ePublishing I - A Syllabus

Course Description

If you like designing flyers, then this course is for you. Learn the basics of design for electronic and print media. By the end of the course you will have the skills to design your own CD covers, project covers, flyers, and much more that will make people notice!

Course Standards & Indicators

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Ninth-Twelfth Grade Nature, Concepts and Systems (systems thinking, interactions, and design)

Indicator 1: Students understand the history and progression of technology in relation to the development and design of future technology

Bloom's Taxonomy	Standard	Example
Evaluation	**9-12.NC.1.1 Compare and contrast how societal changes mirror innovations and emerging technologies.**	• Emerging technology effects on future legal issues • How downloading images has affected the photography industry • Matching the appropriate technology to a situation or need • Capabilities and limitations of current and emerging technology resources by assessing their potential to address personal, social, lifelong learning, and career needs • Discern between the electronic and print publishing industries
Evaluation	**9-12.NC.1.2 Predict how the evolution of technology will influence the design and development of future technology.—**	• Relate how historical and current methods of publishing affect technologies. • Reference the Technological Method that provides a standard structure for development of products and/or technologies • Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions

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Ninth-Twelfth Grade Nature, Concepts and Systems (systems thinking, interactions, and design)

Indicator 2: Students analyze the parts of a technological system in terms of input,

Bloom's Taxonomy	Standard	Example
		process, output, and feedback.
Analysis	**9-12.NC.2.1** **Analyze technology systems to make informed choices.**	• Analyze a system to describe the interrelationship between its inputs, process, and output • Analyze the relationship between electronic resources, infrastructure, and connectivity • Analyze how changes in inputs and process affect output • Changes necessary to operate hardware with software • Analyze technology systems and how the parts of the system work together • Identify a system and determine its parts • Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness

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Ninth-Twelfth Grade Nature, Concepts and Systems **(systems thinking, interactions, and design)** **Indicator 3:** Students analyze the relationships and the connections between technologies in different fields of study and how they apply to communities.		
Bloom's Taxonomy	**Standard**	**Example**
Analysis	**9-12.NC.3.1** **Analyze intended and unintended impacts of a system.**	• Cost, time, work, and collaboration involved implementing systems • Discern which type of publication would best meet the needs of the objective, audience, and use
Synthesis	**9-12.NC.3.2** **Integrate technology into school, home and community.**	• Incorporate academic knowledge into a technology project • Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources • Create documents and publications for other purposes • Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Examine Web 2.0 technologies in electronic publications

Evaluation	**9-12.NC.3.3 Evaluate technologies that increase educational and workplace opportunities**	• Existing technology; positive and negative aspects of technology, assistive technology • Capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs

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Ninth-Twelfth Grade Nature, Concepts and Systems **(systems thinking, interactions, and design)**
Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving

Bloom's Taxonomy	**Standard**	**Example**
Evaluation	**9-12.NC.4.1 Compare and contrast other problem-solving and decision-making methods.**	• Compare simplified problem solving methods • Defend and justify a technological solution using a decision making method • Compare and contrast other problem-solving and decision-making methods and choose a method to solve a given problem • Critique publications using attributes of purpose, design and audience elements. • Evaluate design elements • Differentiate between image resolution and printing resolution
Synthesis	**9-12.NC.4.2 Formulate a technological solution using data-driven decision making.**	• Create publications based on the purpose, structure, and intended audience. • Differentiate between image extensions and application • Incorporate and create publications for a real-world business simulation. • Use techniques to evoke the desired emotion in publications

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Ninth-Twelfth Grade Information and Communication Tools
Indicator 1: Students recognize and demonstrate skills in operating technological systems.

