

## **2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus**

**School of Education  
University of St. Thomas  
Minneapolis, Minnesota**

### **Mission Statement School of Education**

**Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.**

**Course Title: Microsoft PowerPoint XP, A Video Course**

**CTED596**

#### **Instructor**

Jim Ruid  
E-Mail: CTR@jimruid.com  
Phone: (763) 439-7007  
Snail Mail: Jim Ruid, 5737 Post Rd, Anoka, MN 55303  
Web Page: www.jimruid.com

#### **What you will need:**

A personal computer with Microsoft PowerPoint loaded.

#### **What is provided in the course kit:**

Registration and Evaluation materials.  
Article reprints  
Window Users: Training CDs for PowerPoint

#### **What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)**

Registration from each person in your group.  
The training CDs  
Article reprints  
Completed Activities

#### **Return to St. Thomas**

Evaluation materials follow direction on form.

#### **Course Description**

PowerPoint is a tool that many teachers use to enhance their classroom instructional delivery methods. PowerPoint used correctly, enriches the information presented to students and enables teachers to quickly update classroom instruction. PowerPoint is easily uploaded to web sites so students and parents can access daily lessons.

Teachers also need to support student use of PowerPoint as students are asked to present research. This course covers basic use to advanced presentation techniques.

### **Goals and Objectives**

Upon completion of the course participants will be able to:

- Use toolbars and menus with ease.
- Create slides and presentation.
- Enter and format text.
- Create and format drawn objects, auto shapes, clip art, word art, headers & footers and organizational charts.
- Rearrange slides, and understand different printing options.
- Develop slide masters, speaker notes, handouts, backgrounds, templates, hyperlinks, reminders & options, linking.
- Upload presentations to the Internet.

**Texts/Readings**

The required reading/viewing is found in a set of 3 cd-roms and a series of article reprints (enclosed with syllabus):

**Thell, R PowerPoint XP. CD-ROM. Ormond Beach: Florida Marketing International, Inc. (2001)**

Participants will complete the readings and independent activities described below to achieve the course objectives.

**Schedule of Readings, Topics, and Assignments**

Reading Material	Packet 1 Topics & Assignments
<p>Read the enclosed articles</p>	<p><b>Topics:</b> Technology challenges, paradigms, strategies and uses.</p> <p><b>Assignment 1:</b> Read the seven articles then discuss the opinions as it relates to your current school. Research an additional five sources and cite. In your discussion include:</p> <ul style="list-style-type: none"> <li>• The current state of technology; what is working and what is not.</li> <li>• Future plans for technology</li> <li>• How technology impacts student learning.</li> <li>• Is technology worth the cost?</li> </ul> <p>Outline your paper and label outline Label the paper Technology. Paper is eight pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
<p>Watch PowerPoint video, volume 1</p> <p>In Microsoft PowerPoint, go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Window Anatomy, Create Presentations, Create Slides, Enter Text, Format Text, Help Menu, Drawn Objects, Format Drawn Objects, Auto Shape Toolbar, Clip Art, Slice Sorter, Printing.</p> <p><b>Assignments 2:</b> Use one of your lesson plans that you feel needs updating and create a PowerPoint that you will use to present to your class. Create a hand written design outlining each of your slides (this needs to be turned in). Use the following as a guide:</p> <ul style="list-style-type: none"> <li>• Use AutoContent Wizard</li> <li>• At least 20 slides in length</li> <li>• Correct Spelling.</li> <li>• Eye appealing design</li> <li>• Appropriate character formatting. The titles should be bold and in a larger point size. Titles of books, magazines, songs, etc. Should be italicized.</li> <li>• A bulleted list.</li> <li>• Clipart</li> <li>• Drawn Objects.</li> <li>• Print handouts, 3 per page</li> <li>• Save as Lesson Plan</li> </ul>

