

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: Web Pages From Start to Finish

CTED841

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.

What is provided in the course kit:

Registration and Evaluation materials.

Article reprints

Training CDs for HTML

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

One of the hottest topics in educational technology is that of the Internet. The Internet is loaded with a wealth of educational resources and with World Wide Web software this vast amount of information can be organized in a way never thought possible. The classroom teacher can create a “textbook” for a specific lesson that is ever changing and up-to-date or can create web pages that would disseminate information about school, self or community. The creation of these web pages requires the use and understanding of web page layout and features of the hypertext markup language (HTML).

It is becoming more and more apparent that the schools must rise to the occasion and become a part of the information age. This can be accomplished by posting school information and schedules on the Internet. To do this the educator must understand the basic concepts of home page development and know how to go about posting the information for the world to see. This homepage can then be utilized as a tool to disseminate information to the outside world (i.e., parents), as well as a starting point for the development of an Intranet for the posting of in-house information.

You will have questions and by working with your group you will be able to work through most of them. When you get stumped, PLEASE contact me. I will promptly get a solution to you.

Goals and Objectives

Upon completion of the course participants will be able to:

- Design page components
- Include meta information
- Add formatting tags
- Use advanced formatting
- Create links
- Place graphics
- Use page redirects
- Develop Frames
- Make your own web page from start to finish

Texts/Readings

The required reading/viewing is found in the training CDs and a series of article reprints (enclosed with syllabus):

Smith, D Web Development, 2nd Edition. CD-ROM. Ormond Beach: Florida Marketing International, Inc. (2000)

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
Read the enclosed articles	<p>Topics: Technology challenges, paradigms, strategies and uses.</p> <p>Assignment 1: 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"> • The current state of technology; what is working and what is not. • Future plans for technology • How technology impacts student learning. • Is technology worth the cost? <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
Watch volume 1	<p>Topics: Page components, meta information, formatting tags, other formatting, tables, format tables, adding links, linking graphics, page redirects, frames, linking frames.</p> <p>Assignment 2: READ the booklet; follow the instructions on the sheet labeled CTED 841 and go through the sample activities. Save these activities to disk and return them with the materials at the end of your session. Please feel free to "Personalize" your activities to fit your specific needs.</p> <ul style="list-style-type: none"> •

Reading Material	Packet 3 Topics & Assignments
Watch volume 2 and 3	<p>Topics: CSS, master CSS, adding video, audio, shockwave & flash, java, javascript, rollovers, cookies, DHTML/XML, forms, CGI, database, FTP, PDF, website statistics.</p> <p>Assignment 2: Create a web page that uses the skills you learned from volume 1 and incorporate two topics total from volumes 2 and 3. Ideas for this web page: Lesson plan, web site for a class, a web portal (a web page that is the starting point for an assignment that has links needed to complete the assignment or any page that can be used in your classroom or school. This is the A-Project and must be labeled as A-Project.</p>

Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
10%	Assignment Two:	Color Page
5%	Assignment Two:	Graphics Page
10%	Assignment Two:	Graphics Link
10%	Assignment Two:	Redirect page
10%	Assignment Two:	Size Page
10%	Assignment Two:	Tables Page
14%	Assignment Two	Frames Page
11%	Assignment Three	Advanced Topics

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.

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 Wetzal, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11

Cerini, K (2002) Jumpstarting the work fore 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 August 31st