



Course Syllabus

Comm 5530.W1

COURSE NUMBER AND SECTION

Dr. Eric Flack/WebCT mail

INSTRUCTOR/E-MAIL ADDRESS

Technology and Teaching

COURSE TITLE

FA 2004/3 credit hours

TERM/CREDIT HOURS

Online <http://www.Webster.edu/worldclassroom/>

SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and businesses are affected by technology. Primary emphasis is on the direct application of current computer technology to educational settings and specific teaching objectives.

Prerequisite--Students should have a basic familiarity with personal computers including how to open and close programs and how to open, save, close and move files.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 - A. Students will demonstrate an understanding of multi-media applications such as Microsoft PowerPoint® and will show how these applications can be used to enhance instructional activities. (MoStep 1b, 2d, 3b, 4b, 5a, 6c, 7c, and 8a)
 - B. Students will demonstrate familiarity how to find and utilize a variety of Internet resources including resources to support both preK-12 students and teachers. (MoStep 1d, 3b, 4a, 5a, 8a and 8c)
 - C. Students will demonstrate a familiarity with the Microsoft Word® and Excel® features that will allow them to integrate these programs into their instruction. (MoStep 1b, 2d, 3b, 4b, 5a, 6c, 7c, and 8a)
 - D. Students will demonstrate an understanding of the criteria used for evaluating Web sites. (MoStep 1b, 3a, 4b, 6b, 7d and 8a)
 - E. Students will demonstrate a knowledge and understanding of security, safety and legal issues related to technology and Internet usage. (MoStep 7b, 9c, 10b, 10c, and 10d)
 - F. Students will demonstrate knowledge of how technology has succeeded and failed education. (MoStep 8c, 9b, 10a and 10d)
 - G. Students will learn the National Educational Technology Standards for teachers and students. (MoStep 1e, 2c, 2d, 3a, 4a, 4c, and 5a)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1	Topic: Introductions, student information, course overview, expectations and grading requirements. Why use technology in education? Class discussion on the future of technology. Review the "basics" of Windows '98 including saving to My Documents, saving to a floppy disk, and creating and moving files.
Week 2	Topic: What is technology Integration? GLEF web site.
Week 3	Topic: What is technology Integration? Continued http://www.leesummit.k12.mo.us/its http://school.discovery.com/schrockguide/
Week 4	Topic: The Internet and the Law Assignment: Have chapters 1-4 of Conn's book read by this week
Week 5	Topic: The Internet and the Law (Continued) Assignment: Have chapters 5-Appendix D of Conn's book read by this week
Week 6	Topic: PowerPoint® - how to use PowerPoint® to create games for classroom review games such as Jeopardy and Who Wants to be a Millionaire.
Week 7	Topic: PowerPoint continued Have the Introduction and chapters 1-5 of Pflaum's book read by this week
Week 8	Topic: National Educational Technology Standards PowerPoint® Assignment Due
Week 9	Topic: Microsoft Word® - students will explore the advanced features of Word® including how to create documents, change text, insert text boxes, include borders, create mail merge documents, etc. First Paper Due – Reflection Paper on <i>The Internet and the Law</i>
Week 10	Topic: Microsoft Excel®: charts and graphs and keeping records Microsoft Word® Assignment Due Have chapters 6-9 of Pflaum's book read by this week
Week 11	Topic: Microsoft Excel®: charts and graphs and keeping records Have chapters 10-16 of Pflaum's book read by this week
Week 12	Topic: Evaluating web pages for instructional use. Microsoft Excel® Assignment Due
Week 13	Topic: WebQuests. Critical attributes and uses in the classroom. Locating and printing WebQuests that coordinate with your curriculum. Have chapters 17-20 of Pflaum's book read by this week
Week 14	Topic: TrackStar
Week 15	Topic: Inspiration®/Kidspiration®

	Have chapters 21-22 of Pflaum's book read by this week
Week 16	Topic: Current trends in educational technology including differentiating instruction with technology Inspiration®/Kidspiration® Assignment Due

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

Pflaum, William D. (2004). *The Technology Fix: The Promise and Reality of Computers in Our Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Conn, Kathleen (2002). *The Internet and the Law: What Educators Need to Know*. Alexandria, VA: Association for Supervision and Curriculum Development.

Supplemental Readings: (list and indicate how these are to be used)
The instructor will provide additional online materials.

Audio-visual/other:

Students should subscribe to the following journals/online journals:

1. The Journal (www.thejournal.com)
2. Converge (<http://www.centerdigitaled.com/converge/>)
3. Technology & Learning (www.techlearning.com)

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Term Paper(s) – 30% There will be two five-page reports due concerning the texts. Students are required to analyze the dominant themes of each text and provide a response to it concerning its impact on technology in education. Each report is worth 15% of the course grade.
- b) Examination(s) – None
- c) Class presentation(s) – None
- d) Projects – 40% (PowerPoint®, Word®, Excel®, and Inspiration®/Kidspiration®)
- e) Class Participation – 30% Class participation on the discussion board is a major component of the course grade. You won't be graded on your week-by-week postings and responses to the readings, but you will be evaluated by me and by your classmates on the thoughts these readings inspire and on your interaction with others concerning them. This should be an easy 30% for everyone.

Grades will be assigned in accordance with the School of Education grading scale as follows:

A 93-100 **A-** 90-92 **B+** 87-89 **B** 83-86 **B-** 80-82 **C** 70-79 **NC** 69 and below

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.
On web and delivered incrementally throughout the course
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project
 - e) Other
8. FINAL PROJECTS: Final projects/papers will be returned online. Students are expected to post their copies by the assigned incremental due dates.

Due Dates

No assignments will be accepted after specified due dates unless unusual circumstances prevail. Late assignments will result in one letter grade deduction per day until the assignment is turned in.

Plagiarism and Cheating

The *American Heritage Dictionary* defines plagiarize as: "1. To use and pass off (the ideas and writings of another) as one's own. 2. To appropriate for use one's own passages or ideas from (another)."

Plagiarism and cheating are serious offenses and will not be tolerated. Any instances of plagiarism, cheating, or other academic dishonesties will be reported to the department chair and/or dean, and at a minimum, will receive a grade of "0" but could also result in failure of the course.

Special Needs

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined or which will require academic accommodations, please notify me in the first two weeks of the course.

•Because this class is being taught entirely in a technology-mediated forum, weekly class participation and fulfillment of the course schedule is mandatory. In a traditional classroom setting, students would be required to be in class 2.5 hours a week and prepare for class discussions 3.5 hours a week. Expect to devote at least 6 quality hours a week to this course.

There will be a virtual environment within which students might meet during weekly open houses in the evening hours. Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, an NC will be issued. Assignments not submitted by the deadlines listed may be penalized. This syllabus is subject to change at the discretion of the instructor.