

**Syllabus**  
**EDIT 575 Section CT1**  
**Authoring Tools: (Captivate)**  
**(1 Credit) Summer 2011**

<b>DAYS / TIME / LOCATION</b>	<b>INSTRUCTOR: Wanda Mally</b>
Online July 5 – August 5, 2011	Email Address: <a href="mailto:wmally@gmu.edu">wmally@gmu.edu</a> Phone Number: (207) 738-2414; (207) 738-2449 (FAX) Teleconference and Online Office Hours by Appointment Monday-Friday. No office hours on Saturdays and Sundays.

**COURSE DESCRIPTION**

**A. Prerequisites:** Student must be enrolled in one of the following classifications: Senior Plus, Non-Degree; PhD Advanced to Candidacy; or Graduate. Should have knowledge of computers and the internet. Should have computer and internet skills.

**B. Course Description from the University Catalog: EDIT 575 - Authoring Tools**

Introduces specific authoring tools through hands-on lab instruction, interaction with software interface, construction of instructional sequences, importing video and audio clips, resource management, and animation.

*For this Section of EDIT 575*

EDIT575-Section CT1 is an overview of Captivate 5 and 5.5. The application can be purchased separately or as the bundled “Technical Communication Suite” or “eLearning Suite” through Adobe. Captivate (formerly RoboDemo) is used in the creation of software presentations, demos, and soft-skills tutorials with branching and incorporating multimedia files. Compiled Captivate projects generate shockwave Flash (.SWF) and HTML files that can be used over the web; as standalone applications on CD; or embedded into other applications.

Students are encouraged to either purchase the software or download the latest trial version from Adobe.com to evaluate it before making a purchase. *If you are using/evaluating the trial version of the software, you should wait about one week after the course starts then download it to ensure the trial version remains active through the end of the course.*

**NATURE OF COURSE DELIVERY**

All course activities for the semester will be held online. The course will be conducted using synchronous and asynchronous formats consisting of the following:

- Lynda.com tutorials
- Assigned readings & research using online help
- Team reviews & discussions
- Hands-on activities & assignments
- A final project/presentation hosted online

A discussion board topic called “FAQs, Answers and Tips” has been set up to share all Captivate questions and discoveries that we encounter during the course. Please feel free to access it to post and/or look up information.

Instructor office hours are available by appointment and can be conducted via telephone, a Blackboard chat forum or a web conferencing tool.

## **STUDENT OUTCOMES**

Upon completing the course, students will be able to—

Use Captivate to:

- Create, edit and control slide objects using the timeline
- Create a tutorial that, at a minimum, incorporates the use of:
  - Visual effects and/or other techniques such as captions and highlights
  - Customized slide properties
  - Graphics
  - Audio
  - Branching
  - Interactivity
  - Graded assessment (quizzing)

## **PROFESSIONAL STANDARDS**

EDIT 575-CT1 will require students to follow selected instructional design steps to develop an instructional application in accordance with the needs and characteristics of a given target audience. Specific requirements for the instructional application will be determined through appropriate analyses. Following design and development of their projects, students will engage in collaborative activities to evaluate each other's work. As such, this course complies with the following professional standards.

### **Association for Educational Communications and Technology (AECT)**

Standards for the accreditation of *initial* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies

Standards for the accreditation of *advanced* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.

### **International Board of Standards for Training, Performance and Instruction (IBSTPI)**

Instructional Design competencies in the following areas:

- Professional Foundations
  - Communicate effectively in visual, oral and written form
  - Apply current research and theory to the practice of instructional design
  - Update and improve one's skill, knowledge and attitudes pertaining to instructional design and related fields
  - Apply fundamental research skills to instructional design projects
- Planning and analysis
  - Conduct a needs assessment
  - Design a curriculum or program
  - Select and use a variety of techniques for determining instructional content
  - Identify and describe target population characteristics

- Analyze the characteristics of the environment
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
- Reflect upon the elements of a situation before finalizing design solutions and strategies
- Design and Development
  - Select, modify or create a design and development model appropriate for a given project
  - Select or modify existing instructional materials
  - Select and use a variety of techniques to define and sequence the instructional content and strategies
  - Develop instructional materials
  - Design instruction that reflects an understanding of the diversity of learners and groups of learners
  - Evaluate and assess instruction and its impact
- Implementation and Management
  - Promote collaboration, partnerships and relationships among the participants in a design project
  - Provide for the effective implementation of instructional products and programs

#### **REQUIRED TEXTS:**

- Students will be required to use the online help that accompanies the software.
- Students will be required to register and pay for selected Captivate tutorials at Lynda.com.