Bloom's Taxonomy	**Standard**	**Example**

Synthesis	**9-12.CT.1.1 Incorporate knowledge and enhanced usage skills to create a product.**	• Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others • Contribute to project teams to produce original works or solve problems • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity • Incorporate knowledge and enhanced usage skills to create a product

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Ninth-Twelfth Grade Information and Communication Tools		
Indicator 2: Students use technology to enhance learning, extend capability, and promote creativity.		
Bloom's Taxonomy	**Standard**	**Example**
Application	**9-12.CT.2.1 Utilize a virtual learning environment as a strategy to build 21st century learning skills.**	• Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others • Contribute to project teams to produce original works or solve problems • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity • Utilize a virtual learning environment as a strategy to build 21st century learning skills • Utilize technology tools for communicating and disseminating information.

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Ninth-Twelfth Grade Information and Communication Tools		
Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.		
Bloom's Taxonomy	**Standard**	**Example**
Application	**9-12.CT.3.1 Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.**	• Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others • Contribute to project teams to produce original works or solve problems • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity • Utilize a virtual learning environment as a strategy to build 21st century learning skills • Organize and manage personal/professional information using technology tools • Utilize online resources routinely and efficiently to meet needs of collaboration, research, publication, communication and productivity • Understand, investigate and apply expert systems, intelligent agents and simulations in real-world situations.
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Ninth-Twelfth Grade Information and Communication Processes		
Indicator 2: Students exchange information and ideas for an identified purpose through Information Technologies.		
Bloom's Taxonomy	**Standard**	**Example**
Application	**9-12.CP.2.1 Adapt delivery of communication based on available information technologies.**	• Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Use digital media and environments to communicate and work collaboratively,

		including at a distance, to support individual learning and contribute to the learning of others • Contribute to project teams to produce original works or solve problems • Utilize a virtual learning environment as a strategy to build 21st century learning skills • Organize and manage personal/professional information using multiple technology tools • Utilize online resources routinely and efficiently to meet needs of collaboration, research, publication, communication and productivity • Understand, investigate and apply expert systems, intelligent agents and simulations in real-world situations.

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Ninth-Twelfth Grade Literacy and Decision Making **Indicator 1:** Students use technology to locate and acquire information.

Bloom's Taxonomy	Standard	Example
Synthesis	**9-12.IL.1.1 Design a research project using a variety of technologies to find information to solve a real-world problem.**	• Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Utilize three or more technology tools for communicating information. • Contribute to project teams to produce original works or solve problems • Utilize a virtual learning environment as a strategy to build 21st century learning skills • Organize and manage personal/professional information using technology tools • Utilize online resources routinely and efficiently to meet needs of collaboration, research, publication, communication and productivity • Investigate expert systems, intelligent agents and simulations in real-world situations.

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Ninth-Twelfth Grade Social Interactions		
Indicator 1: Students understand the safe, ethical, legal, and societal issues related to technology**.**		
Bloom's Taxonomy	**Standard**	**Example**
Evaluation	**9-12.SI.1.1 Evaluate the need for acceptable use policies.**	• Identify different types of policies • Compare and contrast other problem-solving and decision-making methods and choose a method to solve a given problem • Compare the schools policy with a business policy • Consequences of virus spreading, file pirating, hacking, packet sniffing, identity theft, encryption • Personal protection through establishing legal ownership of a creative work • Examine role as a digital citizen
Synthesis	**9-12.SI.1.2 Compile a list of immediate and long-range effects of ethical and unethical uses of technology on individual and society.**	• Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources • Advocate and practice safe, legal, and responsible use of information and technology • Exhibit leadership for digital citizenship • Research different types of penalties and consequences for misuse or stealing of copyrighted work

Grading Scale
A   93-100

B   85-92

C   77-84

D   70-76

F   69 and below

Course Policies and Procedures
<u>Attendance</u>

In a hands-on environment such as this, attendance is paramount. Students are expected to be in attendance for class. If students are not present, the absence must be excused in

order for the student to receive credit for course work accomplished on the day they were absent. Any unexcused absences will result in a zero for the day. The student will still be responsible for making up the missing work, but will receive no credit. Assignment due dates will not be extended for unexcused absences. Any tests or quizzes taken on the day of an unexcused absence will automatically be assigned a zero point value.

