

<b>ORIGINATOR'S SECTION:</b>														
1. College: <b>Arts and Sciences</b> Desired Term and Year of implementation: <b>Fall 200<sup>6</sup></b>														
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No *														
3. Course will be a variable-topics (generic) course? ("generic" is a placeholder for topics) Yes No *														
4. Course abbreviation and Number: * <b>HIST 502</b>														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) <b>History and Applied Media Technology</b>														
6. Abbreviated Title for Banner: <b>History &amp; Appl Media Tech</b> (no more than 25 characters, including spaces)														
7. Number of Units: <b>3</b>														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  This course is designed to introduce students to various techniques in applying media technology to present historical research and interpretation. Course may include but is not limited to online instructional techniques, web-based archival preservation or museum presentations, multimedia presentation of historical findings and video presentations of historical topics. Advanced undergraduates interested in taking this course should consult with instructor.														
9. Why is this course being proposed?  Core course in the proposed Master of Arts degree in History														
10. Mode of Instruction* (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DEP-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DEP-SectionV.pdf</a> for definitions of the Course Classification Numbers)														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td><b>3</b></td> <td><b>C-05</b></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	<b>3</b>	<b>C-05</b>	Activity			Lab			
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times _____ (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														

16. Prerequisite(s): **None**

17. Corequisite(s): **None**

18. Documentation attached: \_\_\_\_\_ Syllabus or   X   Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix: \* **N.A.**

20. How often will this course be offered once established? \* **once annually**

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? YES   X   NO \_\_\_\_\_

If yes, please specify:  
 Core requirement in the History M.A.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*   X   Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>  Comm  </u>		_____ Support	_____ Oppose
Discipline	Signature	Date	
<u>  VPA  </u>		_____ Support	_____ Oppose
Discipline	Signature	Date	

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (please print or type name)   E.A. Schwartz   Date   3/17/04  

2. Program Director/Chair   [Signature]   Date   12/15/04  

3. College Curriculum Committee   [Signature]   Date   2/10/04  

4. College Dean (or Designee)   [Signature]   Date   2/10/04  

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## **Proposed Syllabus — Hist 502: History and Applied Media Technology**

This course is designed to introduce students to the use of computer-based media technology to present and teach historical information, including the development of web pages, live presentations, and video productions.

Students will have the opportunity to develop an understanding of the possibilities and limitations of technology by taking part in the development of a hypothetical course in California history using interactive web pages and classroom and internet multimedia presentations.

Students will use FrontPage, PowerPoint, digital still and video cameras, and Windows Movie Maker (and/or other digital video editing software).

Depending on class size, students may work in groups of three or four.

### **Schedule:**

**Week 1:** Introduction. Discuss the goals and objectives of the course. Review and discuss actual web pages and multimedia productions as positive and negative models. Form groups if necessary and begin development of lesson plan(s) for hypothetical course.

**Week 2:** Work with digital still cameras, discuss assignment — to take a set of still pictures illustrating some aspect of local history, such as a historic site, an event (such as one of the regular reenactments of the Battle of San Pasqual, for example), or a visit to a relevant museum.

**Week 3:** Complete lesson plan. In computer lab, begin work on informational web pages for hypothetical course, including scanning and editing pre-existing still images.

**Week 4:** Complete informational pages and develop online discussion and examination pages.

**Week 5:** Complete and demonstrate websites.

**Week 6:** Write and produce simple individual PowerPoint presentations (without narration and video) using images produced by students in second-week assignment as well as pre-existing images.

**Week 7:** Introduction to digital video, including recording interviews, shooting location images, and basic video editing.

**Week 8:** Field session — a location shot.

**Week 9:** Record narrations for PowerPoint presentations, edit location video, integrate sound and video into presentations.

**Week 10:** Demonstrate presentations. Begin writing (group) video production(s).

Week 11: Complete script for video production.

Week 12: Gather additional materials for video production — information, still and video images, etc., and begin editing.

Week 13: Do sound recording for video, continue to edit video.

Week 14: Complete video. Add to hypothetical course website.

Week 15: Do technical work on final exam — an individual informational web page including still photos, a video clip, and an information-gathering form.

**Texts:**

The Non-Designer's Design Book, Robin Williams, 1994

Multimedia: Concepts and Practice, Stephen McLoughlin, 2001

Microsoft Office FrontPage 2003 for Windows: Visual QuickStart Guide, Nolan Hester

PowerPoint 2003 for Windows and Macintosh: Visual QuickStart Guide, Rebecca Altman

History-Social Science Content Standards for California Public Schools:  
<http://www.cde.ca.gov/standards/history/>

**Grading:**

The group website project will count for 20% of the grade, the individual PowerPoint presentation for 25%, the group video production for 20%, the final exam for 25%, and attendance for 10%.