AUBURN UNIVERSITY
COURSE SYLLABUS

Course Number: CTMU 7970/7976
Course Title: Multimedia for World Languages
Credit Hours: 3 hours
Prerequisites: Admission to Graduate School
Date Syllabus Prepared: May 2013
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JUSTIFICATION FOR GRADUATE CREDIT

Students will transfer their operational knowledge gained in this course to the design of educationally sound multimedia products. They will gain experience with different design paradigms so that they may choose the best paradigm for their educational goals. Advanced knowledge into device control structures and software protocols deepen understanding of how multimedia systems work.

Resources
- National and State Standards for your content area(s).
- *Required Software as indicated on Canvas including Microsoft Office, Working Web Browser, Google Drive Account (for Website Forms)*

STUDENT LEARNING OUTCOMES
Students will demonstrate…

KNOWLEDGE OF	ABILITY TO	COORDINATING ASSIGNMENTS
4)(d)1.(i) strategies to identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).	**(4)(d)2.(i)** identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).	Computer/Online Assisted Instruction Reviews and Lesson Plans
4)(d)1.(ii) methods for assessing advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning.	**(4)(d)2.(ii)** assess advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning.	Computer/Online Assisted Instruction Reviews and Lesson Plans
(4)(d)1.(iii) strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.	**(4)(d)2.(iii)** develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	Classroom/Computer Lab (including Mobile Lab) Setup, Management, Software, Maintenance
(4)(d)1.(iv) safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies.	**(4)(d)2.(iv)** model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.	Legal, Ethics, Responsible Use, Fair Use, PSA Script Digital Video Digital Audio
(4)(d)1.(v) characteristics of appropriate and effective learner-centered lessons and units that integrate technology.	**(4)(d)2.(v)** design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	Lesson Plan Unit Digital Video Digital Audio
(4)(d)1.(vi) technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students	**(4)(d)2.(vi)** use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	Microsoft Word, Excel, PowerPoint Projects "Amazing Race" Website Digital Video Digital Audio
(4)(d)1.(vii) how to facilitate students' individual and collaborative use of technologies (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.	**(4)(d)2.(vii)** facilitate students' individual and collaborative use of technologies (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.	Microsoft Word, Excel, PowerPoint Projects Web Design Lesson Plans "Amazing Race" Website Digital Video, Digital Audio

KNOWLEDGE OF	ABILITY TO	COORDINATING ASSIGNMENTS
(4)(d)1.(viii) the variety and application of technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).	**(4)(d)2.(viii)** design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).	Lesson Plans (Lessons that include explanation of learning styles adaptations) Lesson Plans (Lessons that include Modifications and Adaptations for Students with Special Needs)
(4)(d)1.(ix) processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas.	**(4)(d)2.(ix)** evaluate students' technology proficiency and students' technology-based products within curricular areas.	Lesson Plan Rubrics and Evaluation Explanations for Student Assessment
(4)(d)1.(x) the resources for enhancing professional growth using technology (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).	**(4)(d)2.(x)** use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).	Online Team Collaboration Discussion Notes

ASSIGNMENTS

10% Attendance
1. Class Attendance either "live" or "archived" is important for you to understand what is required and how to do the work.
   a. Attend Live (online) – Day/Time TBA
   b. Attend by Watching the Archived video and posting notes that demonstrate you watched the video.
   c. Classes will be held through Adobe Connect. The link is posted on the home page of the course, in Canvas.
      i. There is an Adobe Connect "app" for iPhone/iPad (probably other devices too, though I haven't checked)
      ii. There is an Adobe Connect add-in that is best way to connect through your computer.
      iii. Firefox seems to be the best browser for this. Chrome sometimes has trouble. IE may be okay (I use a mac, but students report IE works).

20% Online Learning, Lab Management, Legal, Ethics, Responsible Use
2. Computer/Online Assisted Instruction Reviews
   a. Seek and Find Search Terms and Resources – Create a list of 10 resources and what search terms you used to find those resources.
   b. Online Resource Reviews of Free Downloadable Software Reviews (shareware or freeware)
3. Classroom/Computer "Lab" (including Mobile Lab) Setup and Management
   a. Software
   b. Costs for setup and maintenance
4. Legal, Ethics, Responsible Use
   a. Lesson Plans – Copyright and Fair Use
   b. Lesson Plans – Ethics and Digital Materials
   c. Students and the Internet – Create a Public Service Announcement (PSA) Video Script (with assessment instrument for students)

20% Microsoft Applications
1. Word: Mail Merge Letters (Word + Excel), Multimedia Worksheet (Word), Accompanying Lesson Plans
2. PowerPoint: Multimedia Presentation 1, Accompanying Lesson Plans
3. Excel: Data, Grade Book, Statistics (Excel)

20% Digital Audio and Video
1. Digital Audio – Audio Snapshot "Podcast" (3-5 minute episode)
   a. Create an audio podcast session (i.e. like radio) on a topic related to your Amazing Music Race.
      i. Include your "rough draft" script(s).
      ii. Include student assessments
2. Digital Video – Interactive Video Lesson
   a. Create a video tutorial designed for students to watch independently.
      i. Include your "rough draft" script(s).
      ii. Include student assessments

10% Online Collaboration and Peer Reviews

Online Team Collaboration
1. Meet with your team to listen to and watch each member's ideas, midpoint work, and final work.
2. Discuss ideas, complete final peer assessments.
3. Post notes after each meeting.

