FRESNO PACIFIC
UNIVERSITY

TECH-912 – Paint & Draw for Chromebooks

Independent Study Online Course Syllabus

Instructor: Steve Young **Co-instructor:** Tom Fox **Email:** SteveYoungFPUniv@gmail.com **Website:** www.steveyoungfpu.net	**Number of Graduate Semester Units:** 3 units **Target Audience:** K - 12th grade teachers **Course Access:** ce-connect.fresno.edu

Course Description

With more and more schools turning to affordable alternatives to PC's, Chromebooks have emerged as the star! Utilizing the free and easily accessed web-based programs: CloudPaint, PaintZ, and Sketchpad, teachers will soon be embellishing their classrooms and materials with engaging eye-catching graphics, making this a must-know for any K-12 teacher in a Chromebook classroom! Paint & Draw for Chromebooks will guide the learner through the basic tools and techniques common to all Paint and Draw programs thus the addition of computer graphics will transform otherwise boring, mundane learning tasks into immersive and enjoyable FUN! Instruction will take place online utilizing either the electronic or print version (mailed at registration) of the instructor-created richly illustrated, comprehensive step-by-step workbook and course website. Completed projects will be saved then shared with the instructor upon completion of the required assignments. This course may be completed without classroom participation. Instructor support is readily available via email or phone.

Note: There is no required textbook for this course.

Required Texts and Course Materials

Workbook – *Paint & Draw for Chromebooks* by Steve Young.

Course Website: www.cbgraphics.steveyoungfpu.net containing links to software, online forms and other resources.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
https://moodle.org // https://moodle.org/demo // https://docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

International Society for Technology in Education (ISTE) Standards (www.iste.org/standards)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE. The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology. The seven standards are:

1. Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Leader - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.
3. Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. Facilitator - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
7. Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course students will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Demonstrate the basic Paint and Draw (graphics) capabilities of the Chromebook computer	ISTE 1d	CE 2
2. Effectively use the file management and document sharing capabilities of Google Drive	ISTE 1d	CE 2
3. Understand the terms and concepts of computer graphics	ISTE 1d	CE 6
4. Identify the tools found in basic Paint and Draw programs	ISTE 6d	CE 6
5. Develop the skills to produce graphics materials on the computer	ISTE 6d	CE 2
6. Demonstrate competency in graphics by creating a variety of artwork	ISTE 6d	CE 2
7. Apply graphics techniques to enhance teaching materials	ISTE 2c	CE 2
8. Develop lesson plans/productivity ideas to use graphics in the classroom	ISTE 2a	CE 3
9. Link standards to technology-based curriculum	ISTE 5b	CE 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Moodle Module Title	Assignments and Activities	Points Possible for Each Assignment
Module 1 – Welcome and Introduction	• Welcome • Setting up your Google Drive Account • Chromebook Trackpads and Mice • Pre-course teacher survey.	
Module 2 – Paint General Information	• Why Learn Computer Graphics • Paint Programs and Tools • Paint Projects and How to Submit Projects	
Module 3 – Paint Projects with Cloudpaint	• 3.1 Paint Project 1: Transparent Cube • 3.2 Paint Project 2: Opaque Cube • 3.3 Paint Project 3: Cylinder • 3.4 Paint Project 4: Fish	24 pts
Module 4 – Paint Projects with PaintZ	• Introducing PaintZ • 4.1 Paint Project 5: Face • 4.2 Project 6: Importing Images - Eagle and Mountain • Mid-course Survey	12 pts
Module 5 – Draw General Information	• Draw Programs and Tools • Introducing Sketchpad • Draw Projects and How to Submit Projects	0 pts
Module 6 – Draw Projects	• 6.1 Draw Project 1: Shapes and Layers • 6.2 Draw Project 2: Art Brushes • 6.3 Draw Project 3: Face • 6.4 Draw Project 4: Classroom Poster • 6.5 Draw Project 5: Bubble Map / Flowchart • 6.6 Draw Project 6: Importing Images from the Internet	36 pts
Module 7 – Elective Projects	• About the Elective Projects • 7.1 Elective Project 1: Chef's Choice • 7.2 Elective Project 2: Picture Story • 7.3 Elective Project 3: New Territory • 7.4 Elective Project 4: Forest • 7.5 Elective Project 4: Lesson Plan	24 pts
Module 8 – Standards and Evaluations	• Standards Correlation • Standards Correlation Chart • Post Course Survey • 8.1 Survey Participation • Submit Grade Request	4 pts
	TOTAL POINTS	**100 Points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.

- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

This course requires a minimum of three contacts between the student and the instructor. The first contact point occurs after the student enrolls in the course. The instructor emails the student to welcome them to the course and Fresno Pacific University. At this time a printed workbook will be sent to the student if requested. This initial interaction also establishes a foundation for future interactions (via email or phone). The second interaction should occur when the student is approximately half-way through the course. The instructor can field any assignment questions and learn what has been most beneficial to the student so far. The final conversation occurs at the end of the course. This interaction provides a final check that all assignments have been completed, final grade request has been submitted, and answer any final questions or concerns.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for

FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

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 per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle: This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Site Login and Passwords: Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at prof.dev@fresno.edu.

Getting Help with Moodle: If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at https://col.fresno.edu/contact/request-services. Please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to log in to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/students/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* 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.