

**College of Education**  
**Department of Professional Studies**  
**EDM 310 Microcomputing Systems Summer 2009**  
**Sections 401 M 6 (Fairhope) 5:30pm-10:00pm**  
**Instructor: Dr. John H. Strange, Professor**  
**Office Hours: Monday 3:30 pm – 5:30pm (Fairhope)**  
**AND by appointment**  
**Contact: 251-610-2599 Office: 8208 The Commons Email: [strange.john@gmail.com](mailto:strange.john@gmail.com)**  
**Class Blog: <http://edm310summer09.blogspot.com>**

**Catalog Description:** Basic understanding of microcomputing hardware and software for instructional purposes. Requires a special fee.

**Text: NONE REQUIRED**

**Conceptual Framework of the College of Education:** A purpose of this course will be to prepare professional educators through teaching, research, and service to become committed to lifelong learning and to facilitate the process of building better communities.

**Department of Professional Studies Mission Statement:** The mission of the Department of Professional Studies is to provide highly effective learning environments and to implement the most effective techniques to stimulate life long learning in order to maximize the opportunities for the professional success of its students.

**State of Alabama Quality Teaching Standards Addressed in this Course**

**Literacy: Oral and Written Communications (iii)**

(3)(c) 1.(iii) Knowledge of media communication technologies that enrich learning opportunities.

**Literacy: Technology (i and ii)**

(3)(c) 4.(i) Knowledge of available and emerging technologies that support the learning of all students.

(3)(c) 4.(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distant learning and online learning opportunities

**Professionalism: Alabama-Specific Improvement Initiatives (i)**

(5)(c) 3.(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, Alabama Learning Exchange (ALEX) and the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) program and their relationship to student achievement.

**Professionalism: Ethics (ii)**

(5)(c) 5.(ii) Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and internet-user protection policies.

**NOTE:** See the syllabus below (pages 9-13) for the specific assignments and classes that address the standards specified above.

### **Student e-Portfolio Assessment**

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use the software throughout their program of study. This course requires the Foliotek assessment license.

In general the process consists of students submitting evidence/artifacts related to the knowledge, skills, or abilities taught in a course or internship. The professor evaluates the student based on a standardized scoring rubric and the results are kept in an electronic database version of the State of Alabama Department of Education Performance Assessment Templates (PAT). The progress of the student in meeting the required competencies is monitored throughout their program.

**Special Notice: *You must correctly complete your Foliotek entries for this course in order to receive a grade in this course. If you do not correctly post your Foliotek entries by the end of class on July 20, 2009, you will be given an I (Incomplete) for your course grade. If you do not correctly complete your Foliotek entries by midnight Thursday October 8, 2009 the I (course grade) will automatically become an F (course grade).***

### **Some Strange Comments on Teaching and Learning**

First, a few comments about my approach to learning. I do NOT consider myself a teacher. Instead I see myself as a coach and as someone who is responsible for creating and maintaining an environment in which learning can take place. I am also a critic and an evaluator.

Second, I do not believe in “burp back education.” Research shows conclusively that facts learned are forgotten in almost exactly the same amount of time that it took to learn them *unless* you use them. Experience is a great teacher. You cannot learn to ride a bicycle without a) practice in actually riding the bicycle and b) falling off. You cannot learn to use technology unless you a) use the technology and practice it regularly and b) make mistakes (lots of them). Expect to practice and do required assignments AT LEAST 8 hours per week in the lab (or at home) in addition to class time.

Third, it is important to have fun. Pick projects that are fun. If you have fun you will perform much better!

### **Some Strange Comments on EDM 310**

Students enter this course with a very wide range of skills, experiences and abilities. However, to enroll in this course you must have basic computer use skills. If you have never, or seldom, used a computer you should NOT enroll in this course until you know the basics of computer use. Instead,

take a course in basic computer skills at a junior or community college or in a continuing education course. If you have any questions about your entry skill levels, consult with me immediately!

This is the sixth semester in which I have used this approach to EDM 310 (which has now been adopted for all EDM 310 courses). I will concentrate on using Google tools throughout the course. When you enter teaching in one or two years, the Google tool set will, most likely, be very valuable to you. At it will certainly have grown in size and capability!

