**Continuing Education**
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(800) 372-5505
https://ce.fresno.edu

# TECH-912: Paint & Draw for Teachers

## Independent Study Online Course Syllabus

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| **Instructor:** Steve Young<br>**Email:** steven.young@fresno.edu<br>**Website:** www.steveyoungfpu.net | **Number of Graduate Semester Units:** 3 units<br>**Target Audience:** K - 12th grade teachers<br>**Course Access:** https://connect.fresno.edu |

### Course Description

The addition of computer graphics to your teaching materials will transform ordinary learning tasks into immersive, enjoyable FUN! Utilizing the free and easily accessed web-based programs: CloudPaint, PaintZ, and Sketchpad, teachers and their students will soon be creating eye-catching, engaging graphics, making this a must-know for any K-12 classroom!

Paint & Draw for Teachers will guide the learner through the basic tools and techniques common to all visual arts and illustration programs. Instruction will take place using the dedicated course website and an online version of the instructor-created, richly illustrated, comprehensive, step-by-step workbook. Completed projects will be saved and electronically shared with the instructor upon completion of all assignments.

All assignments may be completed without classroom participation. Instructor support is always readily available via email or phone. Additional information on the course website.

### Required Texts and Course Materials

**Note:** There is no required book for this course.

### Course Materials

**Course Website:** www.cbgraphics.steveyoungfpu.net containing links to all needed resources.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

**National Board for Professional Teaching Standards (NBPTS)**
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

**International Society for Technology in Education (ISTE) Standards** (www.iste.org/standards)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE. The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology.

The seven standards are:

1. Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Leader - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.
3. Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. Facilitator - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
7. Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

## Continuing Education Student Learning Outcomes (CE-SLO)

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| CE-SLO 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE-SLO 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE-SLO 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE-SLO 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE-SLO 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE-SLO 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

## Course Student Learning Outcomes (C-SLO)

| **Student Learning Outcomes for This Course**<br>By the end of this course student will be able to: | **National Standards Addressed*** | **CE-SLO Addressed**** |
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| 1. Demonstrate the basic Paint and Draw (graphics) capabilities of the computer | ISTE 1d | CE 2 |
| 2. Effectively use the file management and document sharing capabilities of Google Drive | ISTE 1d | CE 2 |
| 3. Understand the terms and concepts of computer graphics | ISTE 1d | CE 6 |
| 4. Identify the tools found in basic Paint and Draw programs | ISTE 6d | CE 6 |
| 5. Develop the skills to produce graphics materials on the computer | ISTE 6d | CE 2 |
| 6. Demonstrate competency in graphics by creating a variety of artwork | ISTE 6d | CE 2 |
| 7. Apply graphics techniques to enhance teaching materials | ISTE 2c | CE 2 |
| 8. Develop lesson plans/productivity ideas to use graphics in the classroom | ISTE 2a | CE 3 |
| 9. Link standards to technology-based curriculum | ISTE 5b | CE 6 |

* Refer to **National Standards Addressed in This Course**
** Refer to **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

| Module Title | Module Assignments and Activities | Points Possible |
|---|---|---|
| **Module 1** – Welcome and Introduction | • Welcome<br>• Setting up your Google Drive Account<br>• Trackpads and Mice<br>• 1.1 Pre-course teacher survey. | 0 pts |
| **Module 2** – Paint General Information | • Why Learn Computer Graphics<br>• Paint Programs and Tools<br>• Paint Projects and How to Submit Projects | 0 pts |
| **Module 3** – Paint Projects using Cloudpaint / MacPaint | • 3.1 Paint Project 1: Transparent Cube<br>• 3.2 Paint Project 2: Opaque Cube<br>• 3.3 Paint Project 3: Cylinder<br>• 3.4 Paint Project 4: Fish | 24 pts |
| **Module 4** – Paint Projects with PaintZ | • Introducing PaintZ<br>• 4.1 Paint Project 5: Face<br>• 4.2 Project 6: Importing Images - Eagle and Mountain<br>• 4.3 Mid-course Survey | 12 pts |
| **Module 5** – Draw General Information | • Draw Programs and Tools<br>• Introducing Sketchpad<br>• Draw Projects and How to Submit Projects | 0 pts |
| **Module 6** – Draw Projects | • 6.1 Draw Project 1: Shapes and Layers<br>• 6.2 Draw Project 2: Art Brushes<br>• 6.3 Draw Project 3: Face<br>• 6.4 Draw Project 4: Classroom Poster<br>• 6.5 Draw Project 5: Bubble Map / Flowchart<br>• 6.6 Draw Project 6: Importing Images from the Internet | 36 pts |
| **Module 7** – Elective Projects | • About the Elective Projects<br>• 7.1 Elective Project 1: Chef's Choice<br>• 7.2 Elective Project 2: Picture Story<br>• 7.3 Elective Project 3: New Territory<br>• 7.4 Elective Project 4: Forest<br>• 7.5 Elective Project 5: Lesson Plan | 32 pts |
| **Module 8** – Standards and Evaluations | • Standards Correlation<br>• 8.1 Standards Correlation Chart<br>• 8.2 Post Course Survey<br>• Submit Grade Request | |
| **Course Wrap-up** – Grading and Evaluation | • Final Reflection Forum<br>• Course Evaluation<br>• Course Completion Checklist<br>• Grade Request / Transcript Request | |
| | **TOTAL POINTS** | **104 Points** |

## Grading Policies, Rubrics, and Requirements for Assignments

**Grading Policies**

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Grading Rubrics**

| Grade | Percent | Description | Rubric |
|---|---|---|---|
| A | 90-100% | Excellent | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship. |
| B | 80-89% | Very Good | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship. |
| NC | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

**Writing Requirements**

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

**Lesson Plan Requirements**

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

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| FPU-SLO 1 | **Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| FPU-SLO 2 | **Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| FPU-SLO 3 | **Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| FPU-SLO 4 | **Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement. |
| FPU-SLO 5 | **Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations. |
| FPU-SLO 6 | **Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview. |
| FPU-SLO 7 | **Service**: Students will *demonstrate* service and reconciliation as a way of leadership. |
| FPU-SLO 8 | **Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |

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| FPU-SLO 9 | **Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| FPU-SLO 10 | **Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information. |