Attendance and Student ID's

Students coming to class without a valid Central High School ID will be automatically counted absent. The student will have a short amount of time (to be set by the Instructor) to retrieve the ID, or be required to go to the office to get another ID, or a Day Pass. If the student returns to class within the agreed upon period of time, the student will be moved from Absent to Tardy on the Attendance Roster. Students coming to class on a consistent basis without their ID's will be subject to disciplinary action.

Cell Phones

Cell Phones are not allowed in the classroom. Phones brought to class will be confiscated and turned in to the office. Refer to the Student handbook for the discipline matrix for misuse of cell phones.

Extra Credit

Extra credit will be provided at the discretion of the instructor. Extra credit will **not** be available for students who have an insufficient grade because of a lack of effort, missing assignments, or unexcused absences. If a student is interested in extra credit to insure a high grade point average in the class, please inform the instructor right away to make the arrangements necessary.

Coursework

Students are expected to complete all components of the courseware for this class by the required due date. Late work may be given reduced, or no credit. Incomplete assignments, projects, or tests will be given no credit. **All assigned work is required for completion of this course.**

Missing Assignments and Make-up Work

If a student has an excused absence, they have the day they return to school, plus the number of calendar days they were gone to get make-up work completed. Students must plan on spending time *outside of class time* in the lab to get caught up with coursework. It is not possible for us to send a computer home with a student, and the student will be expected to be on task with the group during the next regular class day. Missing assignments must be completed during the student's open hours, before school, or after school. Please visit with the instructor if one-on-one time is needed, and set up a meeting with that instructor. If a student wishes to work on an assignment in the lab and doesn't require the instructor's assistance, they may work in any lab, at any open computer throughout the day.

Copied Work/Cheating

Copying someone else's work, or cheating on any assigned work of any kind will result in all parties receiving no credit. Parents will be notified by the Instructor if students are caught copying or cheating.

Tardies
Students are expected to be in class on time. Students are given three tardies during the semester. Any further tardies may result in detention, or other assignment designated by, and at the discretion of the instructor.

Behavior
Students are expected to use good manners, and be respectful and tolerant of all in the class. They are expected to be a positive, contributing member to the class. Any infraction may result in detention, or other assignment designated by, and at the discretion of the instructor.

Food and Drink in the Lab
Students are allowed to bring water bottles with a cap that can be closed to the lab. No juices, sodas, sports drinks, carbonated beverages, or other types of drinks will be allowed. Water only! Students are not allowed to have gum, candy, or any type of food in the lab.

Supplies
Any supplies required by the instructor will be announced at the beginning of the class. Students will be expected to bring these supplies to every class throughout the semester/year.

CD's, Portable Storage Devices, and Diskettes
Students bringing any type of storage device from home for the purpose of file transfer for course assignments must be sure to have their virus-protection software installed and up-to-date on their home machines. All storage devices must be scanned for viruses before any file transfer will be allowed. Students must inform the instructor when they have such a device, and the instructor will assist in the virus scanning process.

E-mail and Attachments
E-mail is forbidden in the lab, unless otherwise specified by the instructor. No attachments may be opened by the student on any school computer without the express permission of the classroom instructor, and only if that file was sent by the student themselves as a method of file transfer for required course material.

Music CDs and CD Players
Music CDs and CD players are forbidden in the lab. Any that are discovered by the instructor will be confiscated. Confiscated items will be turned in to the office.

Computer and Internet Games
There will be NO computer or Internet games in the lab. Students need to be prepared with academically engaging material they can utilize if they finish early with an

assignment, project, or exam. Students will not be allowed outside of the classroom to retrieve materials, they must bring them to class. Infraction of this guideline may result in disciplinary action.

Course Modules

- The world of print.
- Analysis of print.
- Career opportunities in the field of electronic publishing.
- Electronic publishing basics.
- Publishing projects.