

# MultiMedia - A Syllabus

## Course Description

*Completion of Information & Communication Technology is highly recommended for success in this class.*

So you think you know what you are doing on the computer? Bring your skills to the place you bring presentations, animations, graphics and sound together. You will learn how to apply presentation and animation software, graphics and sound editors, and more producing dynamite presentations. In addition learn clever ways in using scanners, digital cameras and digital video camera.

## Course Standards & Indicators

<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Nature, Concepts and Systems</b>		
<b>Indicator 1:</b> Students understand the history and progression of technology in relation to the development and design of future technology		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Evaluation)	9-12.NC.1.1 Compare and contrast how societal changes mirror innovations and emerging technologies.	<ul style="list-style-type: none"> <li>• Emerging technology effects on future legal issues</li> <li>• How downloading music has affected the music industry</li> <li>• <b>Example:</b> Compare how people responded to emergencies in the past as compared to today.</li> <li>• <b>Example:</b> Science 9-12.S.5.2</li> <li>• <b>Example:</b> Science9-12.S.2.1</li> </ul>
(Evaluation)	9-12.NC.1.2 Predict how the evolution of technology will influence the design and development of future technology	<ul style="list-style-type: none"> <li>• <b>Example:</b> Relate how historical and current events affect the design of new technologies</li> <li>• -View the Connections video series or read Pinball Effect by James Burke</li> <li>• <b>Example:</b> Reference the Technological Method that provides a standard structure for development of products and/or technologies</li> <li>• <b>Example:</b> The more we e-mail or create electronic documents, the more need there is for digital storage</li> <li>• <b>Example:</b> The FAX machine is an example of the convergence of the telephone, a scanner and a printer</li> <li>• <b>Example:</b> Read magazines such as Business 2.0 and Business Week</li> </ul>

		• <b>Example:</b> Science 9-12.S.2.2
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<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Nature, Concepts and Systems</b>		
<b>Indicator 2:</b> Students analyze the parts of a technological system in terms of input, process, output, and feedback.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Analysis)	9-12.NC.2.1 Analyze technology systems to make informed choices.	<ul style="list-style-type: none"> <li>• Analyze a system to describe the interrelationship between its inputs, process, and output               <ul style="list-style-type: none"> <li>○ Example: Analyze a production process in terms of its product</li> <li>○ Example: Analyze e-mail in terms of its inputs, process, and output</li> <li>○ Example: Analyze the relationship between electronic resources, infrastructure, and connectivity</li> <li>○ Example: Writing 10.W.1.1</li> </ul> </li> <li>• Analyze how changes in inputs and process affect output               <ul style="list-style-type: none"> <li>○ Example: Landline vs. mobile phone, hardwire vs. wireless</li> <li>○ Example: Changes in hardware and software</li> </ul> </li> </ul>
(Evaluation)	9-12.SI.2.2 Compare and contrast society's influence on technology and technology's influence on society.	<ul style="list-style-type: none"> <li>• Informational technology vs. production technology</li> <li>• Identify Cultural factors: age, religion, sex, political               <ul style="list-style-type: none"> <li>○ Ads on identify theft</li> <li>○ Training for businesses, workplaces</li> <li>○ Discuss the emergence of new "11" numbers as a result of influence of technology, i.e. 211,511,411</li> <li>○ Science 9-12.S.2.1</li> </ul> </li> </ul>

<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Nature, Concepts and Systems</b>		
<b>Indicator 3:</b> Students analyze the relationships and the connections between technologies in different fields of study and how they apply to communities.		
<b>Bloom's</b>	<b>Standard</b>	<b>Example</b>

<b>Taxonomy</b>		
(Analysis)	9-12.NC.3.1 Analyze intended and unintended impacts of a system.	<ul style="list-style-type: none"> <li>• Social networks (MySpace, FaceBook) impact on society</li> <li>• Cell phones and text messaging in schools</li> <li>• Chat and Blogging</li> </ul>
(Synthesis)	9-12.NC.3.2 Integrate technology into school, home and community.	<ul style="list-style-type: none"> <li>• Incorporate academic knowledge into a Technology project</li> <li>• Incorporate on-line financial information into a Community Action program</li> <li>• Include gaps coordinates to map community manhole covers on streets being resurfaced</li> <li>• Use on-line credit reports, on-line credit applications, and on-line research tools (ie, carfax, Consumer Reports, Kelly's On-line, on-line surveys, Epinions (epinions.com) to make a home purchasing decision (home purchase, loan, student loan, appliance, etc</li> <li>• Social Science 9-12.G.1.1</li> <li>• Social Science 9-12.G.1.2</li> <li>• Social Science 9-12.E.1.5</li> <li>• Writing 9.LVS.1.4</li> <li>• Writing 12.LVS.1.3</li> </ul>
(Evaluation)	9-12.NC.3.3 Evaluate technologies that increase educational and workplace opportunities	<ul style="list-style-type: none"> <li>• Existing technology; positive and negative aspects of assistive technology</li> <li>• Internet job searches</li> <li>• On-line learning (free tutorials to expand personal knowledge)</li> </ul>