Since you will be involved in producing 9 projects, and since most of them run the entire semester, you CANNOT afford to fall behind. Students who do not keep up with their work always make a lower grade. Do not wait until the last minute to do your work in this class. You will be severely penalized!

### **A Summary of Course Objectives**

In addition to the **Alabama Quality Teaching Standards (ATQS)** addressed in this course (see p. 1), there are eleven additional objectives of the course.

1. I want you to understand the role that technology is playing and will play in society, especially in the educational systems of which you are a part.
2. I want you to become highly proficient in using a word processor to create papers, essays and other documents.
3. I want you to be able to use presentation software to develop a presentation of moderate complexity and to make your presentation in a formal manner to an audience of your peers.
4. I want you to be able to use graphics (yours or from other sources) in the products you develop.
5. I want you to be able to create and use a spreadsheet for record keeping and data manipulation that primarily involves numbers and calculations.
6. I want you to be able to create and develop databases and make use of wide varieties of data.
7. I want you to be familiar with the acquisition of multimedia components that are part of our communications systems today, especially sounds, digital still pictures, and digital motion pictures, and to be able to use them in a classroom.
8. I want you to be able to develop and regularly post to a blog<sup>1</sup> and to understand and be able to write the HTML tags necessary to create links, display an image, comply with basic accessibility standards and to provide citations for source materials using title tags or other appropriate tools.

---

<sup>1</sup> Posts must be made at least twice a week and must contain images, audio and video as appropriate.

9. I want you to have the understanding and confidence to use both common computer platforms: Macintosh and Windows and to see their inherent similarities.

10. I want you to be able to access and make full use of the World Wide Web including the use of RSS Feeds and Feed Readers.

11. I want you to participate effectively in the worldwide community of teachers using technology to enhance the educational process.

### **More Strange Comments**

You WILL NOT be able to learn EXCEPT BY **PRACTICING!** You MUST plan on spending AT LEAST 8 hours per week **practicing** and doing homework assignments outside of class, either on your own personal computer or in the lab.

### **Individual Products to Be Produced**

This course will require that you produce eight individual products and one group project due on the dates specified. The specific requirements for these products will be distributed in class.

1. Your **Personal Blog** associated with this course, with weekly postings as specified in a separate handout. Most blog posts must include text, links, and images (with appropriate HTML code). You must make weekly posts through July 20. **Final Blog Due no later than midnight Monday July 20.**

2. A **presentation**, presented to the class as an audience, created in Google Docs Presentation. **Due Week 2B** (Random Drawing for Presentation Order)

3. An **iGoogle page** containing all elements specified in a separate handout. **Final versions are due no later than 5:30 pm Monday July 20.**

4. A **“Professional Blog”** following instructions in a separate handout. **Final Due no later than midnight Monday July 20.**

5. A Form and a resulting **Database** using Google Docs (Spreadsheets). **Due by 5:30 pm Monday July 13.**

6. **Collaborations** You must participate in a collaborative effort with a teacher or student teacher in another state or country. You can do this in either of two ways:

a. You can join Classroom 2.0 (<http://www.classroom20.com>) and participate actively in their programs during June and July (more fully described in a separate handout)

OR

b. You can establish an association with two or more teachers or student teachers by establishing a Twitter account, following two or more teachers or student teachers from a list I supply or others with my approval, participating fully in activities with students which they employ, and reviewing and commenting on their class blogs (more fully described in a separate handout).

Whichever route you take, the project requires that you post a detailed and reflective post summarizing what you did and what you learned in doing this project. **Due (as a detailed report posted to your blog) no later than midnight Monday July 20.**

7. You must participate in a Skype (or Google Chat) conversation with me and at least one other student, using audio, video and text. Additional information will be provided in a separate handout. **This must be completed no later than 5:30 pm Monday July 20.**

8. An RSS Feed as specified in a separate handout. The RSS feed must be working effectively by **5:30 pm Monday June 15.**

### **Group Project**

9. Students will be assigned to discussion groups that will record their discussions and distribute these discussions as **Videocast/Podcasts**. A separate handout will be distributed describing this project. Some of the planning and development will be done during class time in Week 3 and **attendance will be required**. The Videocast/Podcasts will be recorded in Week 4 and **attendance will be required**.