30 % Website, Using a Web for Teaching

You may use online creators like WIX or WEEBLY, or you may create directly on a server using MUSE, DREAMWEAVER, MS SHAREPOINT, etc. Post your website link that includes the following information.
1. Home Page
   a. Welcomes visitors and Introduces the Site, its purpose, what is on the site.
2. About Me or Biography Page
   a. Post your resume (not as a link but as text on the page) OR
   b. Post a short textual biography and a link to your existing resume (can be a link to a PDF) OR
   c. Post a longer textual biography with NO link to a resume document.
3. Class Projects Page(s)
   a. Post class assignments that are not linked on any other page(s) here.
   b. You may have an overall page and then subpages for each project, or you may put the links all on one page
   c. Must include "purpose of the files" textual information for each file.
      i. For example: "This PowerPoint file and accompanying lesson plan is designed to help students learn more about melodic contour and overall form of Aquarium by Saint-Saens. Included is the PowerPoint, an audio file (midi), and a suggested lesson plan."
   d. You may wish to "embed" your files (depending on the website designer site/program you use).
4. Amazing Music Race Pages and Answer Collection
   a. Required: 5 countries or 5 different cities/areas within one country
   b. You may want to include a page that talks about copyright as the first page – it would not count as one of the "countries or cities."
   c. This should/could include some of the materials you create as part of this class.
   d. This should include a "quest" for students; they can complete this on their own linked to Google Docs Forms.
5. Contact Form
   a. A page that includes your contact information and a form for visitors to email you.

TENTATIVE COURSE SCHEDULE AND ASSIGNMENTS

Week	Topics	Assignments
1	Course Introduction; Overview of Assignments; Digital Versus Analog Background; Online Storage and Linking; Website Setup, Amazing Music Race Start; Google Forms; Team Meeting Purposes and Processes (intro), Team Meeting #1	• Creating Public Folders in Google Drive, Drop box, AU Server (P and H drives), One Drive for large file storage. • Website (start Amazing Race Setup) • Team Meeting Notes #1
2	Online Learning – What is available online for teachers and students to use? Using computers in school, finding resources, managing equipment, software.	• Computer/Online Assisted Instruction Reviews, Accompanying Lesson Plans • Classroom/Computer "Lab" (including Mobile Lab) Setup and Management
3-4	Copyright, Ethics, Responsible Use Students and the Internet, Basic Digital Video (Week 4 is Lab Day – I will be online to answer questions)	• Lesson Plans – Copyright and Fair Use (Part of Lesson Plan Unit); Ethics and Digital Materials (Part of Lesson Plan Unit) • Students and the Internet – Create a Public Service Announcement (PSA) Video (with assessment for students)
5	Team Meeting #2	• Discussion Notes. Looking at upcoming assignments, discuss your ideas for content linking each of the assignments together.
6-7	Microsoft Word Microsoft Excel Microsoft PowerPoint	• Word: Mail Merge Letters (Word + Excel), Multimedia Worksheet (Word), Accompanying Lesson Plans • Excel: Grade Book, Statistics (Excel), Schedule Creation (Excel) • PowerPoint: Multimedia Presentation 1, Accompanying Lesson Plans
8	Digital Audio	Digital Audio – Audio Snapshot "Podcast" (3-4 minute episode)
9-10	Digital Video	Digital Video – Interactive Video Lesson
11	Team Meeting #3	Team Meeting Discussion Notes #3

Week	Topics	Assignments
12-14	Putting it All Together on the Web This will include at least one Lab Day – I will be online to answer questions.	Website and other assignments
15	*Thanksgiving Break*	
16	"Show and Tell" /Team Meeting #4	Team Meeting Discussion Notes #4, Peer Assessments

GRADING PROCEDURES

A total of 100 points is available. Each Assignment will be worth 100 points. Assignments are weighted as indicated on the Assignments section of this syllabus. The grading scale is: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Less than 60.

CLASS POLICY STATEMENTS

Please see the Student Policy eHandbook for important information: http://www.auburn.edu/student_info/student_policies/

A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.
H. The instructor reserves the right to modify this syllabus to best fit the needs of the students.