2691Y   Virtual Media   Syllabus

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual and should be expected.

Course Description

This course is designed for the individual who is interested in graphics and media creation. Students will use the Adobe Creative Suite (CS3) to work through various forms of animation, original creation, digital manipulation, and production. Students will also be required to write their own scripting sequence as well as know and understand vocabulary specific to the programs.

This is a challenging course that is designed for the individual who is interested in graphics and media creation. Students will use the Adobe Master Collection to work through various forms of animation, original creation, digital manipulation and production. Students will also be required to develop their own storylines, scripting sequence, sound files and have a good working knowledge of the vocabulary that is unique and necessary in these areas. Students will also be using digital cameras, green screen/chromo key and need to have the vocabulary associated with the field of photography.

Students are required to:

- produce and manipulate digital photos
- create and illustrate comics
- create, edit, produce and original movie/ animation using their skills
- create an original soundtrack
- take digital photographs
- know the language associated with photography
- work with web2.0 tools to produce a variety of projects

Students will understand the interdisciplinary relationship that exists between science, math, technology, literature, and the creation of music, art and graphic design. Students will have an understanding of the careers and career potential associated within these areas and activities. The work is project based; the focus is on the technical applications of the programs that are used. Artistic talent is not required. This class is modeled on College level learning and expectations; it provides a great introduction for students to see how the college environment works.

Learning Outcomes

By the end of this course students will have worked with programs from the Adobe Master Collection such as Photoshop, Illustrator, Flash, AfterEffects, other programs like MovieMaker, PowerPoint, Comic Life as well as a number of other Web2.0 tools such as Storybird, BitStrips, ToonDoo, Wordle,and Animoto. Students should be proficient in creating presentations and visual supports using the new media learned that incorporate these new Medias and skillsets. Students will also need to develop and maintain their professional portfolio online in the form of a website they create and maintain. While this list of software, web tools and programs is

comprehensive it may be altered during the course to accommodate new tools and other available programs deemed important in the learning. Students will learn not just the tools provided in these programs but create projects that can be adapted for future projects. Part of every marking period requires students to develop a blog that is reflective writing and will evaluate the work they have done for the marking period, analyze the project components, compare past projects to the current project and apply the new knowledge to future projects and connect the learning between the Adobe Master Collection programs to each new project and program. Students will be required to evaluate their personal learning styles and to work toward mastery of technical reading skills as they apply to the new standards for Technology grades 9-12. During the course of the year students will be exposed to a variety of careers that connect and are encouraged to explore both the careers and the colleges associated with both.

Teaching Philosophy

It is my goal to assist the curious in their quests, incite a spark of curiosity where none exists and to engage others in information-seeking behaviors relevant to the pursuit of their own interests. In my role as an educator it is essential to not only support the curriculum, but also to provide students with knowledge and skills that will lead to lifelong learning.

It is my personal belief that information literacy is a skill that can be taught. Information literacy is a 21st century skill that is developed through a collaborative, inquiry-based learning experience. I envision my experiences in the classroom to expand my role as both a resource for the students, but to also empower the students to expand their roles and teach what they learn to others.

The classroom should be a safe and inviting environment that is conducive to learning and engagement, a place where students can have fun learning, and to learn to love and appreciate reading, learning, and become part of the process. I believe that it is the active engagement of technology into the learning that will take students into the 21st century and help captivate the imaginations of students as they grow their own talents and pursue their own interests.

As a lifelong learner I hope to share my love for learning with all my students.

Instructional Methods

This course is structured to incorporate and provide multiple learning styles for students to try. There are short 10 minute lectures and instruction, video, tutorials, PowerPoint Step by Step, pictorial guides, etc. Each marking period will focus on learning a new set of skills and then putting those skills to work on a project. There are rarely group projects but when we are working with the photography you will be paired with someone. You may also choose to work with someone for research but the presentations and projects will need to be your own.

Assignments are provided in a digital format and are available online 24/7 at my website:
http://www.ksreyes.jimdo.com

Student Conduct and Discipline

It is the responsibility of each student to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the RCSD Code of Conduct which is available to all registered students each academic year both in print and digital format.

Course Policies and Requirements

It is the responsibility of each student to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the RCSD Code of Conduct which is available to all registered students each academic year both in print and digital format. The information below applies directly to this course and the requirements of the course during the course of the year.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the teacher. In this course, regular attendance is essential to success in the class.

Special Note: *no assigned work is excused because of absence, no matter what the cause. You are expected to submit the required work upon your return. I am available afterschool for students to make up work when they return from an absence. Records of class attendance are kept by the teacher as well as the attendance office.*

Absences

The student is encouraged to notify the teacher as soon as possible regarding the absence, preferably in advance of the assignment due dates. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. There are no extensions beyond what has been outlined here.

The student is required to participate and follow the RCSD Code of Conduct as it applies to absences and excused absences.

Grading

The grades are all calculated using rubrics which are available for each project. These rubrics are available for you to look at from the beginning of each marking period and posted for you to follow. Grades for this class are based on projects submitted as they follow the rubric, a blog which also has a rubric assigned to it, and overall

participation and attendance are also factored in. Keep in mind, while the weighting of amount of points for the different assignments and tasks are provided below grading can be adjusted for individual assignments and changes made throughout the year as deemed necessary.