### **Number and Type of Examinations To Be Given During The Semester**

1. Diagnostic examination for word processing (Week 1B – June 1)) (Does not count toward grade.)
2. Math diagnostic (Week 1B – June 1) (Does not count toward grade. Diagnostic only.)
3. Data base, spreadsheet and HTML examinations. Week 8B – July 20.
4. Word Processing skills examination. Week 8A – July 20.

### **Attendance**

I have no attendance requirement, but I do keep track of who comes to class, whether they arrive on time or not, and whether they leave early. Each student must assume responsibility for his or her learning. Instruction is offered at the specified times. If you choose to not take advantage of those opportunities, you may greatly undermine the effectiveness of this course and undermine your ability to successfully complete the required projects. Past experience leads me to advise you that students whose skills are in need of improvement cannot afford to miss class under any circumstances. Ask one of my former students and they will warn you not to miss class. **Since part of your grade is based on class participation, failure to attend class will possibly lower your course grade for that reason as well.**

### **Dates on Which Attendance is REQUIRED**

Having said what I did about attendance, there are some dates on which you are REQUIRED to be in class unless PRIOR permission has been granted for an absence (even if prior is 5 minutes before class, it has to be PRIOR to the starting time of class).

**These REQUIRED ATTENDANCE DAYS ARE:**

Diagnostic Examinations Week 1B June 1  
Presentations Week 2B June 8

Videocast/Podcast Development Classes Week 3B June 15  
Videocast/Podcast Recordings Week 4A June 22  
Database, Spreadsheet and HTML Week 8B - July 20 and (if necessary) Final Exam Time  
Word Processing Exam Week 8A July 20

## **Tools**

Word Processing - Google Docs  
Spreadsheets/Data Base - Google Docs (Spreadsheet)  
WWW Browser – Firefox **Warning: On a PC Use ONLY Firefox!**  
Video Conversations – Skype and/or Google Chat  
Graphics - Picasa (iPhoto for Mac users) and Photoshop Elements  
Presentation Software – Google Docs (Presentation)  
World Wide Web Search – Google  
iGoogle Home (Start) Page – Google Tool Bar, Google Start Page and Google Gadgets  
Google Reader, Google Apps and Tools, Blogger (Google), Google Calendar  
email – gMail (including Video and Voice)

## **Textbook, USB Drive, Video Camera**

No textbook required.

**\*\*\*\*\*USB Pen Drive (minimum size of 512 mg) is REQUIRED\*\*\*\*\***  
**\*\*\*\*\*Video Camera for Computer is REQUIRED\*\*\*\*\***

You are required to have your own 512 megabyte (or larger) USB Flash Pen Drive that can be purchased at the University Book Store, Best Buy, Office Depot, Walmart, Target, Staples or by mail order from any computer supply store. USB Flash Pen Drives range in price from \$ 5 to \$ 20. Buy the largest you can afford.

You are required to have a video camera that attaches to your computer. If you have a MAC, it is probably built in. If you have a PC, you should consider the following:  
**<http://tinyurl.com/megcvd>**

## **Penalty for Late Work**

Failure to complete your projects on time and to present them as specified above opens the possibility for an F in the course. You will definitely have your grade reduced if you are late in maintaining, submitting and completing your projects, in taking examinations, and in making presentations.

## **Policy on Making Up Examinations or Presentations**

Only under the most unusual emergencies will an alternate examination or project presentation date and time be arranged on an individual basis.

## Determination of Final Grade

Your grade is based on the examinations you take, the nine projects you produce or in which you participate, the formal presentation you make, the critiques you provide of other students' products and presentations, and your class participation. An A represents Outstanding work; B Above Average; C Average; D Below Average; F Unacceptable. **You must be able to use word processing software, presentation software, spreadsheets, web based programs, and data bases at a level required for effective use in other classes at the University of South Alabama to get a grade better than an F. This means, to put it bluntly, that you must complete the final word processing examination with no errors. You will have had the exam for 7 weeks so there is no excuse for not making a perfect score.** The spreadsheet exam must be completed with no evidence that you are unable to do any parts of the spreadsheet exercises which we will do in class and which you will practice for at least 2 weeks. **You must complete all projects ON TIME. Late projects will negatively affect your grade!**

