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C&I 341.01: Information Management & Design

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C&I 341
Information Management & Design
Spring Semester 2008
Tuesday & Thursday 12:40 – 2 p.m., ED 315

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Office Hours:
TBA
and by appointment

Required Texts

Adobe Systems Inc. (2008). *Adobe Photoshop Elements 6 and Adobe Premiere Elements 4: Classroom in a Book*. Berkley, CA: Adobe Press by Peachpit Press.

Additional Required Materials:

One 3-ring binder
One 512 MB (or higher) USB Drive

Recommended Reading

Visual Design

Art Theory for Web Design by Jennifer Golbeck; Scott Jones Publisher; ISBN 1-57676-142-8
The Non-Designers Design Book by Robin Williams ISBN 0-321-19385-7. This book gives an excellent overview of basic design practices that are good for both print and web sites.

File Management

Digital Workflow by Penny Ann Dolin; Thomson Delmar Learning; ISBN 1-4018-9654-5

Copyright

Internet Surf and Turf Revealed by Waxer and Baum; Thomson Course Technology; ISBN 1-4188-6006-9

Course Description:

This course covers multiple foci. First, is to provide you with the knowledge, skills, and ability to effectively and efficiently navigate the internet and other electronic resources to locate credible information for use in education and/or business. This also includes developing effective file management strategies, logical versus physical file storage, and using files. The second focus is to use visual language to communicate effectively. You will utilize effective design concepts in print and digital images, and apply critical judgment and the aesthetic principles of graphic design to create professional-looking printed and digital material for the educational and/or business environment. This will include: informational, public relations and/or marketing materials; the effective use of photographs, illustrations, and other images; the design and creation of a variety of publications for educational and/or business use. The last component of this course will incorporate the knowledge, skills, and abilities learned in this course in the creation of digital videos.

Prerequisite:

Successful completion of CS 172, Introduction to Computer Modeling, or consent of instructor.

Student Outcomes:

Students will learn strategies to effectively integrate technology for professional and personal purposes. This class is designed to provide a positive beginning to a lifelong learning process. Upon successful completion of this course, students will be able to:

- Incorporate multimedia in the curriculum.
- Demonstrate good information management habits such as backing up files and organizing files in a logical fashion.
- Demonstrate an understanding of and an ability to use word processing, presentation, and other digital tools, such as cameras, scanners, and recorders, and relevant software to meet a variety of educational and professional needs.
- Locate and evaluate Internet and other electronic resources for use in teaching and learning.
- Use proper email communication techniques and recognize the importance of email ethics.
- Evaluate a variety of print and electronic promotional, informational, and educational documents using effective design concepts.
- Transfer and convert text and graphic data among various software packages
- Produce and incorporate paint-type graphics and draw-type graphics into presentations.
- Utilize digital imaging software to create professional original images, restore and manipulate images for use in print or electronic media.
- Utilize layout and design strategies to produce desktop publishing publications.
- Create interactive multimedia presentations using specialized software.
- Prepare and submit proposals for multimedia projects.
- Present designs to others and negotiate improvements and accommodations based on feedback;
- Digitize video, still images, and audio files and place appropriately within a multimedia program;
- Demonstrate understanding of basic design principles and incorporate those design principles into a professional presentation using a software package.
- Deal appropriately with personal frustration inherent in the use of technology.
- Research a technology topic, write a short paper (2-3 pages) using examples/research from journals and present this technology and uses to the class.
- Identify careers and opportunities related to this course in business, education, and related occupational fields.

Course Format:

The primary means of instruction in this course will be on **doing** rather than **talking about** technology and its uses in educational and business settings. Additional methods will encompass demonstration, modeling, lecture, cooperative learning, discussions, guest speakers, and student-led teaching and presentations.

Assignments should be submitted electronically by the beginning of the class period. All submitted documents should be consistent with upper division university writing; that is, university level grammar, correct spelling, and logical, clear organization. All assignments should be computer generated.

Projects, Presentations, and Activities

Several projects, presentations, and learning activities will be used throughout the term to provide problem solving experience and opportunities for enriching the content covered in class. All written work should be prepared using appropriate word processing and

printing technology and should be checked for correct spelling, punctuation, grammar, and usage.

Major Assignments -- TBA

Assignments:

Assignments are due by the beginning of the class each day. All work should be presented in a professional manner. It should be proofread for spelling and grammatical errors before sending. Your name **must** be included with your submitted assignments. No late assignments will be accepted without prior approval of the instructor and may be subject to a reduction in grade. Assignments may be adjusted at the instructor's discretion. Guidelines for each assignment and grading rubrics will be in the collaboration folder for your guidance.

Assessment:

Rubrics will be distributed which clearly state the requirements and criteria for the successful completion of projects, presentations, quizzes, and participation.

Evaluation:

Projects, Presentations, and Activities	70%
Participation	10%
Final Project	20%

Grading Scale:

A	95-100	C+	81-83
A-	92-94	C	78-80
B+	90-91	C-	76-77
B	87-89	D	68-75
B-	84-86	F	<68
C+	81-83		

Class Policies:

Attendance and Participation: This class is highly participatory, attendance and high levels of participation are mandatory. Please telephone or email the professor **BEFORE** the absence if you cannot make a class, this is common courtesy and a good professional habit to develop.

Tardiness: Class will begin promptly at 12:40 p.m. Please value your class members and arrive on time. Excessive tardiness may be subject to a reduction of your participation grade.

Respect: Each student will make multiple presentations. Treat each member of the class with respect by attending the presentations and giving the student presenting your full attention.

Assignments: Assignments are to be turned in on the specified due date. Should you find it necessary to miss class, you should make arrangements to borrow another class member's notes. You are responsible for knowing what happens in class even when you cannot attend. Late assignments will be accepted only with prior approval of the professor and may be subject to a reduction in grade. Assignments may be adjusted at the professor's discretion.

Disability Statement:

If you have a disability for which accommodations are needed please contact me in the first week

of the semester. We will discuss what accommodations you need and will receive in this course. Also, please contact:

Disability Services for Students (DSS)
Lommasson Center 154
The University of Montana
Missoula, MT 59812

(406) 243-2243 (Voice/Text)
FAX 406-243-5330

Cell Phones and Pagers: Please turn OFF all cell phones and pagers during class.

Academic Integrity:

Cooperative or collaborative learning is encouraged! However, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode>

Emergency Preparedness and Response:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be through the main door, to which you are closest, in the Education Building. If that route is blocked, our secondary route will be through the door at the opposite end of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the south of Education Building – at least 300 feet from the building exit. Our indoor rally point is in the McGill Hall. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.