

LINC 66E: CLOUD-BASED PUBLISHING TOOLS

Foothill College Course Outline of Record

Heading	Value
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 283S.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- A successful student will set up a blog.
- A successful student will be able to use RSS to subscribe to a newsfeed in a browser and/or stand-alone application.
- A successful student will be able to configure players to subscribe to and receive podcasts.

Description

This introductory, hands-on learning class will compare the relative advantages and disadvantages of using a variety of cloud- (Internet-) based publishing tools for the purpose of group collaboration, an e-portfolio, a social networking space, or information sharing. Emphasis is given to creating a basic collaboration space for education, business, or personal applications.

Course Objectives

The student will be able to:

- Define and use terminology associated with cloud-based publishing tools
- Explain the uses of cloud-based publishing tools for education, business, and personal
- Compare and contrast the features and benefits of different types of cloud-based publishing tools
- Create, publish, and publicize personally created cloud-based content for the purpose of receiving authentic feedback from others
- Create a cloud-based collaboration space for the purpose of working synchronously or asynchronously with others

Course Content

- Define and use terminology associated with cloud-based publishing tools
 - Identify common terminology

- Explain the uses of cloud-based publishing tools for education, business, and personal
 - Identify applications of cloud-based publishing tools to different knowledge content domains in education
 - Collaboration purposes
 - Instruction purposes
 - Identify applications of cloud-based publishing tools to business
 - Collaboration purposes
 - Marketing and communication
 - Customer interaction
 - Identify applications of cloud-based publishing tools to personal use
 - Communicating ideas, advocating for causes, hobby
 - Writing, publishing
- Compare and contrast the features and benefits of cloud-based publishing tools across the types of uses: education, business, personal
 - Create a comparative chart of features with upsides and downsides of different types of tools
 - Create a personal cloud-published site, create content for the site, and publicize it
 - Determine the purpose of the cloud-published site
 - Select an application or hosting service for the content
 - Create the site within the application
 - Customize the look, feel, and features
 - Share the site with others (publicize)
 - Create a collaborative cloud-based published site
 - Determine the purpose of the collaborative site
 - Select an application or service to host the content
 - Create the content to be published
 - Customize the look, feel, and features
 - Share the site with others (publicize)

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratories equipped with online PCs and Macintosh computers, network server access, and printers.
- When taught via Foothill Global Access on the Internet: Students must have currently existing email accounts/email address and ongoing access to computers with email software, GUI web browsing capability, FTP program, and access to the World Wide Web.

Method(s) of Evaluation

The student will demonstrate proficiency by:

- Developing a cloud-based publishing project
- Presenting the project to peers for feedback
- Making constructive contributions to class discussions
- Providing peer reviews for other class members as a way to document student content knowledge

Method(s) of Instruction

During periods of instruction the student will be actively engaged in:

- Writing notes, listening, and participating in lecture presentation and class discussion using the terminology of the software product and publishing industry.
- Observing an instructor-led demonstration and student practice of software techniques.

C. In-class presentations and peer review to critique class projects.

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, web-based video, websites, and a variety of cloud based publishing tools.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Each class session requires the student to read and analyze selected websites or student projects related to that session's topics.

B. Each session's topic requires a written response to a prompt that is turned in for instructor or peer review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product.

Discipline(s)

Instructional Design/Technology