



## Course Syllabus

<b>EDTC 5630.01</b> <b>2 credit hours</b>	<b>Advanced Topics in Classroom Technologies:</b> <b>Planning Educational Technology Facilities</b>	<b>Fall 2005</b> <b>Term 1</b>
<b>Off-Campus:</b> <b>Ladue Horton Watkins High School</b> <b>1201 South Warson Road</b>	<b>Frances Erwin</b> <b>(314) 983- 5674</b> <b>erwinf@webster.edu</b>	<b>4:30 p.m.</b> <b>to</b> <b>7:30 p.m.</b>

### 1. COURSE DESCRIPTION:

Students learn to consider the various components of educational technology facilities, and their impact on education. Students will tour the educational technology facilities of several schools in the area to broaden their knowledge of different ways of successfully implementing technology in education.

Prerequisite: Ability to meet off-campus at several different schools in the St. Louis metropolitan area.

Classroom Technologies, or permission of the Educational Technology Coordinator.

### 2. LEARNING OUTCOMES:

- Identify necessary components of educational technology facilities.
- Express benefits and detriments of a variety of educational technology facilities.
- Plan an effective educational technology facility.

### 3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS, AND EXAMS.

<b>Week 1</b>	Overview of EDTC Facilities
<b>Week 2</b>	Overview of EDTC Facilities (continued)
<b>Week 3</b>	EDTC Facility Tour -
<b>Week 4</b>	EDTC Facility Tour Summary Paper due EDTC Facility Tour -
<b>Week 8</b>	EDTC Facility Tour Summary Paper due EDTC Facility Tour -
<b>Week 6</b>	EDTC Facility Tour Summary Paper due EDTC Facility Tour -
<b>Week 7</b>	EDTC Facility Tour Summary Paper due EDTC Facility Tour -
<b>Week 8</b>	EDTC Facility Tour Summary Paper due EDTC Facility Term Project Visual Renditions and Presentations

#### 4. **RESOURCES:**

Textbook: None

Required Readings: Various Supplemental

#### 5. **EVALUATION / GRADING SCALE:**

93 -100 = A

90 - 92 = A-

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

EDTC Facility Tour Summary Papers = 50

EDTC Facility Term Project Visual

Rendition and Presentation = 50

All academic and professional behavior of students in this course (including attendance, participation, and class discussion) is subject to review for the purposes of student evaluation.

Final projects will be returned to students who provide a self-addressed, postage-paid envelope to the instructor.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incomplete grades are not awarded except in emergencies, as defined by the instructor. An Incomplete grade may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the Incomplete Course form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

It is the student's responsibility to withdraw from the course according to the Withdrawal Procedures outlined in the Graduate Studies Catalog.

#### 6. **ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

#### 7. **ACCESSIBILITY/ACCOMMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

#### 8. **ATTENDANCE:** Attendance is required for every class.

Unapproved absences will result in one of the following:

1. the student's grade for the course will be lowered, OR
2. the credit hours earned for the course will be reduced.

Approved absences will result in one of the following:

1. the student will be responsible for any missed work, as well as a make-up assignment, OR
2. the student's grade for the course will be lowered, OR
3. the student's grade for the course will be changed to NC (No Credit).

## 9. STANDARDS / GOALS:

**International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS) [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html):**

1. **Technology operations and concepts:** Teachers demonstrate a sound understanding of technology operations and concepts.
2. **Planning and designing learning environments and experiences:** Teachers plan and design effective learning environments and experiences supported by technology.
3. **Teaching, learning, and the curriculum:** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. **Assessment and evaluation:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. **Productivity and professional practice:** Teachers use technology to enhance their productivity and professional practice.
6. **Social, ethical, legal, and human issues:** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**The School of Education (SOE) Goals:**

1. **The knowledgeable learner:** Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. **The informed instructor:** Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. **The reflective collaborator:** Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. **The responsive educator:** Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

*This syllabus is subject to change at the discretion of the instructor.*