
Independent Study Course Syllabus

Course Number: TEC 990

Course Title: iCloud: Pages, Numbers & Keynote

Online Distance Learning

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Units: 3
Grade Level: K-12

Course Description:

Get ready to explore the possibilities of Apple's trio of productivity software! Learn how to create, update, share and collaborate on documents with Apple's productivity suite - Pages (word processing), Numbers (spreadsheets), and Keynote (presentations).

Using a Mac or Windows computer, iOS device, or Chromebook, documents are stored on the free iCloud service (which includes free web-based versions of Pages, Numbers and Keynote), keeping documents available and current, regardless of the device used to create, access, and edit them.

Start a document at home on a PC and finish it at school on an iPad, simply and seamlessly. If you have experience with MS Office, you have used similar programs before - in fact, Pages, Numbers and Keynote can import and export Microsoft Word, Excel, and PowerPoint files.

The course covers the mechanics of using the iCloud suite, the iCloud environment, and the creation of useful and meaningful teaching materials. All assignments may be completed without classroom participation. Instructor support is readily available by email and phone.

For information on the Fresno Pacific University Academic Policies and Procedures for Independent Study Courses go online to <https://ce.fresno.edu> and click the 'CE Policies and Procedures' link at the bottom of the page.

Standards - Based Instruction

. . .To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.

*Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan
(<http://www.ed.gov/Technology/elearning/>)*

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education). 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.

For more about ISTE and the ISTE standards go to: www.iste.org/standards

The seven Educator 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.

Each standard is broken down into several subsections (a, b, c, etc.). The relevancy of these standards to this course is one of awareness and familiarity. Later in the course you will be asked to select a number of assignments and assign an ISTE standard and subsection to them.

Course Dates:

Enrollment is open and ongoing, so you may enroll at any time then have no less than three weeks and up to one year from the official date of registration to complete the course.

Course Materials:

Workbook - iCloud: Pages, Numbers & Keynote by Steve Young

Course Website – Found at: <http://www.icloud.steveyoungfpu.net/>

System Requirements

Access to *one* of the following groupings: (only one device is required):

iPhone, iPad, or iPod Touch

iOS 8.1 or newer

iWork for iOS (Pages 2.5, Numbers 2.5, Keynote 2.5) or later

Apple ID Account

Macintosh

OS X Yosemite v10.10 or OS X El Capitan v 10.11

Safari 8 or later, Firefox 22 or later, or Google Chrome 28 or later iWork for Mac (Pages 5.5, Numbers 3.5, Keynote 6.5) or later

Apple ID Account

Windows

Microsoft Windows 7 or later iCloud for Windows 4.0

Internet Explorer 10 or later, Firefox 22 or later, or Google Chrome 28 or later

Apple ID Account

Chromebook

Google Chrome browser v28 or later

Apple ID Account

Student Learning Objectives (SLOs):

- Access and navigate the iCloud service
- Create documents using the Pages application
- Create documents using the Keynote application
- Create documents using the Numbers application
- Work collaboratively on shared documents
- Develop a curricular framework where the use of iCloud is an integral part of the learning environment

Standards Addressed in This Course:

<http://corestandards.org>- Common Core State Standards

[CCSS K-12 Technology Scope and Sequence](#) - CCSS for Technology

<http://www.iste.org/standards>- ISTE standards

Course Learning Objectives:	National Standards Addressed	CPD SLO
1. Student will be able to access and navigate iCloud	ISTE 1B CCSS SL 5	CE 1
2. Student will be able to create documents in Pages	ISTE 2C CCSS W 6, 10	CE 6
3. Student will be able to create documents in Keynote	ISTE 1B CCSS SL 5	CE 6
4. Student will be able to create documents in Numbers	ISTE 3A CCSS SMP 5	CE 6
5. Student will be able to work collaboratively	ISTE 1C CCSS W 6	CE 4

Topics, Assignments and Activities:

Topic To Be Covered	Activities and Assignments
1 Pre-course Survey	Narrative of background and motivation
2 Technology in the Classroom	Read article and respond to reflection questions
3~8 Learning Pages / Projects	Examine Pages manual and review application
9~14 Learning Numbers / Projects	Examine Numbers manual and review application
15~18 Learning Keynote / Projects	Examine Keynote manual and review application
19 Lesson Plan	Using skills learned, create directed documents
20 Standards Correlation Chart	Relate knowledge and skills to standards
21 Post-Course Survey	Self-assessment narrative of course
22 Course Evaluation	Assessment of course design and delivery

