

Independent Study Online Course Syllabus

Course Number: TEC 945

Course Title: Graphics for the Web

X Online Distance Learning

Instructor: Brent Nabors
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Units: 3
Grade Level: K-14

Course Description

Designed for the beginning user, this course introduces students to the basics of graphics and how they are used on the Internet. This class is online, however there is regular interactivity between teacher and student. This course allows students to get acquainted with all areas of computer graphics to produce eye-catching web graphics. Instructor support is readily available via email or phone. Class web site: <http://www.teacherdev.com>.

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 Materials

List the textbook, handouts, and additional materials used in the course.

- Online Resources – <http://www.teacherdev.com>
- Textbook – "Adobe Fireworks" and CD-ROM with student files.

Technology Requirements:

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

Course Requirements

Course participants will be required to:

1. Complete all course assignments as listed in detail within the class website:
www.teacherdev.com.
2. Explore and investigate all Internet resources.

National Standards

This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lessons plans and projects assigned for course completion.

National Educational Technology Standards for Teachers (NETS)

This course is aligned to the ISTE National Educational Technology Standards for Teachers (NETS-T) in the following categories:

- Facilitate and Inspire Student Learning and Creativity
 - Engage students in exploring real-world issues using digital tools and resources
 - Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in virtual environments
- Designing and Develop Digital-Age Learning Experiences and Assessments
 - Design or adapt learning experiences that incorporate digital tools and resources
 - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities
 - Customize and personalize learning activities to address diverse learning styles.
- Model Digital-Age Work and Learning
 - Demonstrate fluency
 - Collaborate with students, peers, and parents using digital tools.
- Engage in Professional Growth and Leadership
 - Continuously improve their professional practice

The National Board of Professional Teaching Standards:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Learning Objectives / Outcomes

1. Explore and actively engage in the use of developing Adobe Fireworks graphics and animation projects for use in the educational environment. (NETS 1a,b,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c)
2. Discover and analyze how to create working web animated and graphic projects. (NETS 1a,b,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c)
3. Effectively apply the ability to create animation and special effects (NETS 1c,d, 2a,b,c, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2a,c, 3a,b, 4a,b,c, 5a,c)

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4. Explore the creation of publishing graphics as well as importing and modifying graphics (NETS 1a,b,c,d, 2a,d, 3a,b,c,d, 4a,c,d, 5a,b,c,d and NBPTS 2c, 4a,b,c, 5a,c)
5. Create asynchronous modes of communication by creating interactive application for the classroom. (NETS 1a,c,d, 2a,b,c, 3a,b,c,d, 4a,b,c,d, 5a,b,c,d and NBPTS 1a,b,f, 2a,c, 3a,b, 4a,b,c, 5a,c)

In addition, students will:

- 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

SURVEY 1		
<input type="checkbox"/>	Pre-Course technology survey	(5 points)
When you registered to the class web site, you filled out this survey. However, if you would like to look over your answers and update the information, please click on the survey 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 5pts. Below, you will see a break down for each chapter.		
<input type="checkbox"/>	Chapter 1 - (breads.png)	(5 points)
<input type="checkbox"/>	Chapter 2- (pastries.png)	(5 points)
<input type="checkbox"/>	Chapter 3 - (horizons.png)	(5 points)
<input type="checkbox"/>	Chapter 4 - (se_asia.png)	(5 points)
<input type="checkbox"/>	Chapter 5 - (eyetest.png)	(5 points)
<input type="checkbox"/>	Chapter 6 - (snowcruncher.gif)	(5 points)
<input type="checkbox"/>	Chapter 7- (recipes.png)	(5 points)
<input type="checkbox"/>	Chapter 8 - (rainbowtea.png)	(5 points)
CLASSROOM PROJECT		
<input type="checkbox"/>	Classroom Project Write-Up	(15 points)
<input type="checkbox"/>	Classroom Project	(35 points)
SURVEY 2		
<input type="checkbox"/>	Post-Course teacher survey	(5 points)

TOTAL POINTS FOR CLASS | 100 points

Evidence of Learning

Instructor will gauge evidence of student learning on successful completion of all assignments, according to criteria in the rubrics for each assignment.

