



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course: EDIT5343VC01 – ADVANCED WEB MASTERING

Instructor: Dr. Dave Stamper

210-916-3745 (during day) after 6:00 PM (210) 490-8758

cell 210-332-3484 (emergency only)

Dave_Stamper@sbcglobal.net

Class hours: Scheduled via IM or by phone call (see below for more on assistance)

Room: Online

Resources:

- **Textbook:** Cashman-Shelly, Microsoft Office FrontPage 2003: Comprehensive Concepts and Techniques, Coursecard Edition ISBN:13:978-1-4188-5946-6©2007, ISBN: 10:-1-4188-5946-X
- **Software:** Microsoft® FrontPage 2003

Catalog Description: Advanced skill-building in how to use and teach web mastering to instruct, solve problems and communicate. Course content based upon national Essential Knowledge and Skills. Software applications will be Microsoft Windows Accessories, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Internet Explorer and Microsoft FrontPage. \$50.00 Fee

COURSE OVERVIEW: Course analyzes various learning systems, associated learning theories, and educational and training systems techniques used in the instructional programs. It will also give practical and substantial assistance to teachers and other instructors in technical design using the Internet and Web as the primary delivery vehicle for instruction. In addition, students will be able to apply ISD (Instructional Systems Design) through preparation of a home page, additional information pages and ultimately an interactive, a web-based lesson, for deployment to the Internet and the Web. The didactic portion of the course will include storyboarding, making of web pages in HTML, interactivity through links, and graphics development.

Course Description: This course will train instructors and educators to use Microsoft® Office 2003 (PowerPoint & FrontPage) programs creatively and effectively in the classroom and workplace. Office 2003 includes the following programs:

- Microsoft PowerPoint® 2003 enables the teacher and students to create dynamic presentations by using new animation tools, design templates, formatting techniques, and more.
- Microsoft FrontPage® 2003 allows the teacher and students to use web design templates, HTML editor and organization graphic interface as well as using links

Complete online exercises/assignments/projects:

– **Online work/projects are assigned on Monday of each week and are due by NLT Sunday of the following week**

-- Complete two original projects – One HomePage & Interactive Online Web-Based Learning Complete exam(s)

COURSE PREREQUISITE: COSL 1300 or EDIT 2310

COURSE EVALUATION:

Category	Point Value	Percentage
Tests (1 & 2@ 75 pts each) Online Assessment	150	18%

Needs Assessment Worksheet (Word)	25	3%
Storyboards 1 (HomePage) 1 per page (4) 10pts each	40	5%
Storyboards 2 (Learning Project) 1 per page (12) 10pts each	120	15%
WebPages Development Exercises (Graphics/FP*)	300	38%
Completed Final Web-Learning Project (FP)	170	21%
Totals	800	100%

#FP = FrontPage

Online Assessment/WBU Blackboard

Test 1	75 pts
Test 2	75 pts

Computer Exercises Point System:

Graphic (Using Clipart) Development Exercise 1	50 pts
Graphic (Photodownload from Web & PowerPoint) Development Exercise 2	50 pts
Graphic- Chart-Send from Excel to PowerPoint Then Save Exercise 3	50 pts
Word Transfer-Table Exercise 4	25 pts
FrontPage Exercise 5	50 pts
Home Page Exercise 6	75 pts
Total Possible pts	300 pts

TECHNOLOGY APPLICATIONS STANDARDS FOR ALL BEGINNING TEACHERS

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Computation of final grade: Explained in Course Requirements

University Grading System:

A	900-1000
B	800-899
C	700-799
D	600-690
F	below 600

	Cr	For Credit*
NCR		No Credit
I		Incomplete**
W		Withdrawal
X		No grade given
IP		In Progress

* A grade of CR indicates that credit in semester hours was granted but no grade or grade pts were recorded.

**A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

Equivalency based on point system of 850 pts Max:

A	720-800
B	640-719
C	560-639

Attendance Policy: Students are expected to make class attendance with punctuality a priority. More than 25% of class time missed will result in a grade of F. Students are encouraged to communicate promptly with the professor and/or classmates in case of an unavoidable absence in order to keep pace with the requirements of the course. Absences due to school activities require advance notice from the student and school sponsor. Percentage pts will be deducted from the final accumulation of pts for each unexplained or inexcusable absence. An example of an unexcused absence is oversleeping. You are training to be a professional. If you wouldn't use the excuse for your boss/principal, don't use it as excuse for your absence from this class. You will never be better as a teacher than you are a student.

Note: Any student who, because of a disabling condition, may require some special arrangement in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Additional help/assistance:

You can call me at work from 7:00 AM to 4:00 PM, Monday - Friday at (210)-**916-3745 (BAMC)** or after 9:00 PM and on weekends at 210-**490-8758**. **Urgent assistance: PGR: 210-513-9960**

E-mail: dave_stamper@sbcglobal.net

Work: david.stamper@amedd.army.mil **(Emergency only)**

EDIT 5343, Winter 2008- 2009 Projected WEEK BY WEEK RUN-DOWN

WEEK #	<u>Tasks and Homework</u>
<u>1</u> 10 Nov	BOOK* FP 4-78 <u>Blackboard Lesson Notes**</u>: Multimedia & Web Design Phase I (Background on Design-Explains needs for Needs Assessment)
<u>2</u> - 24 Nov	Needs Assessment (WORD doc) Exercise #1 <u>Turn In</u> Book: FP 82-153
<u>3</u> 1 Dec	Exercise #2 Turn-In Book: FP:154-232
<u>4</u> 8 Dec	Exercise #3 Turn-In Review for Test 1 (Book + Lesson Notes Multimedia) Book: FP 233-252
<u>5</u> 15 Dec	Test 1 (Book + Lesson Notes Multimedia) Ex #4 Turn In
<u>6</u> 6 Jan	Ex #5 Turn In FP 482-519
<u>7</u> 13 Jan	Storyboards for Homepage (Word Doc:Minimum of 4) FP 540-600
<u>8</u> 20 Jan	Ex #6 Review for Test 2 (Book + Lesson Notes: Functions of FrontPage 1 &2)
<u>9</u> 27 Jan	Test 2
<u>10</u> 3 Feb	Storyboards for Final Web Project (Word Doc 12 pages minimum)
<u>11</u> 10 Feb	Web-Based Project

