

Computer Applications

Highland Academy, Spring 2016

Purpose

This course represents an effort to introduce the learner to a few commonly used computer applications, preparing the student for future encounters with these applications in coursework or in an employment setting.

General Course Topics

Audio editing
Photo editing
Video editing
Web Page Basics
Ethics and Safety
Networking Basics
Intro. to Computer Programming

Assessment

Regarding student performance, all classwork will be viewed in the light of the teacher's expectations, not the student's. These expectations will be clearly communicated for each assignment. Exceptional scores require exceptional performance. Standard "run of the mill" performance or doing the bare minimum, by definition, will never be considered exceptional.

This is how much each type of learning assessment counts:

- Labs: 50%--occurring every week or two. Lab investigations will focus on applying what's been studied in class, often involving the creation of some kind of product.
- Quizzes & tests: 50%--given at any time over whatever we've been doing recently. Quizzes will occur a time or two for every chapter. They will consist mainly of true/false, matching or multiple-choice questions.

Details of Assessing Student Work

The present method of reporting student performance with a single character of information on a transcript has much to be desired. Any teacher could write pages about each of their students, and do so with less effort than what goes into producing that single letter grade. A naive viewpoint abounds regarding the numeric averages that lead up to the final letter grade. Many feel that averages are an objective method of measuring student performance, free from any personal bias that the teacher might have. Yet the teacher *chooses what* to ask the students on a test, the teacher *chooses how* to ask for the desired response and the teacher *assesses the worth* of student responses for partial credit purposes. Like it or not, as long as humans are involved in the assessment process, personal biases and opinions will always enter in. This means that all of the "game-playing" that is done with numeric averages is just part of a wishful dream for objectivity. Until the day comes when a teacher's opinion is regarded as an authoritative measure for student performance, or, until the day when all student assessment is done using the statistical objectivity of standardized testing, this teacher will stumble forward with the following general assessment rubric in situations where a specific rubric isn't specified:

- Quizzes with 10 or more questions: scores will be determined by taking the percent correct
- Labs, Quizzes with less than 10 items: scores will represent a percent of the teacher's expectations. Scores will be separated by increments of 5 points: 5 points off for each minor mistake; 10 points off for each major mistake.
- Tests: scores will be determined by taking the percent correct and adding to this an adjustment based on the performance of the entire class on a given test. The adjustment will be an offset sufficient for all students whose percent is 1 standard deviation above the mean (or greater) to receive a score in the coveted 90-100 range. This same adjustment will be applied to all students' percents. The instructor reserves the right to

limit the adjustment to 15 points added to the students' percents. For classes involving small numbers of students, this offset might be a judgment call by the instructor, based upon previous scores of larger classes over similar material.

100% fully met or exceeded teacher's expectations

95% a minor mistake

90% 2 minor mistakes or a single significant mistake, and so on

0% assignment not turned in or made up

Letter grades will be issued according to the following scale:

A: 93-100	A-: 90-92		
B+: 87-89	B: 83-86	B-: 80-82	
C+: 77-79	C: 73-76	C-: 70-72	
D+: 67-69	D: 63-66	D-: 60-62	
F: < 60			

Late Work

Tests, Quizzes, Labs and Homework are to be made up as soon as possible after returning from an absence. The general rule will be for the test to be taken within the number of days missed, from the time of returning to class. (Example: Johnny is out of class on Thursday and Friday, missing a test. Johnny returns to class on Monday. Johnny will have two days, for the two days missed, to make up the test for full credit. Johnny will need to take the test by Wednesday, or receive 10 points out of the 100% trimmed off of his score for each day after Wednesday that he waits. After 10 school days from this deadline, no credit will be given for taking the test.)

For late work that is submitted, unrelated to an absence, 10 points out of the 100% will be trimmed off of the score for each day late after the due date.

Exceptions might be made to this late work policy for catastrophic illnesses and for other extreme circumstances. These circumstances will be determined by the instructor and principal.

Behavioral Expectations

- interact orderly and courteously; speak one at a time.
- treat the building and equipment with care.
- come to class with what you need -- pencil, notebook, textbook.
- absences and tardies will be handled according to the school policy.
- no food, drink or gum.
- visits to the restroom will be allowed if they don't become excessive. What constitutes excessive will be a judgment call of the instructor. (These visits are for emergencies.)
- it is THE STUDENT'S RESPONSIBILITY to find out what was missed when absent by looking at the assignment web page, by asking the teacher or by asking a classmate.
- class time is to be used for working on Computer Literacy tasks.