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### C&I 444.01: Advanced Technology and Supervision

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**C&I 444**  
**Advanced Technology and Supervision**  
**Spring 2008**  
**W 4:10 - 7:00**

|   |  |
|---|--|
| <b>SANDRA WILLIAMS, Ed.D.</b><br><b>EDUC 301</b><br><b>243-4073</b><br><a href="mailto:sandra.williams@mso.umt.edu">sandra.williams@mso.umt.edu</a> | <b>OFFICE HOURS:</b><br><b>Mon. 1-2:30 p.m., Tues. 10-11:30 a.m.,</b><br><b>Thurs. 11:00-noon</b><br><b>and by appointment</b> |
|---|--|

**REQUIRED TEXTS**

Bishop, S. (2006). *Macromedia Dreamweaver 8—Revealed*. Boston: Thomson Course Technology.  
Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*.  
Thousand Oaks, CA: Corwin Press.

**REQUIRED MATERIALS**

512 MB (or larger) USB Drive

**RECOMMENDED READING**

Krug, S. (2006). *Don't make me think: a common sense approach to web usability*, 2<sup>nd</sup> ed. Berkeley,  
CA: New Riders.  
Moran, M. (2008). *Do it wrong quickly: how the web changes the old marketing rules*. Boston:  
Person Education.

**COURSE DESCRIPTION**

The goal of this course is to teach students the essential knowledge and skills to become proficient in creating functional, well-designed web pages and web sites. This course will provide students with extensive hands-on experience in production of multimedia products, specifically for use on the Internet. Emphasis is placed on the design and production process involved in multimedia development. Students will take on various roles to carry out that process, ranging from content expert to quality assurance engineer.

The course begins with the discussion of major shifts of technology, and then concentrates on collaborative tools including blogs, wikis, RSS, social bookmarking, online images, mashups, and podcasting. Students will explore and apply the practical and professional uses of Internet-based technology for the classroom and/or business. Major topics covered in this course include:

- Multimedia concepts and skill development
- Digital image editing techniques
- Web page planning, designing, developing, marketing, publishing, and maintaining
- Computer troubleshooting, maintenance, and upgrade
- Technology/technology lab supervision

Students will use HTML and Macromedia Dreamweaver 8 and other components of Macromedia Studio to create usable web sites by focusing on three main topics using the ADDIE Model:

1. Planning - how to organize your content
2. Design - how to choose an appropriate navigation scheme and "look"
3. Production - how to use Dreamweaver to create and manage your site

|                 |   |
|-----------------|---|
| A nalysis       | topic, audience, purpose, market analysis             |
| D esign         | content, graphical theme, look & feel, navigation     |
| D evelopment    | production of web pages and graphics                  |
| I mplementation | publishing the site, marketing                        |
| E valuation     | review of published site, audience response, revision |

## LEARNING OUTCOMES

After the successful completion of this course students will:

1. Prepare and submit a proposal for a web-based multimedia project.
2. Demonstrate correct use of web page construction and web site management.
3. Design navigation schemes for moving within your multimedia project.
4. Incorporate appropriate interactivity and accessibility into your project.
5. Present your designs to others and negotiate improvements and compromises based on their feedback.
6. Demonstrate teamwork processes when problem solving.
7. Digitize images and/or video and use them appropriately within a multimedia project.
8. Post your site to the Internet and/or the School of Education intranet.
9. Model the importance of oral and written communication in web page design careers
10. Analyze information problems and develop solutions drawing from a wide range of information technology tools and practices.

Additionally, students will demonstrate knowledge and skill in the maintenance, upgrade, and trouble-shooting of personal computers. Through the use of guest experts, technical manuals, and guidance students will learn the basics of:

- How computers work
- How to improve your computer's performance
- How to prevent and remove/isolate computer viruses
- What and why preventative maintenance is vital for computers
- Who, what, when, and whys of computer lab &/or technology supervision

## ASSIGNMENTS

### Exercises, Projects, and Activities

Several exercises, projects 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 processor and printing technology and should be checked for correct spelling, punctuation, grammar, and usage.

Professional Development Portfolio (Web Site) **OR** Web Tutorial (for non-BITE students)

Plan, design and create a web site that meets your plan for a web presence, you may choose the topic for the website. **OR** Plan, design, and create web tutorial containing illustrated step-by-step instructions covering the web site-building skills you learned in this course. See assignment sheets and rubrics for additional information.

### Service-learning Project

The final course assignment will involve a service-learning project, working either individually or in a small group. This web-based project should result in a functional product provided to a community organization or other entity as a service to meet an identified need. See assignment sheet and rubric for additional information.

## 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

## EVALUATION CRITERIA

|                                    |     |
|------------------------------------|-----|
| Exercises, Projects and Activities | 85% |
| Class Participation                | 15% |

## GRADUATE CREDIT

Students taking this course for graduate credit are required to complete an additional project. Please contact the professor to determine the specifics for this project.

## GRADING

|               |         |   |        |   |
|---------------|---------|---|--------|---|
| <b>SCALE:</b> | 90-100% | A | 70-79% | C |
|               | 80-89%  | B | 65-69% | D |

## CLASS POLICIES

### Attendance and Class Participation

Active participation is essential in this class. As working professionals each of us bring different experiences and knowledge to this class and through active participation we will all make this a much richer experience.

Attendance and high levels of participation are mandatory. Please telephone or email the professor BEFORE the absence if you cannot make class; this is common courtesy and a good professional habit to develop.

**Tardiness.** Class will begin promptly at 4:10 p.m. Please value your class member's time 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.

**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.umn.edu/SA/VPSA/index.cfm/name/StudentConductCode>

## 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

## 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 down the east stairs through the east main doors. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- 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 **south of the Education Building** – at least 300 feet from the building. Our indoor rally point is in **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 professor 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.

The School of Education complete Emergency Operations Plan and Emergency Preparedness for Individuals with Special Needs are available at <http://www.soe.umt.edu/about/emergency.shtm>