*BOOK refers to Cashman-Shelly, Microsoft Office FrontPage 2003: Comprehensive Concepts and Techniques, Coursecard Edition ISBN:13:978-1-4188-5946-6©2007, ISBN: 10:-1-4188-5946-X

**Lessons Notes consist primarily of PowerPoints which explain the process of IDS, and FrontPage notes not in your textbook.

**EDIT 5343 Needs Assessment Worksheet
(Problem Statement/Data Analysis)**

Name:			
Date:			
Pts Possible:	25	Pts Attained	

Situation: You have been hired as an educational consultant to diagnose a problem brought to you by Joe-Bob’s Widgets, the actual CEO himself. He’s having a problem competing with a German widget maker, and has recently upgraded his equipment to be able to compete in the world widget marketplace. The equipment has been installed, but production has actually fallen off, by 30% in the first quarter. You have been hired to diagnose the problem, determining if one, it is a training problem, and two, can you fix it. Mr. Bob is particularly interested in doing training online if training is the issue, and would like go “web interactive” since he also has a couple of widget factories in Mississippi. So, complete the rest below and return :

1. Statement of the problem (5 PTS):

2. Data collection methods used (5 PTS):

3. Data analysis (10 PTS)

A. Job goals: (5)

B. Potential solutions: (5)

4. Recommendations to resolve the training situation (5):

VOED 5343: FINAL WEB PROJECT EVALUATION SHEET

OVERALL SCORE (170 PTS)

Name: _____

I. Project Planning: _____ (60 pts subtotal)

1a/1b DESCRIPTION OF SUBJECT MATTER (25 pts) Narrative

1aTotal (20)		No (0)
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A. Broad, all encompassing (5 pts)

Excellent (5)	Good (4)	Satisfactory (3)	No (0)
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B. Student characteristics (5 pts)

Specific (5)	Too General (5)	Satisfactory (3)	No (0)
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C. Prerequisite Skills Identified (5 pts)

Specific (5)	No (0)
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D. Terminal or Work Objective (5 pts)

Specific (5)	No (0)
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1b. DESCRIPTION OF SUBJECT MATTER (5 pts) Narrative

Detailed/Logical (5)		No (0)
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2 AIMS/Objectives 3 Objectives (45 pts)

2a AIMS/Objectives (Lesson Objective 1 (15 pts)

Subtotal (15 pts)		No (0)
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2a-1. DESCRIPTION OF CONDITIONS (5 pts)

Specific (5)	No (0)
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2a-2. CRITERIA FOR PERFORMANCE (5 pts)

Specific (5)	No (0)
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2a-3. ACTION VERB (5 pts)

Specific (5)	No (0)
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2b. AIMS/Objectives/Goals (15 pts) Depends on number of learning objectives

Subtotal (15)		No (0)
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2b-1. DESCRIPTION OF CONDITIONS (5 pts)

Specific (5)	No (0)
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2b-2. CRITERIA FOR PERFORMANCE (5 pts)

Specific (5)	No (0)
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2b-3. ACTION VERB (5 pts)

Specific (5)	No (0)
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2c. AIMS/Objectives/Goals(15 pts) Depends on number of learning objectives

Subtotal (15)		No (0)
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2c-1. DESCRIPTION OF CONDITIONS (5 pts)

Specific (5)	No (0)
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2c-2. CRITERIA FOR PERFORMANCE (5 pts)

Specific (5)	No (0)
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2c-3. ACTION VERB (5 pts)

Specific (5)	No (0)
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3. Lesson: LEARNING PREPARATION/MOTIVATION (15 pts) _____

3a. GRAPHICS APPROPRIATE TO ADULT LEARNER (10 pts)

<input type="checkbox"/> YES (5)	<input type="checkbox"/> No (0)
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3b. Motivation page layout appropriate (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4. Lesson: Presentation (85 pts) _____

4A. OBJECTIVE SEQUENCING IS APPROPRIATE (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4B. LINKS APPROPRIATE THROUGHOUT LESSON (10 pts) reads easily

<input type="checkbox"/> Specific (10)	<input type="checkbox"/> No (0)
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4C. LESSON FLOWS (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4D. FEEDBACK INCLUDED THROUGHOUT THE LESSON (15 pts)

<input type="checkbox"/> YES (15)	<input type="checkbox"/> No (0)
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4E. REVIEW INCLUDED (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4F. CLOSURE FOR EACH TEACHING POINT (EFFECTIVE CLOSURE PROVIDED FOR EACH TEACHING POINT) (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4G. SUMMARY (INCLUDES CLOSURE FOR LESSON AND PREP FOR NEXT LESSON) (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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4H. SUGGESTED ACTIVITIES OR READINGS INCLUDED (INCLUDES CLOSURE FOR LESSON AND PREP FOR NEXT LESSON) (10 pts)

<input type="checkbox"/> YES (10)	<input type="checkbox"/> No (0)
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GRAMMAR/SPELLING DEDUCTIONS (5 PTS EACH MISTAKE) Total Errors		X5	TOTAL PTS DEDUCTED	
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