### *Special Notices:*

- 1. The failure to satisfactorily complete any of the projects for this course will result in a D or an F and you will have to repeat the course. ALL 9 PROJECTS must be satisfactorily completed to get a grade better than a D in this course. ALL means ALL! In other words, doing 8 (or less) satisfactorily but not 9 projects satisfactorily GUARANTEES that you will get a D or an F for the course.*
- 2. You must correctly complete your Foliotek entries for this course in order to receive a passing grade in this course.*
- 3. You MUST make your weekly posts to your class blog ON TIME (or in advance). Failure to do so will, most likely, result in a very poor grade in this course. DO NOT GET BEHIND IN THIS COURSE!*
- 4. You MUST complete all required posts to your blog INCLUDING the post assigned for July 20, 2009. Failure to do the required post for July 20, 2009 will result in a D or an F in this class.*
- 5. After reading these Special Notices you must send me an email (to [strange.john@gmail.com](mailto:strange.john@gmail.com)) saying that you have read these requirements and that you understand them.*

## Statement Regarding Students With Disabilities

In accordance with the Americans with Disabilities Act, students with *bona fide* disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please provide the professor with certification from Disability Services (Office of Special Students Services). The Office of Special Students Services is located in Student Center Room 270, Phone 460-7212.

## Changes in Course Requirements

Since all classes do not progress at the same rate, the professor reserves the right to modify the above requirements or their timing as circumstances dictate. The instructor may wish to change the number and frequency of presentations, or the number and sequence of assignments. If such

changes occur, all students will be given adequate notification through one or more of the following: announcements made in class; printed notices distributed in class; email to your USA email address; email to another email address; notices posted to the class blog:

<http://edm310summer09.blogspot.com/>

### **Plagiarism and Academic Misconduct**

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, The Lowdown, defines plagiarism as one form of academic misconduct which is "subject to investigation and disciplinary action through appropriate university procedures."

Plagiarism is using somebody else's ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the instructor may be penalized or may not be accepted at all. Plagiarism is not restricted to written work. Cheating on a test, or submitting or otherwise presenting the work of others as if it were yours in any project or presentation in this course will result in an F for this course. In addition, you will face formal charges of violating the University Academic Code. **DO NOT CHEAT! And DO YOUR OWN WORK!**

**An additional comment concerning plagiarism:** I have found that most students taking this class do not have a good understanding of what constitutes plagiarism. I suggest you consult the following web sites to begin to improve your understanding of plagiarism in its many forms and how to avoid it.

<http://owl.english.purdue.edu/owl/resource/589/02/>

<http://owl.english.purdue.edu/owl/resource/589/03/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://abacus.bates.edu/pubs/Plagiarism/plagiarism.html#1a>

We will also discuss plagiarism in class after taking a short survey to see what you know and don't know about plagiarism. You will also post material relating to plagiarism in one of your required blog postings. (See separate list of assignments for Blogs).

These activities are part of the way in which **ATQS (5)(c) 5.(ii)** will be addressed in this course.

## Syllabus

**Week 1A June 1 – Class Procedures; Introductions; Creating a Google Account; Creating a Blog, Posting to a Blog; Class Pictures and Contacts; Computer Basics; Gmail (with video and voice); Using an Hierarchical File System    *Projects 1(Personal Blog) and 7 (Video Conversation)***

Introductory Material

The syllabus will be reviewed.

Your picture will be taken and posted to the world wide web.

You will complete a survey form using Google Docs (Spreadsheet) and be introduced to Google Docs, Spreadsheets, Data Bases and Forms

You will create a Google account including Gmail with video and voice.

