FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Course Syllabus

Course Number: TEC 955
Course Title: OpenOffice.org for Teachers

☐ Online   X Distance Learning

Instructor: Steve Young	**Units: 3**
Email: SteveYoungFPUniv@aol.com	**Grade Level: K-12**
Website: www.steveyoungfpu.net	

Description

This course introduces the basics of OpenOffice.org from installation to creation, saving, printing, and sharing. Teachers using the knowledge gained through this course, will be able to enable and engage their students to become productive users of technology. Classroom applications are curriculum-wide, including essay writing, history, mathematics, business, sciences and others.

OpenOffice.org is a productivity suite of software comprised of six components - Writer, Calc, Impress, Draw, Base and Math. OpenOffice.org is 'open source software' which means, simply stated, that it's free!

OpenOffice.org was designed as an alternative to Microsoft Office, with an intent to provide universal access by making it available to everyone at no cost. Best yet, it can read and save files compatible with Word, Excel and Powerpoint.

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.

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.

Primary Learning Outcomes

Upon completion of the course participants shall:

- Become familiar with the terms, concepts and use of OpenOffice.org software.

- Gain proficiency at linking standards to technology-based curriculum.

- Identify uses of technology for peer-to-peer and student communication.

- Gain hands - on experience in creating documents in:

    Word processing

    Spreadsheets

    Graphics

    Databases

    Presentations

- Merge different data (text, spreadsheets, graphics) into one document.

- Use modeled teaching strategies to instruct others in the use of integrated software.

- Learn to migrate documents between Microsoft Office and OpenOffice.org.

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 Materials

- Workbook - TEC 955: OpenOffice.org for Teachers, by Steve Young
- Course specific website - http://openoffice.steveyoungfpu.net

Course Requirements

- Familiarity working within a productivity suite (i.e. MS Office) helpful

- Computer (Windows or Macintosh)

- Printer (black & white will suffice)

Assignments (totaling 100 points, maximum):

- Survey 1 – Pre course Teacher Survey (2 points)
- Writer Assignments - Complete any 4 of the 6 (4 @ 6 points each - 24 pts. max.)
- Calc Assignments - Complete any 3 of the 4 (3 @ 6 points each - 18 pts. max.)
- Draw Assignments - Complete any 3 of the 4 (3 @ 6 points each - 18 pts. max.)
- Impress Assignments - Complete any 3 of the 4 (3 @ 6 points each - 18 pts. max.)
- Base Assignments - Complete any 1 of the 3 (1 @ 6 points each - 6 pts. max.)
- Math Assignments - (1 @ 6 pts - 6 points. max.)
- Standards Correlation Chart - (6 points)
- Survey 2 - Post-course Teacher Survey (2 points)
- Course Evaluation

General Information

When all assignments have been completed, return your packet to the address on page 2 of the course workbook. It is absolutely imperative you label your packet with your full name; without identification I've no idea whose work I'm grading! Remember to request online grading the day you return your packet (no sooner, please). Written assignments may be word processed or handwritten (please consider word processing if your penmanship is as illegible as mine!). Return only your completed assignments, not the entire workbook. I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it might happen to you. Please ensure you have affixed adequate postage to your packet; insufficiently or unposted packets will not be accepted. I can no longer accommodate packets returned which require my signature for delivery. If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt. If you are concerned about delivery of your packet, rather than asking me to confirm receipt I ask that you please add "Delivery Confirmation" so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks for your cooperation. Once I have reviewed your work and submitted your grade I will email you notification that your grade is in FPU's hands, awaiting posting. Per FPU policy, a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet. I cannot accept coursework early; **if your packet is postmarked less than three weeks from your date of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then.** Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

Grading Scale

Letter grades, should one be requested, will be on the following scale:

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

Participants striving for an 'A' should demonstrate the ability to follow directions, neatness and pride in their work and thoughtfulness in responses to written assignments. Creativity, although appreciated, is not requisite to the awarding of an 'A' in the course. Students taking the course for credit are expected to adequately complete all required assignments.

Evidence of Learning

Students will be evaluated on the ability to follow directions as described in the workbook to complete assigned projects which demonstrate mastery of the tools and techniques. Written assignments should contain thoughtful, reflective responses applicable to their personal and/ or professional experiences which indicate they have put thought and effort in to their replies.

