
Independent Study Course Syllabus

Course Number: TEC 931P
Course Title: Adobe Premiere Elements

☐ Online ☒ Correspondence

Instructor: Jim DiAngelous
Phone number: 559-908-3639
Email: jmdngls@comcast.net,
Web: www.jdiangelous.com

Units: 3
Grade Level: K-12

Course Description:

Becoming A Movie Mogul with Premiere Elements 12 is designed for the beginner to experienced educator interested in learning the basics of creating and editing movies. The textbook, "Adobe Premiere Elements 12 for Windows & Mac, by Adobe Press, 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 and create a video project. In addition, an electronic Journal of Experiences, a Tips/Notes document will be kept, along with two lesson plan outlines for teaching Adobe Premiere Elements to students and colleagues. The textbook is designed around the application Adobe Premiere Elements. Adobe Premiere Elements 12 or higher is required for this course and is not provided in the materials. **Internet access is required for this class.** Students should have a copy of the software Adobe Premiere Elements 12 or higher or make sure they can secure a copy before registering for this course. Students are required to download the E-textbook from the publisher at <http://www.adobe.com/store/adobe-premiere-elements-12-classroom-in-a-book-9780321949813>. Students are required to download the complete syllabus at www.jdiangelous.com. More information and announcements can be found at www.jdiangelous.com. **TEC 931P is for Apple and Windows platforms.**

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.

Course Number and Title: TEC 931P Adobe Premiere Elements
Instructor: Jim DiAngelous
Date of Revision 2/25/15

To register for courses go to <http://ce.fresno.edu/cpd> and log in

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 on Adobe Premiere Elements 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 video production. Adobe Premiere Elements inherently requires the student to be creative and innovative in solving problems. You never know what situation you may encounter and it requires a basic understanding of the operations and concepts that make our modern technology function.

Learning Objectives / Outcomes

Creativity and Innovation

Students will:

Create quality movies.

- Identify the basic components of digital equipment.
- Identify additional applications.
- Explore the basics of Adobe Premiere Elements.
- 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.
- Demonstrate basic camera techniques.
- Develop basic skills 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:

Create a Journal of Course Experiences
Create a Tips/Notes document
Complete chapter assignments - Reflections
Storyboard of project
Scanned or Digital Image
Equipment List
Video Project
Lesson Plan Outline (Students)

Lesson Plan Outline (Teachers)

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

Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, solve technology problems related to software and hardware, and make informed decisions using appropriate digital tools, appropriate communication resources, and Internet resources.

- a. Formulate a plan and manage activities to develop a solution or complete a project.
- b. Collect and analyze data to identify solutions and/or make informed decisions.

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 technology.
- 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.

- (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/

Course Materials

Textbook: Adobe Premiere Elements 12: Classroom In A Book – Download from publisher

Course Number and Title: TEC 931P Adobe Premiere Elements

Instructor: Jim DiAngelous

Date of Revision 2/25/15

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Course Requirements

Students will:

- Create a Journal of Course Experiences
- Create a Tips/Notes document
- Complete chapter assignments - reflections
- Storyboard of project
- Scanned or Digital Image
- Equipment List
- Video Project
- Lesson Plan Outline (Students)
- Lesson Plan Outline (Teachers)

Schedule of Topics and Assignments

Introduction

The assignments for this class are outlined next. In the case of your Journal and Tips/Notes, you can submit them in your favorite word processing documents. These are completed as you work through the textbook. 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 are to be returned together at the end of the course.

Journal of Course Experiences: (ISTE B, D)

The purpose of the Journal is basically to keep a log of the effort that you have put into your movie development and a record of the things that you have learned about Adobe Premiere Elements. 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 helpful. Students often ask is how many entries they should make. Make entries, as you work, of any items that you feel would be of value at a later date. The Journal is completed as you work through the course.

Tips/Notes (ISTE B, D)

Throughout the textbook are tips/notes that are designed to make your editing life a little simpler. You are to create a word processing document of tips/notes that you feel are important and that you do not wish to search the book to find. Only collect those tips/notes that you feel are important and would be useful to you at a later time. Do not recreate the book.

Chapter Assignments: (ISTE A, B, C, D, E, F) - Reflections

In working through the textbook you will be asked to write reflections. These reflections are intended to help you organize your efforts and better understand the workings of Premiere Elements. Return these reflections to me on a CD or DVD or USB Drive. These assignments will be completed as you work through the appropriate chapter. Reflections should not be longer than a couple of paragraphs, no more than four.

Outline of a Lesson Plan (Student) - (ISTE A, B, C, D, E, F)

You are to develop an outline of a lesson plan to teach students in your class how to use Premiere Elements. 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 – Adobe Premiere Elements, word processing etc.
- b. The goals of the lesson plan.
- c. The objectives for the lesson.
- 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) - (ISTE A, B, C, D, E, F)

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 Premiere Elements. This outline should incorporate the basics that you have learned in this class. Your lesson plan should include the following:

- a. The applications – Adobe Premiere Elements, 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 (ISTE A, B, C, D, E, F)

Develop a storyboard of your video project. This storyboard should include the following:

- a. A visual drawing of each scene representing your movie's theme.
- b. Location of the shooting sequence.
- c. Description of what is to happen in each scene.
- d. The action-taking place in each scene.
- e. Notes on each scene.
- f. It should communicate the director's vision of the movie.

