

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2007

C&I 444.01: Advanced Technology and Supervision

Sandra Williams

University of Montana, Missoula, sandra.williams@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Williams, Sandra, "C&I 444.01: Advanced Technology and Supervision" (2007). *University of Montana Course Syllabi*. 11616.

<https://scholarworks.umt.edu/syllabi/11616>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

C&I 444
Advanced Technology and Supervision
Spring 2007
W 4:10 - 7:00

SANDRA WILLIAMS, Ed.D.
EDUC 301
243-4073
sandra.williams@mso.umt.edu

OFFICE HOURS:
Tues. 8:30 – 9:30 am
Wed. 10 – noon & Thurs. 2 – 4pm
and by appointment

REQUIRED TEXTS:

Bishop, S. (2006). *Macromedia Dreamweaver 8—Revealed*. Boston: Thomson Course Technology.

Shelly, G. B., Cashman, T. J., & Kosteba, L. A. (2006). *Web Design: Introductory Concepts and Techniques* (2nd ed.). Boston: Thomson Course Technology.

COURSE

DESCRIPTION:

The goal of this course is to teach the essential knowledge and skills to become proficient in creating functional, well-designed web pages and web sites. This course will provide you 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. You will take on various roles to carry out that process, ranging from content expert to quality assurance engineer.

Students will explore and apply the practical and professional uses of internet-based technology for the classroom and/or business. Topics covered in this course include:

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

Students will use HTML and Dreamweaver MX 2004 to create 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 |

COURSE OBJECTIVES:

After the successful completion of this course the student 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

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 you will learn the following:

- 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

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

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://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

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.

EVALUATION CRITERIA:

| | |
|------------------------------------|-----|
| Exercises, Projects and Activities | 75% |
| Midterm Exam – Web Design | 10% |
| Final Exam—Dreamweaver | 10% |
| Class Participation | 5% |

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

All assignments are due on the date specified. No late assignments will be accepted without prior approval of the professor and may be subject to a reduction on grade. Assignments adjusted at the professor's discretion.

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

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

ASSIGNMENTS:**Class Participation**

Class participation is expected. As working professionals, everyone has had experiences that can prove beneficial for the class. The reading assignments will help prepare the class for the lecture and discussions. At random, a Discussion Leader may be chosen to lead the class in an in-depth discussion of the reading material. For multiple topics, more than one Leader could be chosen during a class session.

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

One of the course assignments 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. Please see assignment sheet and rubrics for additional information.

Examinations

There will be two (2) examinations during the term, a midterm (covering material from the first class meeting to the date of the exam) and a second comprehensive exam related to any/all material covered during the term.