



### Course Syllabus

<b>EDTC 5060.04</b>	<b>Educational Software: Creating a Digital Video – PC</b>	<b>Summer 2006</b>
<b>WEBH 221</b>	<b>Elaine McKenna 314.223.3057 (cell) Office hours by appointment emckenna@webster.edu</b>	<b>Credit hours - 2</b>

#### 1. COURSE DESCRIPTION:

This class will address the use of computer and digital video technologies to teach higher level thinking skills in the K-12 classroom. Windows Movie Maker 2 is the latest version of the easy-to-use software that has encouraged so many PC users to make their own desktop movies. Movie Maker 2 gives you easy-to-learn effects that let you do your digital storytelling in even more visually interesting ways without the use of a technical manual. Emphasis will be placed on the process of planning, shooting, editing, and presenting a movie. It is played using Windows Media Player on a PC.

#### 2. LEARNING OUTCOMES:

	<b>Course Outcomes</b>	<b>ISTE Standards, SOE Goals, and SOE Dispositions Addressed</b>
	This course will enable the student to do the following:	SOE Goals and Dispositions <a href="http://www.webster.edu/gradcatalog/schoolofed_mission.html">http://www.webster.edu/gradcatalog/schoolofed_mission.html</a> ISTE NETS*T <a href="http://cnets.iste.org/teachers/t_stands.html">http://cnets.iste.org/teachers/t_stands.html</a>
1.	become familiar with using digital cameras and camcorders.	ISTE NETS*T 1, 2, 5, and 6 SOE Goals 1, 2, and 3 SOE Dispositions 1 and 3
2.	develop storyboards to begin video development.	ISTE NETS*T 2, 3, 4, and 5 SOE Goals 1 and 2 SOE Dispositions 1, 2, and 3
3.	select appropriate scenes, lighting, timing, and content for the video.	ISTE NETS*T 2, 3, and 5 SOE Goals 1 and 4 SOE Dispositions 1 and 2
4.	become familiar with Windows Movie Maker 2 software to capture, edit, and present the video.	ISTE NETS*T 1, 2, 5, and 6 SOE Goals 1 and 2 SOE Dispositions 1 and 3
5.	become familiar with the variety of presentation formats that can be used in a classroom.	ISTE NETS*T 2, 3, and 5 SOE Goals 1,2, 3, and 4 SOE Dispositions 1, 2, and 3

**3. Schedule of Required Readings, Class Preparations and Assignments, Lectures, Discussions, Student Presentations, Out-Of-Class Assignments and Exams.**

<p><b>Session 1</b></p>	<p>Personal introductions  Overview of Movie Maker 2 with demonstrations of student and teacher projects  Hands-on instruction with digital cameras  Development of shooting schedule with digital equipment  Readings  <i>Part 1- Getting Started</i>  <i>Chapter 1: Getting Your PC Ready for Movie Maker 2</i>  <i>Chapter 2: Creating Watchable Video</i>  <i>Chapter 3: Getting Started with Movie Maker</i>  Discussion activities</p>
<p><b>Session 2</b></p>	<p>Hands-on instruction with Movie Maker 2 tutorial  Discussion of file management  Presentation of the following concepts: concept development, storyboarding, use of digital cameras, lights, sound, and timing of clips  Discussion of the exporting, presentation, and size of movies before the shooting process begins  Article Review Presentations  Discussion activities</p>
<p><b>Session 3</b></p>	<p>Discussion of Copyright and Fair Use Guidelines  Movie Maker 2 tutorial continued – including advanced features  Shooting schedule begins  Lab work time  Readings  <i>Part 2 - Gathering your Assets</i>  <i>Chapter 4: Capturing DV</i>  <i>Chapter 6: Working with Still Images</i>  <i>Chapter 7: Importing Music</i>  <i>Chapter 8: Working in the Contents Pane</i>  Article Review Presentations  Discussion activities</p>
<p><b>Session 4</b></p>	<p>Movie Maker 2 tutorial continued – including advanced features  Shooting schedule continues  Lab work time  Article Review Presentations  Discussion activities</p>
<p><b>Session 5</b></p>	<p>Movie Maker 2 capturing, editing, and exporting  Shooting schedule is completed  Lab work time  Evaluation criteria discussed  Readings  <i>Part 3 - Editing</i>  <i>Chapter 9: Trimming and Assembling Your Movie</i>  <i>Chapter 10: Using Transitions</i>  <i>Chapter 11: Applying Special Effects</i>  <i>Chapter 12: Working with Audio</i></p>

	<p><i>Chapter 13: Designing Titles and Credits</i>  <i>Part 4 - Output</i>  <i>Chapter 16: Outputting Digital Files</i>  Article Review Presentations  Discussion activities</p>
<b>Session 6</b>	<p>Exporting movies  Planning a classroom presentation  Lab work time  Discussion activities  Article Review Presentations  Test over creating a digital video</p>
<b>Session 7</b>	<p>Completion of projects  Lab work time  Article Review Presentations  Discussion activities</p>
<b>Session 8</b>	<p>Individual movie presentations  Discussion activities</p>

#### 4. RESOURCES:

**Textbook:** required

Ozer, Jan. (2004) *Movie Maker 2 for Windows: Visual QuickStart Guide*. Peachpit Press.

**Supplemental Readings:** (Optional reading)

Field, Billy. (2000) *Make a Movie That Tells a Story*. Tuscaloosa: William Field.

(Used for supplemental information on making movies with students in the classroom,)

**Audio-visual/other:** TBA

**Library Readings:** Articles from current professional journals on issues related to the use of digital video equipment and/or video applications in education.

#### 5. EVALUATION / GRADING SCALE:

A/A-	Superior graduate work (100%– 93%= A, 92%– 90% = A-)
B+/B/B-	Satisfactory graduate work (89% – 88% = B+, 87% – 83% = B, 82% – 80% = B-)
C	Work that is barely adequate as graduate-level performance (79% – 70%)
F	Work that is unsatisfactory (69% and below)

Note: All papers/projects will be returned via a self-addressed, stamped envelope. Papers are not available for pick-up in the SOE office.

Assessments	Percentage of Grade
Participation	10%
Article review	15%
Test over Creating a Digital Video	15%

Still Picture Movie Project	30%
Digital Video Movie Project	30%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

**I plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it into me.**

**6. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

**7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

**8. ATTENDANCE:**

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class.

**Please note that we only meet 8 days; therefore, each meeting is crucial.**

**The instructor reserves the right to lower the final grade by a letter grade for absences.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

**NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.**

**9. OTHER**

It is an expectation that all movies created in the course will have an educational focus.

**10. STANDARDS / GOALS:**

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

**ISTE NET Standards:**

**1. Technology operations and concepts.**

Teachers demonstrate a sound understanding of technology operations and concepts.

**2. Planning and designing learning environments and experiences.**

Teachers plan and design effective learning environments and experiences supported by technology.

**3. Teaching, learning, and the curriculum.**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

**4. Assessment and evaluation.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

**5. Productivity and professional practice.**

Teachers use technology to enhance their productivity and professional practice.

**6. Social, ethical, legal, and human issues.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**The School of Education (SOE) Goals:**

**1. The knowledgeable learner:**

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

**2. The informed instructor:**

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

**3. The reflective collaborator:**

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

**4. The responsive educator:**

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

**The School of Education (SOE) Dispositions:**

**1. Understands and Respects Self**

**2. Understands and Respects Others**

**3. Understands and Respects Professional Communities**

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

***This syllabus is subject to change at the discretion of the instructor.***