**Project 1 [ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)]:** You will create a blog and learn to post text to your blog. (You must make at least two posts a week to your blog. The first must be completed by Thursday night at midnight. The second must be posted by midnight Sunday). A separate handout will be distributed with blog assignments. **Your completed blog is due no later than 5:00 pm Thursday April 30.**

**Project 7 –** We will begin a discussion on how to complete Project 7 (Video Conversation).

**Week 1B June 1 – ATTENDANCE REQUIRED - Diagnostic Exams; Introduction to Presentation Software (Google Docs Presentation); More About Blogs – Adding Comments, Pictures and Links; Scanning; iTunes; Discussion of *Projects 2 (Presentation) and 6 (External Contacts)***

You will take a diagnostic word processing examination which does NOT count toward your class grade. It is intended to provide me with information about what you already know and can do so that I will not waste time covering material that has already been mastered.

You will also take a diagnostic math exam to help me determine what I need to cover in spreadsheets. It also is PURELY DIAGNOSTIC and has no bearing on your grade.

You will take a survey regarding plagiarism. A discussion will follow. **ATQS (5)(c) 5.(ii).**

iTunes will be discussed – as a database and an outstanding source of Podcast and Videocast instructional materials. You will be required to use iTunes to listen to Videocast/Podcasts.

**Project 2:** You will learn how to use Google Docs (Presentation) to create a presentation about YOU!

You will develop a presentation of moderate complexity for presentation in class during Week 4. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** The subject of your presentation will be YOU. Who are you? What are your interests? What do you do? Who are members of your family? What are your likes? Dislikes? adventures? aspirations? pets? favorite movies, songs or places?

The presentation must contain at least 14 slides. It must also include at least eleven or more photographs or graphics (not exceeding two graphics). Since it is a presentation, emphasis will be on limiting the use of aspects of presentation software that are more suited to stand alone presentations or multimedia “events”. You will be required to make a FORMAL presentation. Your audience will evaluate you using instruments that will be provided to you in advance. **This presentation is due in Week 2B (June 8).**

We will discuss **Project 6**, a project that requires you to contact a teacher or a student (or more than one of either or both) at least 200 miles away. Separate instructions will be provided. **You must post a report of these conversations on your Personal Blog no later than midnight Monday July 20.**

We will demonstrate scanning techniques and briefly introduce Picasa and Adobe Photoshop Elements in a discussion how to make use of images in electronic documents.

We will cover Google searches of the web.

**Assignment:** Develop a storyboard for your presentation. Bring the pictures (digital or prints) you will need for your presentation in Week 4. Post to your blog following the separate instructions.

**Week 2A and 2B June 8 – ATTENDANCE REQUIRED - Formal Google Docs Presentations (Project 2) ATTENDANCE MANDATORY!**

**Week 2A June 8 – Google Home Pages; iGoogle Pages; Google Gadgets; RSS Feeds Searching the Web using Google Search Techniques. *Projects 3 (iGoogle and Google Gadgets) and 8(RSS Feed)***

**Each student will create an iGoogle Page and begin an iGoogle demonstration Blog** using a variety of Google Gadgets. **(Project 3)**

Each student will establish an **RSS Feed (Project 8)** and set up Google Reader in their iGoogle Page. Google Reader will monitor changes to all blogs that you select to watch. **The RSS Feed must be properly working no later than 7:00pm Monday June 15.**

Each student will add their picture to their Blog and create links on their blog to the master class blog. We will begin to use the comment feature of Google (Blogger) blogs.

Each student will give their Google Docs presentation on some aspect of their life: their family, work, history, likes, dislikes, adventures. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** The rest of the class and I will listen to and evaluate the student presentations.

**ATTENDANCE IS REQUIRED BY ALL STUDENTS AT ALL PRESENTATIONS of their class.**

**Assignment** Complete your Google Docs Presentation. Post to your blog following the separate instructions that will be distributed in class.

**Week 3A June 15 — Professional Blog; Introduction to Videocasting and Videocast/Podcasting; Word Processing *Projects 4 (Professional Blog) and 9 (Vodeocast/Podcast)***

Each student will create a “Professional Blog” and begin to develop the materials that must be included in the Professional Blog (Project 4). A separate handout will discuss the requirements in detail.

A discussion will be held about Videocasting and Videocast/Podcasting. Students will be assigned to groups and to topics that they will use for their Videocast/Podcast (Project 9) in Week 7

We will thoroughly cover all aspects of the word processing examination that you must complete at the end of the semester.

