



Course Syllabus (rev. 3/16/06)

Course #: DMT 2260 Course Name: Online Documentation

Division: Engineering and Industrial Technologies

Class Days: TBD

Class Time: TBA

Location: Classroom: B306

Laboratory: B306

Credit Hours: 3

Contact Hours:

Lab Hours: 2

Lecture Hours: 2

Instructor: Mark Grine

Office Location: E216

Phone: 419-559-2313

Email Address: mgrine@terra.edu

Office Hours: TBD

Division Office/Location: Engineering Building Division Fax: 419-334-2300

Full-time Contact Person: Jayne Bowersox

Phone(s): (419) 559-2410

Course Description:

This course introduces the student to online documentation-the use of the computer to present information that might otherwise appear on printed material or videotape, and the use of the computer to present information. The course emphasis is on the design principles that underlie effective human/computer interaction and the application of those principles to the design of interactive instructional software such as presentations, tutorials, simulations, tests, or educational games.

The on-line documentation editing tool, Macromedia Coursebuilder, will be used for students to create digital projects in conjunction with the textbook. In addition to Coursebuilder we will be using Learning Site to track and administer a training course on-line.

Prerequisite(s): DMT 1020 Web Design I or equivalent

Corequisite(s): None

Entry Level Skills and Knowledge: Web Knowledge and Basic Computer Skills

Required Texts, Supplies and Equipment:

Textbook: Using Dreamweaver MX to create e-learning Rapid Intake Press, 2nd Edition, 2004

Materials: Flash Drive or CD-RW for recording lab work
An email account, either from Terra, or a personal one

Grading:

93-100 = A

85 - 92 = B

78 - 84 = C

70 - 78 = D

Below = F

Learning Outcomes:

General Education

1. **Communicate effectively**
2. **Evaluate arguments in a logical fashion**—Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.). **Students will be able to demonstrate competence in problem solving in communication, mathematics, and in team settings.**
3. **Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and society.**
4. **Employ the methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities;** general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines.
5. **Engage in our democratic society**—one of the overarching goals of general education is to prepare students to be active and informed citizens; the development of a disposition to participate in and contribute to our democracy is of equal importance to the goal of having the skills to do so intelligently.

Learning Outcomes 1-3 will be measured for all students through the CAAP assessment (Writing, Mathematics, and Critical Thinking) and through the e-portfolio (Writing and Cultural Diversity). Outcomes 1 and 2 will also be assessed through course and program assessment for applied degree programs.

Learning Outcomes 1-5 will be assessed in specific courses included in the Transfer Module.

Upon completion of the course the student should be able to:

- Gain a working knowledge and familiarity of the terms used in various types of online documentation interactions.
- Demonstrate successful use of basic concepts of Multiple Choice, drag and drop, T/F and various other interactions to create an online test pages.
- Demonstrate successful use of CourseBuilder to create online documents.
- Evaluate online test sites using criteria of designers and of programmers.
- Demonstrate the ability to design an online site using organizational strategies for content and storyboarding.
- Demonstrate the ability to work within a group using an Online Site Development Team to create a well designed an executed Online testing/training site.

Assessment of Student Learning:

Assessment Projects and Measurement in course:

Personal Online Projects - Demonstrate successful use of basic concepts of various interactions to create an online test pages.

Final Group Project – Demonstrate the ability to work within a team environment to create a fully functional testing/training web site.

Plan of Work:

Week	Reading/Lecture	Demonstration/Lab
1	Introduction C1	Using Dreamweaver for e-learning
2	CourseBuilder C2 & C3	Getting to know Coursebuilder Multiple Choice T/F Interactions
3	CourseBuilder C4	Chapter 4 – Drag & Drop Interactions
4	Test Chapters 1-4 & C5	Coursebuilder/Open Lab Explore Interactions
5	CourseBuilder C6 & C7	Button Interactions Text Entry Interactions
6	Test Chapters 5-7 & C8	Timer Interactions Open Lab
7	CourseBuilder C9	Open Lab
8	CourseBuilder C10 & 11	Global Interaction Enhancements Using CSS to Enhance CourseBuilder
9	CourseBuilder C12	The Action Manager - Overview
10	Test Chapters 8-12	Coursebuilder/Open Lab
11	CourseBuilder C13	Customizing the Action Manager
12	CourseBuilder C14	Action Manager Objects
13	CourseBuilder C15	Creating Custom Interactions
14	CourseBuilder C16	Final Project Assignments
15	Test Chapters 14-16	CourseBuilder/Open Lab
16	Final Project Presentation	Open Lab

Course Requirements:

4 Tests	45%
Lab Assignments	20%
Coursebuilder Projects	25%
Instructor Evaluation	10%

The lab projects and Online Sites project **must be completed with a passing grade** to receive credit for the course. There will be **NO make up tests** unless previously arranged before the test date.

Policies

Cell Phones, beepers, pagers: Electronic communication devices must be turned off when entering class to avoid distraction to other students. Exceptions are made in case of public service officials (firefighters etc.) or in the case of a family emergency. In such cases the devices should be kept on vibrate if possible. This must also be cleared with the instructor before the beginning of class each day. Failure to comply will result in reduction in grade for lab that day or on an ensuing quiz or test.

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic "F." Please follow official College procedure for withdrawing from this or any course.

College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall

(Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).