internet access and would like to exchange information in that way, my email address is listed above.

Instructor Student Contact

The instructor is available to answer questions and/or clarify directions at the contact information listed at the beginning of the syllabus. In addition, students are required to contact the instructor as outlined in the course material.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

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 Catalogue. URL <http://www.fresno.edu>.

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.

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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.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

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

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