**Assignment:** Post to your blog following the separate instructions that will be distributed in class.  
**ATQS (5)(c) 3.(i)**

**Week 3B June 15 – Attendance Required – Advanced Blog Techniques; Accessibility Issues; Videocast/Podcast Preparation**

We will cover advanced blog techniques.

We will cover the basics of HTML, the language behind most of the World Wide Web sites in use today. Special emphasis will be placed on the use of ALT and TITLE modifiers in IMG tags in order to address web *accessibility issues*.

**Week 4 A June 22 – ATTENDANCE REQUIRED - Videocast/Podcast Recordings**

All students will engage in a discussion that will be recorded and published on the Internet as a Videocast/Podcast.

**ATTENDANCE IS REQUIRED BY ALL STUDENTS AT ALL OF THEIR CLASS  
VIDEOCAST/PODCAST RECORDING SESSIONS**

**Assignment:** Post to your blog following the instructions contained in the handout on blog assignments. Comment to at least 2 other Blogs of members of your class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

### **Week 4B – Skype and Video Recording**

### **Week 5A June 29 - Picasa**

Digital photography has almost completely replaced film photography in just a few years. This class will introduce you to digital photography and the use of Picasa, a free Google tool, to store, edit, share and otherwise make full use of your digital images. Digital images can be used in many ways and each use requires that you do different things to your pictures. All of this will be covered and more!

### **Week 5B– Google Talk; Google Maps; Google World; Other Google Tools ; Project 5 (Data Base)**

We will cover a variety of Google Tools. We will thoroughly discuss databases using Google Spreadsheets. Students will begin a database that is **due no later than 5:30pm Monday July 13.** **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

**Assignment:** Post to Your Blog following separate instructions. Add comments to at least 2 other Blogs of members of this class. Complete Project 5 (Data Base) following the instructions that will be distributed in class. The Data Base Project (Project 5) is **due no later than 5:30pm Monday July 13.**

### **Week 6A July 6 – Word Processing; Foliotek**

We will cover Google Documents (Word Processing) in detail.

### **Week 6B July 6 – Google Spreadsheets**

We will cover spreadsheets in some detail. You will learn how to use spreadsheets in a variety of ways.

**Assignment: :** Post to your blog following the instructions contained in the handout on blog assignments. Comment to at least 2 other Blogs of members of this class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii).** Spend at least 6 hours practicing spreadsheet techniques.

### **Week 7A and B July 13 – Google Spreadsheets**

The discussion of spreadsheets in Google Docs will be continued.

**Assignment:** Spend at least 4 hours practicing spreadsheet techniques. Post to your blog and comment to other blogs as specified in blog assignment handout. Prepare for spreadsheet, database

and HTML examinations. Post to your blog as specified in blog assignment handout **including MANDATORY final posts. All Blogs must be complete by Midnight Monday July 20.**

**Week 8 A and B July 20 – ATTENDANCE REQUIRED – Word Processing Exams; Foliotek**

**The Preliminary FINAL Word Processing Exam will be given. You must complete this examination WITHOUT ANY MISTAKES. You will have had the exam for almost the entire semester. There is no excuse for not having a PERFECT SCORE.**

The Spreadsheet and HTML (for image placement and accessibility issues ) Preliminary FINAL EXAMS.

Satisfactory completion of either or both of the Preliminary Final Exams will exempt you from the related Final Exam.

We will make all posts to Foliotek required for this course.

**FOLIOTEK – You must satisfactorily complete FOLIOTEK entries prior to the end of class on Monday July 20.**

### **Final Examinations**

If necessary, the FINAL EXAMINATION will be given at a time to be specified. (The Registrar's Final Exam schedule does not provide for a Monday night class.) If you satisfactorily complete the exam on Monday July 20 you will not have to take the Final Exam covering the topic(s) satisfactorily completed.

## **Competencies:**

### **You will:**

ATQS (3)(c) 1.(iii) know of media communication technologies that enrich learning opportunities.

ATQS (3)(c) 4.(i) know of available and emerging technologies that support the learning of all students.

ATQS (3)(c) 4.(ii) know the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distant learning and online learning opportunities

ATQS (5)(c) 3.(i) know of current and emerging state initiatives and programs including, but not limited to, Alabama Learning Exchange (ALEX) and the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) program and their relationship to student achievement.