Final Grade Elements for the Virtual Media Coursework and class:

Percent / Point Value	Item
10	Class time: on task
10	Classwork
40	Project
30	Blog
10	Professionalism

RCSD Final Numerical Grade Calculation (+/-):

Grade	Score
A+	95-100
A	90-94
B+	85-89
B	80-84
C+	75-79
C	70-74
D	65-69
F	Below 65
AUD	Audit of the course no grade given
INC	Incomplete see syllabus for details
NE	Not Eligible for grade/ New Entrant

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A student in this course neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the RCSD Rules, Code of Conduct and classroom expectations along with school regulations, and administrative rules. Students are subject to discipline for

violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Students are expected to be attentive during class and to participate actively in the class projects and activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Bullying, racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

Academic Integrity

I expect from my students a high level of responsibility and academic honesty. Because the value of an individual's work depends upon the absolute integrity of the work done by the student for that project, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work as well as their academics as a whole.

Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the RCSD policy on plagiarism (see general catalog for details). This course will use whatever resources it deems necessary to check and verify academic honesty. There are program in use in the district such as *turnitin.com* which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (*Title 17, United States Code*) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes fair use under the Copyright Act. As a RCSD student, you are required to follow the district's copyright policy.

For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html.

Email Use

I recognize the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an

email exchange. The district encourages all official student email correspondence be sent only to a student email address (890xxxxx@stu.rcsdk12.org) and that faculty and staff consider email from students official only if it originates from a RCSD student account. This allows the school to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. RCSD furnishes each student with a free email account that is to be used in all communication with district personnel.

There are methods whereby a student can have mail forwarded to other accounts check the Help section of your email account for more information.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette".

http://www.albion.com/netiquette/

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity:

Check the article linked below Communication Online: Netiquette based on the *Core Rules of Netiquette by Virginia Shea*

Instructor Specific Policies

All work is due the last Friday of the marking period. It is considered submitted when it is on your web page ready to be viewed. I offer no special credit or extra credit assignments. Late work is accepted but it will not be graded as late and not able to receive full marks. Your attendance is your responsibility, since all work is posted on the web page I see no reason to offer extensions or make special arrangements under general circumstances. All of the specific programs used in this course have freeware alternatives if you would like to do more from home. See me to make the correct freeware choices and selections.

Withdrawal from Class

The administration of this district has set deadlines and procedures for withdrawal from courses. Administrative procedures must be followed if you want to drop or withdraw from this class. It is the student's responsibility to handle withdrawal requirements from any class. In other words, teacher cannot drop or withdraw any student. You must do the proper paperwork and have it approved by the administration and counselors to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Incomplete Grade Policy

As per RCSD policy, incomplete grades will be granted only for work unavoidably missed at the marking period end and only if 70% of the course work has been completed. An incomplete grade must be resolved within 1 marking period from the first day of the subsequent marking period. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

It is the policy and practice of RCSD to make all the necessary accommodations for students with properly documented disabilities, IEP's and 504's in place. If you are eligible to receive an accommodation please use your accommodation to its fullest.

Students who have questions about receiving accommodations, or those who feel they need additional accommodations for this class are expected to advocate for themselves and schedule an appointment with the teacher for a confidential discussion about how their specific accommodations will look like in this course. Many times electives are not considered when writing the 504 and IEP, please advocate for you and make your needs known early in the course.

Avoiding Plagiarism

[Adapted from Duke University's guidelines for writers; added July 2010]

Take time to make careful choices among--and learn to use--the research tools available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

Expect to make trips to the library. While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

Allow time for gathering materials that are not available at school. The Inter-Library Loan option can borrow articles and books from other libraries in the district, but this process takes additional time.

Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

Sloppy note-taking increases the risk that you will unintentionally plagiarize. Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them

yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

Identify words that you copy directly from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a well-known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

These types of sources should be cited as well. *Printed sources*: Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources*: Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images*: Works of art, illustrations, cartoons, tables, charts, graphs; *Recorded or spoken material*: Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

Resources to Help You Succeed

This school provides a wide array of academic support and enhancement for students. Offerings include, but are not limited to, after school tutoring, Hillside Work Scholarship services, test review sessions, Center for Youth, Upward Bound, Boys & Girls Club, Student & Family Support Center, PIRI and academic success coaching. The

most current menu of services, schedules, and contact information is available from the main office and the counselors in the building.

Teacher Contact Information

Instructor Name: Reyes, Karen S
Semester/Year: 2013-
Class location: Joseph C. Wilson Magnet High School
Class Meeting time(s): Elective course meets daily for 1 class period
Transcript Count: 1.0 CTE ELECTIVE Credit
Telephone: (585) 328-3440 ext. 3100
Email: karen.reyes@rcsdk12.org
Class Website URL: http://ksreyes.jimdo.com

I certify that I have seen and understand the Policies and Procedures as well as the course grading criteria.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____