EDIT 564 – Teaching with TV/Video
(1 credit hour)

* Coding in bold reflects ISTE NETS Standards for all teachers.

1. Course Description

This one credit hour course is designed to assist students in exploring and developing expertise with social, cognitive, and learning implications of film, video, and television as well as engage students in the process of planning, storyboarding, and filming with video. Attention will be paid to the ways in which teachers can teach about and teach with television and video.

2. Methodology

The course is structured around class projects, discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of telecommunications with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how and classroom practice.

3. Objectives

The following objectives have been established for the course:

1. Students will develop comprehensive understanding of the mechanics associated with the operation of a video camera; I-A, I-B
2. Students will develop comprehensive understanding of the process of constructing a video to include storyboarding and in-camera editing; I-A, I-B
4. Students will design one lesson plan for their grade and/or subject matter interests that incorporates TV/video as part of the learning activity. II-A, II-C, IV-A, IV-B, IV-C, VI-A, VI-B, VI-C, VI-D, VI-E

4. Texts and Materials

1. Students need to obtain and read copies of I-Sing the Body Electric and The Bicentennial Man

2. Students are expected to obtain and bring to class appropriate materials and supplies to include video tape and note taking materials.

5. Course Requirements
1. Attendance in class is mandatory, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions.
3. Each student is expected to participate in and complete all classroom projects.
4. All written assignments must be completed on a word processor.

6. Course Assignments

1. Portfolio (10 points): Throughout the certificate program, students will be required to create and continually revise a professional portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. A section will be added to the portfolio reflecting student learning related to graphics and the teaching/learning process. **Performance-based outcome for objectives 3 & 4.**
2. TV/Video Lesson Plan (20 points): Students will create a lesson plan which includes some aspect or aspects of video as part of the overall design. A format for the lesson plan will be provided to students in class. **Performance-based outcome for objectives 3 & 4.**
3. A Three Minute Instructional Video (10 points) With a team of four others, students will design and video a one minute commercial on a product or service of their choice. This video will be presented in the final class. **Performance-based outcome for objectives 1, 2, & 3.**
4. Class Participation (10 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.
### 7. Schedule of Class Topics

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<thead>
<tr>
<th>Class</th>
<th>Class Topics</th>
<th>Weekly Assignments</th>
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| Week One    | **Introduction to Syllabus**  
60 Minutes on television  
Watch *How to Make a Video*  
Recreate the process  
Divide into groups – begin process – write treatment  
The World’s Greatest Hamburger | Read *The Bicentennial Man* |
| Week Two    | **Activity/Discussion on reading**  
Watch Star Trek’s *The Next Generation* episode  
A comparison/contrast activity  
Begin video production – complete treatment | Read *I-Sing the Body Electric* |
| Week Three  | **Watch Ray Bradbury’s *The Electric Grandmother***  
Presenting themes in print and video  
Storyboard, filming, and in-camera editing  
Continue working on Instructional video - storyboard | Begin working on lesson plan  
Begin work on Portfolio |
| Week Four   | **Continue working on Instructional video**  
Create a rubric for assessing Videos  
Videos should be finished by end of class | Finish Portfolio  
Finish lesson plan |
| Week Five   | **Analysis and Presentation of Videos using rubric**  
A Media Ethics Simulation  
**Lesson Plan Due**  
**Portfolio Due** | |

### 8. Evaluation

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded
assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.