ATQS (5)(c) 5.(ii) know of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and internet-user protection policies.

### **You will be able to:**

#### **General Computer Skills and Knowledge**

1. Understand the parts of a computer and how they work (hard drive, input devices, output devices, networks).
2. Understand the various formats available for storing documents (text, specific applications, vector graphics, bit mapped graphics, digital video, pict, jpeg).
3. Be able to select things for the computer to use or act upon.
4. Be able to understand and properly make use of a computer's hierarchical file system.
5. Be able to identify a cursor's "hot spot" and to understand the differences between cursors and insertion points.
6. Be able to effectively use cursors and insertion points.
7. Understand the differences between, and make proper use of, Save and Save As...
8. Be able to create folders and make use of the computer's hierarchical filing system.

#### **World Wide Web**

1. Have a general understanding of how the world wide web has been created and how it works.
2. Make use of the web in locating useful sites.
3. Make use of various search engines available on the web.
4. Be able to differentiate between useful sites and not useful sites and to specify the criteria used to differentiate the two.
6. Be able to create a "basic" site using HTML.
7. Be able to create a Blog and use it as part of a learning process.
8. Be able to add pictures and links to a Blog.
9. Be able to use appropriate html code to adhere to accessibility standards in a blog and to identify sources of images using the Title modifier in an IMG tag.
9. Be able to create and make use of Videocast/Podcasts.
10. Be aware of the vast number of educational audio and video materials available through iTunes and other Internet sites.
11. Be able to use email that combines audio and video chatting services.

## **Word Processing:**

1. Create text on a page.
2. Be able to select items through the use of appropriate selection techniques. Special emphasis is placed on the Click/ShiftClick technique, which will be demonstrated in class.
3. Cut, paste and copy text.
4. Add footnotes, end notes, headers and footers to text or a page.
5. Automatically number pages, and distinguish between a cover (title) page and other pages for numbering and other purposes.
6. Set margins, indentations, tabs (4 types).
7. Use find and change tools.
8. Change fonts, styles, alignments, justifications.
9. Create a brochure in the form of a trifold document.
10. Use spell checker, thesaurus, and hyphen controls.
11. Create and use special characters.
12. Create columns for text.
13. Divide a document into sections.
14. Preview a document.
15. Be able to keep certain items divided by a space together at all times.
16. Use text and graphic frames.
17. Make use of “hidden characters”.
18. Perform the above across computer software and platforms.

## **Spreadsheets:**

1. Understand the creation of a spread sheet and the meaning of cells, rows, columns, entry bar, functions
2. Be able to enter data and make use of formulas and operators in a spreadsheet.
3. Be able to cut, copy and paste data, columns, and rows.
4. Be able to apply appropriate formats to data and cells.
5. Be able to “wrap” a cell entry
6. Be able to sort data and to select sets and subsets of data.
7. Be able to change page formatting including row and column size, borders, display options.
8. Be able to use functions in a spreadsheet.
9. Be able to create charts and graphs from data in a spreadsheet.
10. Be able to add spreadsheets to word processing documents.
11. Be able to move data between spreadsheets, text documents, and databases.

## **Databases:**

1. Be able to understand and define field and record.
2. Be able to enter data
3. Be able to sort data and to select sets and subsets of data
4. Be able to automate the creation and entry of certain data.
5. Be able to create totals and other summary data.

6. Be able to create and format layouts.
7. Be able to find and select records
8. Be able to create mail merge products.
9. Be able to move data between spreadsheets, text documents, and databases.

### **Graphics**

1. Be able to acquire digital still pictures
2. Be able to understand the differences between bit mapped and vector graphics and to find and edit them
3. Make use of graphics and still pictures in word processing documents, spreadsheet and databases.
4. Understand and properly use text wrap techniques with graphics.
5. Be able to scan pictures for use in blogs, word processing, presentation, and other applications

### **Presentation Software**

1. Be able to develop a presentation using master slides, transitions, graphics
2. Be able to use graphics in presentation software
3. Be able to use a range of controls to present slides during a presentation
4. Be able to give a formal presentation of moderate complexity to an audience of your peers