1. Course Description

This three credit hour course is designed to assist students in exploring and developing expertise with the various graphic programs available for constructing visual images, with the interpretation and creation of video, and with the structure and use of simulations for learning. The course will address draw and paint programs, scanning and editing images, and using visual communication to support K-12 learning. It will explore the 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. Last, the course will focus on the various categories of simulation, the relationship between simulation and ways of knowing, and strategies for using simulations to promote K-12 learning.

2. Methodology

The course is structured around readings, reflections on those readings, class projects, on-line discussions and activities, and participation in a series of model lessons designed to reflect strategies for the integration of technology with the teaching/learning process. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology know how, theoretical/research perspectives, 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 a series of graphics tools including paint and draw programs, scanning, and digital cameras; I-A, I-B
2. Students will be able to use a series of graphics tools to support their own learning and their professional development; I-A, I-B, V-A, V-B, V-C, V-D
5. Students will develop comprehensive understanding of the mechanics associated with television and video including critique of film and video, media literacy techniques, and production of video with storyboarding and in-camera editing; I-A, I-B


7. Students will produce a three minute video; I-A, I-B


9. Students will develop comprehensive understanding of the mechanics associated with simulations; I-A, I-B


4. Texts and Materials

1. Students need to obtain and read/play:
   a.) Neil Postman, *The Disappearance of Childhood*
   b.) Software: *Roller Coaster Tycoon*
   c.) Norton/Sprague’s *Teaching with Technology*, Chapter 3 and 7.

2. Students are expected to obtain and bring to class appropriate materials and supplies to include 3 1/2 “ disks, zip disks, video cassette, and note taking materials.

3. Students must have an email account and regular, systematic, easy access to both telecommunications and a computer.

4. Students must create an Art Bag and bring to class weekly.

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 on-line discussions.

3. Each student is expected to participate in and complete all classroom projects.

4. Students who must miss a class are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

6. Course Assignments

1. **Online Portfolio (25 points):** Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester’s work; **Performance-based outcome for objectives 2, 4, & 8.**

2. **Graphics Lesson Plan and Essay (25 points):** Students will create a lesson plan which includes some aspect or aspects of graphics as part of the overall design. The lesson plan will be accompanied by an essay which describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings. **Performance-based outcome for objectives 3 & 4.**

3. **Video/Television Lesson Plan and Essay (25 points):** Students will create a lesson plan which includes some aspect or aspects of either video production or media literacy. The lesson plan will be accompanied by an essay that describes why the lesson plan is well designed, making sure to integrate references to concepts presented in class or in the readings. **Performance-based outcome for objectives 6 & 8.**

4. **Class Participation (25 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. Three classroom projects will be completed: 1.) a graphics website, **Performance-based outcome for objectives 1, 2, & 3;** 2.) a Time Capsule, **Performance-based outcome for objectives 1 & 3;** and 3.) an instructional video. **Performance-based outcome for objectives 7, 8, & 9.**

7. 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.
Spring, 2005: Schedule of the Group’s Work

Special Note: Create an Art Bag and bring to class regularly. Also, bring ample disks and carry them to class each week!

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class Activities</th>
<th>Reading Assignments</th>
<th>On-Line Assignments</th>
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</table>
| Week 1 | Introduction and Syllabi  
Thinking Patterns and Simulations:  
SJR and The Game of Life  
Introduction to Computer Graphics  
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Draw Program Tools – A Mask  
Draw and Color: Two More Masks | Read *Situated Cognition and the Culture of Learning*  
Read *Situated Cognition and the Culture of Learning*  
Read *Situated Cognition and the Culture of Learning*  
Culture of Learning Make your mask 3-dimensional – Bring to Class | |
| Week 2 | A Parade of Masks  
Situated Acrostics  
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Review: Contrasting Draw and Paint  
The Tools of Paint Programs  
Paint & Perspective – Take Off Your Shoe | Read Chapter 3 in Norton/Sprague  
Study Chapter 1 in *Visual Language*  
By Robert Horn – in copied material | |
|        | Inspirational Graphics – Have activity | Read 1st half of Eisner’s *Cognition and* | |
| Week 3 | The New You - Altering Images  
A Portfolio Banner | Curriculum Reconsidered |
| Week 4 | Working with Symbols: Phormia, the  
Big Five, Learning to Read –  
Alphabet, *Children of Fortune*  
Repeat with Graphics – Discussion  
Internet-Based Background Graphics  
A Graphics Portfolio Template | Finish Eisner’s *Cognition and Curriculum Reconsidered* |
| Week 5 | A Poetic Adventure  
Creating a Graphics Portfolio | Read 1st half Vygotsky – *Mind in Society* |
| Week 6 | A Time Capsule – This class will be taught completely **online**!!!! | Finish Vygotsky – *Mind in Society* |
| Week 7 | A Mind Map  
Work on Time Capsule | Read Chapter 1 from *Got Game* – in copied material  
Read 1st half of *Surpassing Ourselves* | Work on Graphic Lesson Plan and Letter |
| Week 8 | **Graphics Lesson Plan and Letter to Parents Due**  
**Time Capsule DUE – 6 pm**  
An Archaeological Dig  
Working on Graphics Portfolio | Finish *Surpassing Ourselves* | Work on Graphic Portfolio |
| | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** |
| Week 9 | **Graphic Portfolio DUE**  
Portrait of an Expert  
Special Delivery from the West  
Video Games – Pong, Etc. | Read *The Thinking Classroom* – Chptrs 1 through 5 | 2/3 Hrs on Roller Coaster Tycoon  
Work on Artful, Online Portfolio |
| Week 10 | **Discussion of Readings - Thinking**  
**Problem-Solving Software – Castle, Putt Putt, Castle Explorer, At Sea,** | Read *The Thinking Classroom* – Chptrs 6 through 9 | 2/3 Hrs on Roller Coaster Tycoon |
| Week 11 | **Lemmings**  
Simulation Software – Hot Dogs | **20 Minutes on Television**  
Video on Video  
The World’s Greatest Hamburger  
----------  
Divide into Video Groups- A Three Minute Instructional Video  
Treatment Approved by End of Class | **Read The Thinking Classroom – Chptrs 10 through 14**  
Read *I Sing the Body Electric* – in copied material | **2/3 Hrs on Roller Coaster Tycoon** |
|---|---|---|---|---|
| Week 12 | **Discussion of Readings**  
Video – *The Electronic Grandmother*  
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Storyboard Approval before Filming  
Work on Three Minute Instructional Video | **Read The Disappearance of Childhood**  
Read *The Bicentennial Man* – in copied material | **2/3 Hrs on Roller Coaster Tycoon**  
Work on Video Lesson Plan and Letter  
Begin Working on portfolio  
Bring All Books to Class | |
| Week 13 | **Bring All Books to Class**  
Work on Three Minute Instructional Video - Due at 6 pm  
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Discussion of Readings  
Video – *Lal*  
Invent a Game ????? | **Bring ALL books to the next class** | **2/3 Hrs on Roller Coaster Tycoon**  
Work on Video Lesson Plan and Letter  
Work on portfolio  
Work on Final Exam | |
| Week 14 | **Get Game – A Summative Final Activity** | | **Work on Video Lesson Plan and Letter**  
Work on portfolio | |
| Week 15 | **Video Lesson Plan and Letter To Parents Due**  
**Portfolio Link Due**  
Get Game **Due** at 6 pm with Pitch  
Meet Online Courses for the Summer Share Portfolios | **Summer School Starts Next Week** | | |