### Multimedia I

#### Ninth-Twelfth Grade Nature, Concepts and Systems

**Indicator 4:** Students understand the purpose and demonstrate the use of the design process in problem solving.

<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Evaluation)	9-12.NC.4.1 Compare and contrast other problem-solving and decision-making methods.	<ul style="list-style-type: none"> <li>• Scientific vs. Technological</li> <li>• Compare simplified problem solving methods</li> <li>• Math 9-12.S.2.1</li> <li>• Math 9-12.S.2.2</li> </ul>
(Synthesis)	9-12.NC.4.2 Formulate a technological	<ul style="list-style-type: none"> <li>• Marzano's Decision-Making Model</li> <li>• Math 9-12.S.1.1</li> </ul>

	solution using data-driven decision making.	
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<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Social Interactions</b>		
<b>Indicator 1:</b> Students understand the safe, ethical, legal, and societal issues related to technology.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Evaluation)	9-12.SI.1.1 Evaluate the need for acceptable use policies.	<ul style="list-style-type: none"> <li>• Identify different types of policies</li> <li>• Critique common elements of policies               <ul style="list-style-type: none"> <li>○ (compare the bill of rights with acceptable AUP and discuss the correlation to freedom of speech)</li> <li>○ (compare the schools policy with a business policy)</li> <li>○ compare HS to college</li> </ul> </li> </ul>
(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.	<ul style="list-style-type: none"> <li>• Personal protection through establishing legal ownership of a creative work               <ul style="list-style-type: none"> <li>○ Copyright of work</li> </ul> </li> <li>• Cost (\$, emotional, criminal)               <ul style="list-style-type: none"> <li>○ Research different types of penalties and consequences for misuse or stealing of copyrighted work</li> </ul> </li> <li>• Consequences of virus spreading, file pirating, hacking, packet sniffing, identity theft, encryption               <ul style="list-style-type: none"> <li>○ Research how the lives of victims and perpetrators (i.e. Kevin Mitnick) are changed due to the above practices.</li> <li>○ Analyze how business (i.e. banking, financial) practices have changed to protect information</li> </ul> </li> </ul>

<b>Multimedia I</b>
<b>Ninth-Twelfth Grade Information and Communication Tools Grade Standards, Supporting Skills, and Examples</b>
<b>Indicator 1:</b> Students recognize and demonstrate skills in operating technological

systems.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Synthesis)	9-12.CT.1.1 Incorporate knowledge and enhanced usage skills to create a product.	<ul style="list-style-type: none"> <li>• Include a data table in a science lab report</li> <li>• Math 9-12.S.1.3</li> <li>• Writing 9.LVS.1.2</li> <li>• Science 9-12.N.2.1</li> </ul>
(Application)	9-12.CT.1.2 Apply strategies for identifying and solving routine hardware and software issues.	<ul style="list-style-type: none"> <li>• Online help menu</li> <li>• Voice call lines –tech support</li> </ul>

<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Information and Communication Tools Grade Standards, Supporting Skills, and Examples</b>		
<b>Indicator 2:</b> Students use technology to enhance learning, extend capability, and promote creativity.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Application)	9-12.CT.2.1 Utilize a virtual learning environment as a strategy to build 21st century learning skills.	<ul style="list-style-type: none"> <li>• critical thinking skills</li> <li>• collaboration</li> <li>• information and literacy skills</li> <li>• decision making</li> <li>• Enroll in an online learning class</li> </ul>
(Application)	9-12.CT. 2.2 Investigate to apply expert systems, intelligent agents, and simulations in real-world situations.	<ul style="list-style-type: none"> <li>• Using a virtual chemistry laboratory</li> <li>• Dissect a frog on the computer</li> <li>• Using context sensitive help system with computer software</li> </ul>
(Application)	9-12.CT.2.3 Utilize online information resources routinely and efficiently to meet needs for collaboration, research, publication, communication, and productivity.	<p><b>Example:</b> Utilize online reservation systems and ticket booking</p> <p><b>Example:</b> Plan a trip using online airline schedules</p> <p><b>Example:</b> Writing 9.LVS.1.4</p> <p><b>Example:</b> Writing 11.W.1.2</p>

<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Information and Communication Processes Grade Standards, Supporting Skills, and Examples</b>		
<b>Indicator 1:</b> Students understand the purpose of information technologies to communicate with a variety of collaborators.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Synthesis)	9-12.CP.1.1 collaborate with external peers, experts, and others by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.	<ul style="list-style-type: none"> <li>• Think quest, online project, Course ware, Wiki</li> <li>• Writing 12.W.1.1</li> </ul>

<b>Multimedia I</b>		
<b>Ninth-Twelfth Grade Information and Communication Processes Grade Standards, Supporting Skills, and Examples</b>		
<b>Indicator 2:</b> Students exchange information and ideas for an identified purpose through Information Technologies.		
<b>Bloom's Taxonomy</b>	<b>Standard</b>	<b>Example</b>
(Application)	9-12.CP.2.1 Adapt delivery of communication based on available information technologies.	<ul style="list-style-type: none"> <li>• WebCT, Blackboard, Wiki, Blog, Share drives/Share Points, Tracking changes in documents, Create a tutorial using Flash, Camtasia, or other recording technology</li> <li>• Social Science 9-12.G.1.1</li> <li>• Social Science 9-12.G.1.2</li> <li>• Social Science 9-12.G.1.2A</li> <li>• Writing 10.W.1.3</li> <li>• Writing 12.W.1.1</li> </ul>

### **Grading Scale**

A 93-100

B 85-92

C 77-84

- D 70-76  
F 69 and below

## **Course Policies and Procedures**

### Attendance

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.

### 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. Any missing work will result in a failing grade for 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**

- Utilization of peripheral devices to capture images.
- Creation and manipulation of bitmap and vector graphics.
- Simple animation.
- Sound conversion.
- Utilization of a presentation application to create a multimedia product.