Use your storyboard to focus on the shooting you need to do, the digital images you will need, the music you will want to enhance your movie and the places you will require for your movie. This assignment will be completed prior to shooting your video project.

Video Project (ISTE A, B, C, D, E, F)

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

Online Grade Request:

Course Number and Title: TEC 931P Adobe Premiere Elements
 Instructor: Jim DiAngelous
 Date of Revision 2/25/15

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Please wait until you have submitted your assignments for evaluation before requesting a grade.

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 s or Word documents or HTML pages, of student's choice, and burned on a CD or DVD or saved 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 plans for students and staff on video production.

Assignments to be returned for evaluation:

- Create a Journal of Course Experiences
- Create a Tips/Notes document
- Complete Chapter Assignments - Reflections
- Storyboard of project
- Scanned or Digital Image
- Equipment List
- Video Project
- Lesson Plan Outline (Students)
- Lesson Plan Outline (Teachers)

Grading Policy

Important Information

Please do not return any materials by registered mail or certified mail. I will not accept any mail that is registered or certified. By using priority mail your materials will arrive in about three days. In addition, 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 **"CR" or "B"** students must complete all assignments and earn 300-336 points. Responses to assignments should be clearly written and organized. Assignments should be grammatically correct with few spelling mistakes. Student responses should specifically address the questions or issues in the assignments and are adequate in length. A moderate degree of thought and analysis should be evident in assignment responses.

A second video project will be required for an **"A"** grade and earn 337-375 points. Responses to assignments should be well written and organized. Assignments should be grammatically correct

with few spelling mistakes. Student responses should specifically address the questions or issues in the assignments and be adequate in length. A high degree of thought and analysis should be evident in assignment responses. Contact me via email or phone to discuss the additional assignments.

A **“No Credit”** will be issued if all assignments are not completed, responses to assignments are not clearly written or organized, grammar and spelling errors are evident in assignments and 299 or less points are earned. In addition, a “No Credit” will be issued if responses do not address the questions or issues in each assignment, are not of adequate length, and show very little degree of thought and analysis. 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

	No Credit (299- or less)	CR or B Grade (336-300 pts.)	“A” Grade (375-337 pts.)
Assignments (20%)	Student completed less than 100% of all written text assignments as described in the course syllabus. Assignments were not presented in a clear and organized format, on or before the due date.	Students must meet 100% of all requirements listed in the Schedule of Topics. Journal of Course Experiences (25pts.)	An additional video project is required for an A grade. The addition problems must meet 100% of the requirements for a B grade. (100 pts.) Please contact me if you are considering working for an “A” grade.
		Students must meet 100% of all requirements listed in the Schedule of Topics. Tips/Notes (25pts)	
		Students must meet 100% of all requirements listed in the Schedule of Topics. Chapter Assignments (25pts)	
		Students must meet	

		100% of all requirements listed in the Schedule of Topics. Storyboard (25pts)	
		Students must meet 100% of all requirements listed in the Schedule of Topics. Scanned or Digital Images (25pts)	
		Students must meet 100% of all requirements listed in the Schedule of Topics. Equipment List (25pts.)	
Video Project (50%)	Assignments did not include of all the requirements, or are missing elements of the Video Project in the Schedule of Topics, are not thought out, and/or not presented in a clear and organized manner.	Video Project includes all of the requirements outlined in the Schedule of Topics, and are written in a clear and complete manner, are well planned and thought out. Video Project (100pts.)	
Lesson Plan (30%)	Assignments did not include of all the requirements, or are missing elements of the lesson plan as outlined in the Schedule of Topics, are not thought out, and/or not presented in a clear and	Lesson plans include all of the requirements outlined in the Schedule of Topics, and are written in a clear and complete manner, are well planned and thought out.	

	organized manner.	Staff Lesson Plan Student Lesson Plan (50pts.)	

Grade Points:

A= 375-337

B= 336-300

No Grade= 299 or less

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

Jim DiAngelous

P.O. Box 11656

Fresno, CA 93774-1656

If you have any questions, need advice or help, please call **559-908-3639** 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 jmdngls@comcast.net.

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.

Students will email me when they receive their materials and when they return all assignments at the end of the course.

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

Course Number and Title: TEC 931P Adobe Premiere Elements

Instructor: Jim DiAngelous

Date of Revision 2/25/15

To register for courses go to <http://ce.fresno.edu/cpd> and log in

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.
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 *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

The latest Academic Policies and Procedures for Independent Study Courses can be found on my Web site at www.jdiangelous.com