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Assignments: (totaling 100 points, maximum)

Assignment 1:	Pre-course Survey	(1 point)
Assignment 2:	Reading Reflection	(2 points)
Assignment 3 ~8:	Pages Projects:	
	Template	(5 points)
	Formatting	(5 points)
	Homework	(5 points)
	Shapes	(5 points)
	Newsletter	(5 points)
	Blog	(5 points)
Assignment 9~14:	Numbers Projects:	
	Template	(5 points)
	Equation	(5 points)
	Chart	(5 points)
	Report	(5 points)
	Journal	(5 points)
	Temperature	(5 points)
Assignment 15~18:	Keynote Projects:	
	Template	(5 points)
	Open House	(5 points)
	State Report	(5 points)
	Classroom	(5 points)
Assignment 19:	Lesson Plan	(4 points)
Assignment 20:	Standards Chart	(1 points)
Assignment 21:	Course Evaluation	(1 points)
Assignment 22:	Post-Course Survey	(1 point)

Submit Request for Online Grading

Grading Policies:

Students must earn a minimum of 80% to received credit

90-100% = A 80-89 = B 79% or below = 'No Credit'

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality 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.

Final Course Grade and Transcripts

When all work for the course has been completed, login to your account at the Center for Professional Development website (<https://ce.fresno.edu/>) and select "Request Final Grade" in your account settings. Once I submit your grade you will need to log back in to print off your Final Grade Report. Once your grade in this course has been posted you may proceed with ordering transcripts. Please allow at least two weeks from the date your coursework was submitted for your final grade to be posted. For more information, please refer to the Independent Studies Policies and Procedures which are available at <https://ce.fresno.edu/> - under CE Policies and Procedures - at the bottom of the page.

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 according to the procedures set forth in the Fresno Pacific University Catalog.

Additional Resources:

www.apple.com/mac/pages/ www.apple.com/mac/numbers/ www.apple.com/mac/keynote/
rmug.weebly.com/uploads/1/2/5/2/12526741/icloud_starter_guide.pdf
computers.tutsplus.com/tutorials/getting-started-with-pages-for-icloud--cms-20356
computers.tutsplus.com/tutorials/getting-started-with-numbers-for-icloud--cms-21460
computers.tutsplus.com/tutorials/getting-started-with-keynote-for-icloud--cms-19654
edreach.us/2011/06/09/icloud-for-education/

Grading Rubric	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Effort and Perseverance	Projects are complete in every respect; effort demonstrates capabilities and effort beyond the basic requirements.	Projects are complete, but lack attention to detail and final presentation.	Project was not seen to completion; work does not fulfill stated requirements. Seems hurried to “just get it done” and move on to the next project.
Lesson Plans	Creative and engaging lesson plans which thoroughly incorporated the topic in to the curriculum and were grade level appropriate. Shows instructor’s voice and attention to detail.	Lesson plans incorporated the topic but not as detailed or engaging as further refinement could make them; not grade level appropriate.	Lesson plans incomplete or do not demonstrate incorporation of the topic chosen.
Project Evaluations	Forms complete with thorough responses relating directly to curricular use of material.	Forms complete but additional comments missing or incomplete.	Forms incomplete with no additional comments.
Self-created Documents	The document is creative and engaging, clearly communicating the given topic; grade and skill level appropriate.	The document covers the basic topic, but lacks detail. Does not communicate clearly; no grade or skill level appropriate.	The document is incomplete or did not demonstrate basic understanding / execution of the application being used.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 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 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 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 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 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.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> it.

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Course Completion Checklist

- Pre Course Survey
- Education and Technology Reflections
- Pages – Template
- Pages – Homework
- Pages – Newsletter
- Pages – Formatting
- Pages – Shapes
- Pages – Blog
- Numbers – Template
- Numbers – Chart
- Numbers – Journal
- Numbers – Equation
- Numbers – Report
- Numbers – Temperature
- Keynote – Template
- Keynote – State Report
- Keynote – Open House
- Keynote – Classroom
- Lesson Plan
- Standards Correlation Chart
- Course Evaluation
- Submit Request for Online Grading

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