#### **OTHER REQUIREMENTS:**

##### **Resources Required by Students**

To successfully participate in the course, students are required to have:

- Internet access
- Web browser software
- FTP software
- A GMU email account
- A GMU web site (Mason Academic Research System Account)
- Access to Blackboard (CE9.1)
- Adobe Acrobat Reader
- A computer equipped with audio input (a microphone)/output capability for web conferencing and recording audio for your project
- A recent version of Flash Player, such as Flash Player 10 (go to <http://www.adobe.com/support/flashplayer/downloads.html>)
- Audio recording/editing software (go to <http://audacity.sourceforge.net/>) (This will serve as a backup in case you encounter any issues directly recording audio into the Captivate application.)
- Microsoft Office (including Word for Windows, at a minimum)

##### **Required Software**

- Students will be required to purchase or have access to **Captivate 5 and/or 5.5**.

## COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

**A. Requirements** - The following table is a schedule of the assignments and their point value towards your final grade. All assignments are due by 11:59 PM on the date specified at the Blackboard course site. **Late discussion postings, late assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors will receive zero to half credit.**

See the schedule and checklists at the Blackboard course site for details of each week's activities.

Assignment	Assignment Description	Grading (Points)
Participation in online discussion first week of the course	Student / Instructor introductions will be held asynchronously. Instructions for information that you must post are provided in the student/instructor intros discussion topic in Blackboard.	5
Assignment 0	Email your URL (via GMU email) to the instructor and your team member.	5
Assignment 1	Visual effects (highlights and cues)	10
Assignment 2	Graphics and Audio	10
Assignment 3	Branching and Interactivity	10
Virtual Presentation of Project and Participation in Project Showcase	<p>Create a Captivate project that includes tools/techniques addressed in the course (up to 50 pts). The project must be instructional in nature.</p> <p>We will cover the following major tools/techniques in the course:</p> <ul style="list-style-type: none"> <li>• Visual effects (highlights and cues)</li> <li>• Use of graphics</li> <li>• Incorporating audio</li> <li>• Creating quizzes</li> <li>• Incorporating interactivity</li> <li>• Branching</li> </ul> <p>You are expected to demonstrate your ability to employ as many of these tools/techniques as possible in your final project. (Of course, you can include other tools/techniques you have tested on your own.) The rubric listed below will be used to determine the point value of your final project. The maximum number of points that can be earned for the project will be 50. You must upload a single link to the integrated, published project on time to your presentation area. Additionally, <b>all students</b> must post an introduction to your project in the showcase discussion area. This introduction must include the project topic and a brief summary of the tools/techniques featured in your project. Failure to follow these instructions will result in a deduction of 5 or more points from the project score. The criteria listed below refer to the list of 6 general areas (see above) covered in the course:</p> <ul style="list-style-type: none"> <li>• Use of 1 to 2 tools/techniques, 40 points</li> <li>• Use of 3 to 4 tools/techniques, 45 points</li> <li>• Use of 5 or more tools/techniques, 50 points</li> </ul> <p>Your participation in the showcase will be graded using the following criteria:</p> <ul style="list-style-type: none"> <li>• Participation as virtual host (willingness and ability to reply to questions/comments regarding your project) (up to 5 pts)</li> <li>• Participation as virtual visitor to other classmates' project showcases and post feedback. The number of projects to be reviewed will be specified at the Blackboard site and based on the final enrollment number. (up to 5 pts)</li> </ul>	Project=50 Showcase=10 Total=60

**B. Performance-Based Assessments** - Discussions/Reviews/Project Work.

To summarize, students will be evaluated in the following areas: Participation in all discussions; management, maintenance and review of your project materials, and overall quality of your final project. Students are expected to keep track of the scheduled assignments for each week, discussions and regular reviews/revisions of project materials.

***Communication***

Working 100% online requires dedication on the part of the instructor/facilitator and the students. As the instructor/facilitator, I rely on you to communicate to me any questions or problems that might arise. In such cases, you need to contact me immediately by email or phone.

***Attendance***

Attendance in the course is mandatory. Simply put, students are expected to participate in all discussions and reviews and make sure you establish a regular line of communication with your team member and the instructor.

**C. Criteria for Evaluation** - The standards by which each activity will be evaluated is provided in the "Assignment Description" column of the table on page 4. Specific deadline dates can be found at the Blackboard course site.

**D. Grading Scale** - Using the following scale, the final grade is based on your performance out of the possible 100 points:

<b>Grade</b>	<b>Points</b>
A	100-90
B	89-80
C	79-70
F	69-0

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS AND RESOURCES

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].