Grading Policies and Rubrics

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

- ⊕ "Credit" = B or higher
- ⊕ All Students are required to complete all assignments.
 - 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 that 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.

Rubric for Evaluating Assignments

Graphics for the Web 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 an R on your project, 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	meets at least 1 criteria for a "2"	Assignment has minor mistakes; however the student has shown that they	meets at least 1 criteria for a "3"	Assignment was done correctly and student has shown competence in the skill assigned.

	assignment and missed several key areas of the assignment.	response	understand the basics of the assignment.	response	
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)		<p>Assignment has been done flawlessly and every detail has been completed.</p> <ul style="list-style-type: none"> • No spelling errors • Grammar correct • Page layout is correct • Colors are correct • Assignment shows outstanding effort

Graphics for the Web Lesson Plan Rubrics:

(10 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.

	6 or Lower = Redo Assignment	Accomplished 7 = B	8	Exemplary 10 = A
Lesson Overview	Instructional purpose and description are not	Instructional purpose and description are	meets at least 1	Instructional purpose and description

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	<p>stated. Readers <u>cannot tell what the purpose of the lesson is</u>. Readers cannot determine what is going to take place according to the description.</p>	<p>stated but <u>are not easy to understand</u>. Readers are given some information regarding what is expected of them. Readers are not given enough information to determine what the purpose of the lesson is, or what is going to take place according to the description.</p>	<p>criteria for a “4” response</p>	<p>were <u>clearly stated</u>. Readers have a clear understanding of what is expected of them. Readers can understand what the lesson is about and what will happen.</p>
Standards	<p>NETS performance indicators and content area standards are <u>poorly selected</u> and used.</p>	<p>For the <u>most part</u>, the NETS performance indicators and content area standards are well selected and used.</p>		<p>Selects and <u>effectively uses</u> NETS performance indicators and content area standards that incorporate both content and performance indicators.</p>
Activities	<p>The activities <u>do not directly relate to the purpose of the lesson</u>. Major steps are omitted. Teacher will have to seek other sources or guess about how to complete a step.</p>	<p>The activities relate to the purpose of the lesson. Instructions contain all steps necessary to complete the activity, but <u>more details would be helpful</u>.</p>		<p>The <u>activities relate to the purpose</u> of the lesson. Instructions contain steps necessary to complete the activity. The activities can be realistically completed in the time allotted.</p>
Tools & Resources	<p>Necessary <u>materials are not on the list</u> and details about software and hardware types are omitted and difficult to find in the body of the lesson.</p> <p><u>Assessment is missing</u>.</p>	<p>Materials are listed, but the <u>teacher has to read the lesson to figure out details</u> about Software and hardware type.</p> <p>Assessments are related to the</p>		<p><u>All needed materials</u> are listed. Information about software and hardware types is given when necessary. Any required websites are</p>

	objectives of the lesson. Assessment ideas are included, but are vague.		active and working. Assessments are related to objectives of the lesson, assessment ideas are described.
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**Graphics for the Web Project Rubrics
(35 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 10)	<p>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.</p> <p style="text-align: right;">Points = 0</p>	<p>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.</p> <p style="text-align: right;">Points = 5</p>	<p>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.</p> <p>cleverness, fecundity, fertility, imagination, imaginativeness, ingenuity, inspiration, inventiveness, originality, productivity, talent</p> <p style="text-align: right;">Points = 10</p>

<p style="text-align: center;">Focus & Purpose (Points 10)</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 style="text-align: center;">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 style="text-align: center;">Points = 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 style="text-align: center;">Points = 10</p>
<p style="text-align: center;">Followed Project Guidelines (Points 10)</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>Followed all guidelines setup by the Instructor</p>

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact

Instructor will communicate through email, text and the other discussion tools. Feedback on student assignments will also be through email, text, and other discussion tools.

Online Courses: Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted. Describe your expectations for instructor-student interactions for your 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

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 <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.