Instructor/Student Contact

I will email you to verify receipt of your registration and let you know I am preparing your materials for shipping (usually the next day), and again once I have submitted your grade to the university. I can not stress this enough - never hesitate to contact me - that's why I'm here! When contacting me e-mail is preferred, but if you need to phone please do so after 10:00 AM PT, being mindful of time zone differences, as early morning calls wake the family. Thanks for your cooperation and understanding.

References & Resources

http://www.openoffice.org/

http://www.iste.org/

www.mcrel.org/standards-benchmarks

www.education-world.com/standards

www.sps3000.net/etpdp/background/standards.htm

http://www.academicbenchmarks.com/search

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.

Grading Rubric	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Use of tools and techniques (T&T)	Directions followed concisely. Correct use of T&T evident. Additional flourishes added. Offered extra credit work.	Inconsistently followed directions. Shied away from using more complex T&T.	Directions not followed. Some steps omitted. Incorrect T&T used.
Effort and Perseverance	Project was continued until it was complete; effort set forth beyond that required; took pride in going beyond the basic requirements. Experimented freely and frequently.	With a bit more effort and dedication project could have improved; lacks finished quality; chose an easy project and did it indifferently.	Project not seen to completion; work inadequate. Seems hurried to "just get it done" and move to the next project.
Craftsmanship Consistency	Project completely and patiently done with great attention to detail; it was as good as hard work could make it. Techniques consistently and properly demonstrated throughout the project.	Average craftsmanship but not as good as possible with more care, time, effort and attention to de- tail. Quality varied from project to project.	Below average effort. Lack of pride in work. Inconsistent use of tools & techniques from project to project.
Written Assignments	Depth of thought with thorough, candid and reflective replies. Relates personal/professional experiences, when appropriate. Few, if any, errors in spelling, punctuation, grammar. Neatness and pride evident throughout. Thought provoking at times.	Replies vague, generic, superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction. Word processing advised due to poor penmanship. Seems rushed. Not focused or engaged in topic.	Assignment(s) missing/incomplete. Failed to follow directions as set forth in materials. "Yes"-"No" replies without further discussion justifying response.
Standards Correlation Chart	Aligned four assignments to ISTE NETS-T standards and performance indicators, demonstrating understanding of the principles of the standard(s).	Completed but did not chose applicable standard or performance indicator.	Failed to complete the assignment or align all four chosen assignments.

Schedule of Topics and Assignments

Section 1.   Course of Study/Standards

Section 2.   Pre-course teacher survey

Section 3.   What is OpenOffice.org?

Section 4.   Why Use OpenOffice.org?

Section 5.   Installing OOo

Section 6.   OOo Basics

Section 7.   Writer

Section 8.   Calc

Section 9.   Draw

Section 10. Impress

Section 11. Base

Section 12. Math

Section 13. Standards Correlation Chart

Section 14. Post-course teacher survey

Section 15. Course evaluation

Final Course Grade and Transcripts

Once your coursework has been submitted, 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.
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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 *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
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.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
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.
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.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
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.

Course Completion Checklist

       Survey 1 (Pre-course Teacher Survey)

       Standards Correlation Chart

       Survey 2 (Post-course Teacher Survey)

       Course Evaluation

       Submit Request for Online Grading

Writer (Word Processing) Projects - Complete your choice of any **4** Projects

       Welcome Letter

       Homework Sheet Term Paper

       Homework Assignment Table

       Columns

       Document to Web Page

Calc (Spreadsheet) Projects - Complete your choice of any **3** Projects

       Equation Spreadsheet

       Grade Book

       Charts

       Temperature

Draw (Drawing) Projects - Complete your choice of any **3** Projects

       Doodle

       Flow Chart Bubble Map

       Newsletter

Impress (Presentation) Projects - Complete your choice of any **3** Projects

       Class Test

       Open House How To

       Instructor Contact

Base (Database) Projects - Complete and print any **1** Project

        Classroom Inventory

        Student List History Facts

Math (Formula) Project - Complete and print **1** Project

        Math Formula