
Independent Study Course Syllabus

Course Number: TEC 987

Course Title: Creating Digital Books with iBooks Author

☐ Online ☒ Distance Learning

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Units: 3

Grade Level: K-12

Course Description

Digital textbooks are fast becoming a major teaching and learning medium. Apple's free (Mac only) program, iBooks Author, makes creating electronic books fun and rewarding. Select a template then use simple 'drag and drop' controls to lay out pages, import text, embed media, and create interactive elements – the process is easy and straightforward with iBooks Author.

A course on such an innovative program deserves an innovative teaching approach: in lieu of a textbook, the course is presented in iBook format, downloaded from the instructor's website. Supplementary materials are downloaded to a Mac, and instruction takes place using your iPad and Mac simultaneously. Utilizing the rich multimedia capabilities of an iBook along with the intuitive touch interface of an iPad, the course becomes an immersive learning experience. A portfolio is assembled throughout the course, culminating in a self-created iBook, submitted via Dropbox for evaluation and feedback. Instructor support is readily available via email and phone. All assignments may be completed without classroom participation.

NOTE: This is a 'Mac Only' course.

MINIMUM requirements: Macintosh running 10.7, iPad 2, Internet connection, iTunes account. Access to students is not required to complete the course.

Fresno Pacific University Policies and Procedures

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.

Student Learning Outcomes

Student Learning Outcomes in this course Student will be able to:	Standards Addressed *	CE program SLOs
1. Integrate new technology into the classroom environment.	NETS-T 1, 2	CE 1
2. Understand appropriate use of eBooks as they relate to curricular needs	NETS-T 3	CE 2
3. Use iBooks Author to create text-based content in iBook format	NETS-T 1, 2	CE 6
4. Use iBooks Author to create a multimedia-based lesson in iBook format	NETS-T 1, 2	CE 6
5. Understand and apply the lawful use of copyright and fair use	NETS-T 4	CE 5
6. Be familiar with and apply ISTE standards as they relate to eBook content delivery	NETS-T 1~5)	CE 4

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/>)*

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

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.

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.

Course Materials

“Creating Digital Books with iBooks Author” in iBook format by Steve Young

Downloadable resources (from instructor’s Dropbox and the Apple app store).

Technology Requirements

NOTE: This is a ‘Mac Only’ course.

To successfully complete the course you will need access to:

Macintosh with OSX 10.7 or newer

iPad (2nd generation or newer) with iOS 7 or newer

USB cable with connection to a Macintosh computer

Internet connection

The following will need to be downloaded:

iBooks Author app (free, downloaded from the Apple App Store to your Mac)

Dropbox app (free, downloaded from dropbox.com) – an account will need to be created

iBooks app (free, downloaded from the Apple App Store to your iPad)

Course Resource folder (downloaded from instructor’s Dropbox to your Mac)

Topics, Assignments and Activities

Topic to be covered	Activities and assignments
1 – Pre-course Survey	Narrative of background and motivation
2 – “Digital Books” Reflections	Read article and respond to questions
3 – iBooks Evaluation 1 ~ 3	Examine and evaluate selection of iBooks
4 ~ 13 – Creating with iBooks Author	Ten directed projects relating to building an iBook
14 – iBook Planning Guide	Read background info and pre-visualize a finished iBook
15 – Creating your own iBook	Using skills learned, construct an iBook
16 – Standards Correlation Chart	Relate knowledge and skills to standards
17 – Post-Course Survey	Self-assessment narrative of course
18 – Course Evaluation	Assessment of course design and delivery

Evidence of Learning

Students will be evaluated on the ability to follow directions as described in the course iBook. Written assignments should contain thoughtful, reflective responses applicable to your personal and/or professional experiences, demonstrating critical thinking, reflection and insight.

Grading Policies and Rubrics for Assignments

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 as well as thoroughness and thoughtfulness in responses to written assignments. Students taking the course for credit are expected to adequately complete all required assignments.

Grading Rubric	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Effort and Perseverance	Projects were continued until complete; effort set forth surpassed that required; took pride in going beyond the basic requirements.	With a bit more effort and dedication, project could have improved; lacks finished quality.	Project was not seen to completion; work inadequate. Seems hurried to "just get it done" and move on to the next project.
Written Assignments	Depth of thought with thorough, candid and thought-provoking replies which reflect personal / professional experiences. Rare, if any, errors in spelling, punctuation, or grammar. Captivating, interesting and pleasurable to read.	Replies somewhat vague, generic, superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction. Seems rushed. Not engaged in topic.	Replies missing or incomplete. Did not follow directions. Gave only "Yes" or "No" replies without offering further discussion to justify the response.
iBook 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 iBook	Enthusiastically developed a creative and engaging iBook which incorporates the topic; grade and skill level appropriate.	The iBook covers the basic topic selected, but not as detailed or engaging as hard work could make it; not grade or skill level appropriate.	The iBook is incomplete or did not demonstrate basic understanding / execution of desktop publishing.

Schedule of Topics and Assignments

- Pre-Course Survey
- “Digital Books” Reflections
- iBooks Evaluation 1
- iBook Evaluation 2
- iBooks Evaluation 3
- Snapshot of iBooks Library
- Drag and Drop Content
- Creating a Glossary
- Hyperlinks
- Instructor Contact
- Image Galleries
- Movies and Audio
- Reviews
- Interactive Images
- Scrolling Sidebar
- Pop-Over Images
- Directed iBook Creation
- iBook Planning Guide
- Free Choice iBook
- Standards Correlation Chart
- Post-Course Survey
- Course Evaluation

Instructor/Student Contact:

I will email you to verify receipt of your registration (usually the next day). Included in the body of my email will be directions on how to access the course, along with general information about the course itself. I will also email you once I have submitted your grade to FPU. You will also email me as part of your required course assignments.

Online Resources:

<http://www.apple.com/support/ibooksauthor/>

<http://www.apple.com/education/ibooks-textbooks/> www.iste.org/

<http://support.apple.com/kb/HT5071>

<http://shop.oreilly.com/product/0636920025597.do>

<http://thejournal.com/articles/2012/04/11/7-reasons-to-learn-apple-ibooks-author-now.aspx>

<http://www.tbrelearning.org/>

<http://ncam.wgbh.org/about/news/creating-accessible-ibooks>

<http://www.raywenderlich.com/32493/how-to-make-an-ebook-with-ibooks-author-tutorial>

Final Course Grade and Transcripts

When all work for the course 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.

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.

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> that information.

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.

Course Completion Checklist

- ☐ Pre Course Survey
- ☐ Introduction to Interactive Books
- ☐ T.H.E. Journal Reflection
- ☐ iBook Evaluation Form 1
- ☐ iBook Evaluation Form 2
- ☐ iBook Evaluation Form 3
- ☐ Snapshot of iBooks Library
- ☐ Drag and Drop Elements
- ☐ Adding Glossary Terms
- ☐ Hyperlinks
- ☐ Instructor Contact
- ☐ Image Gallery Widget
- ☐ Multimedia Widget
- ☐ Review Widget
- ☐ Interactive Image Widget
- ☐ Scrolling Sidebar Widget
- ☐ Pop-Over Widget
- ☐ Directed iBook Creation
- ☐ iBook Planning
- ☐ Independent iBook Creation
- ☐ Standards Correlation Chart
- ☐ Course Evaluation
- ☐ Submit Request for Online Grading