Reading Material	Packet 3 Topics & Assignments
<p>Reading(s): View Volume 2</p> <p>In Microsoft PowerPoint, go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Advanced Drawn Objects, Modify Pictures, Insert Graphics, Clip Art Gallery, WordArt, Headers &amp; Footers, Masters, Speaker Notes, Handouts, Background Format, Sharing with Word, Organization Charts.</p> <p><b>Assignment 3:</b> Create a PowerPoint that you will use to present to parents, administrators, teachers, school board members, etc. about your school, program, classes etc.. You will create this with the intent to use multiple times, pick something that you will use, make it real. . Create a hand written design outlining each of your slides (this needs to be turned in). Save as parents. Use the following as a guide:</p> <ul style="list-style-type: none"> <li>• Slide show should be at least 20 slides</li> <li>• Use advanced Drawn Objects</li> <li>• Modify clipart</li> <li>• Insert word art</li> <li>• Headers and footers</li> <li>• Create your own Master slide</li> <li>• Speaker Notes</li> <li>• Print handouts, 3 per page.</li> <li>• Change the background of some of the slides using background format</li> <li>• Include at least one organizational chart</li> </ul> <p style="text-align: center;">•</p>

Reading Material	Packet 4 Topics & Assignments
<p>Watch Volume 3</p> <p>In Microsoft PowerPoint go to help and Microsoft PowerPoint Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Charts, Templates, Advanced Text, Combine Presentations, Basic Slide Show, Advanced Slide Show, Hyperlinks, Reminders &amp; Options, Linking, Customize, Web or PPT Show</p> <p><b>Assignment 4 Create</b> a PowerPoint that you will to introduce yourself. . Create a hand written design outlining each of your slides (this needs to be turned in). Use the following as a guide:</p> <ul style="list-style-type: none"> <li>• Use as many slides as necessary</li> <li>• Use advanced text</li> <li>• Diagrams</li> <li>• Hyperlinks (To your web site, or just favorite sites</li> <li>• Linking</li> <li>• Save as personal</li> <li>• Use many of the topics from volumes one and two</li> <li>• Create a template so others can use</li> <li>• Video tape yourself presenting this topic. Use a VHS tape and include with materials for grading. .</li> </ul>

## Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Lesson Plan
25%	Assignment Three:	Parents
25%	Assignment Four:	Personal
10%	Assignment Four, Part Two:	Video Tape

## Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

- A = 94-100 points
- A- = 90-93 points
- B+ = 87-89 points
- B = 84-86 points
- B- = 80-83 points
- C = 75-79 points
- F = less than 75 points
- I = Incomplete Work

## American Disabilities Act

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

## Registration Requirement

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

## Request for Transcript

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at [www.stthomas.edu/registrar/forms/transcript.htm](http://www.stthomas.edu/registrar/forms/transcript.htm).

**Tax Receipt:**

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

**Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course.** Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)

K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K P, A)

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

### **Knowledge Base**

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

### **References**

**Bailey, J (2002) Leadership and No Child Left Behind. Technology and Learning. Volume 22, Number 11.**

**Beckett, C, Marques-Chisholm, I and Wetzel, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11**

**Cerini, K (2002) Jumpstarting the work force of tomorrow. (Not-for-Profits). Long Island Business News, Volume 49, Issue 11.**

**Dugger, W, Meade, S, Delany, L and Nichols, C (2003) Advancing Excellence in Technological Literacy. Phi Delta Kappa. Volume 85, Issue 4**

**Lewis, A (2004) Direct from Washington. Techdirections. Volume 62, Number 9**

**McCullen, C (2002) Preventing Digital Plagiarism. Technology and Learning. Volume 22, Number 9.**

**Tomlinson, H (2003) Educational PDA Games Engage Students, Teach Essential Language Skills. The Journal. Volume 31, Number 2.**

**Wong, W (2004) Applying Tech: Lights, Camera, Action. Edtech. Spring 2004**

**Assignments and Materials are due by June 30<sup>th</sup>  
(This is not a flexible deadline!)**