

EDU 306- Technology for Educators

Cedar Crest College

Fall 2009, Thursday 7:00-9:30

Curtis Room 104

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Text

Cashman, T., et al. (2008) Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom. Fifth Edition, Boston M.A. Course Technology, Cengage Learning. ISBN- 13: 978-1-4239-1180-7

Course Description

This course is designed to demonstrate and utilize a variety of methods and strategies for integrating technology into the classroom. Students will have an opportunity to use and discuss current technologies being used in today's schools. Practical application and strategies will be a primary emphasis. Home access to the Internet and MS Office products is recommended.

Course Objectives

1. Students will explore and successfully utilize technologies currently used in schools.
2. Students will gain insight into ways in which technology can engage students in the learning process.
3. Students will learn ways in which technology can assist in both student and parental involvement.

Course Policies and Procedures

Online Discussions

These discussions are critical to the success of any online course. Without them, the virtual experience becomes stagnant. You will be assessed on the thoughtfulness of your original posting as well as the depth to which you reply to others' postings. Your reply might agree or disagree with the author's viewpoint, or it might be an extension of what the author has written. You are not limited to two responses. I've seen some lively "dialogues" in discussion threads. The more each of you invests in this activity, the better experience for everyone.

Discussion topics are included in every online unit. Each discussion will be worth 5 points—3 points for adequately addressing the discussion issue and 2 points for commenting on the posts of two classmates.

First, students will read and respond to the discussion topic for that particular unit. **After ten or more of your classmates have posted**, students may begin responding to each other's postings. In a perfect

world, everyone should have an initial post before the class begins to respond, but I recognize how chaotic that could become. If everyone could make an attempt to have his/her posting online by the end of the weekend following our real time sessions, it will make things easier for all of us. I reserve the right to deduct points for individuals who are habitually late with his/her initial post. A warning will be issued prior to any penalties being enforced.

Online Assignments

Unless otherwise noted, online assignments are worth 10 points. Students will be assessed on the quality of ideas and content, the extent to which the topic was addressed, supporting details using text based or real life information, and grammar, punctuation, and spelling. These assignments will be submitted via my In Box using the Drop Box feature of e-College. They will be graded and returned to you in the same fashion. Any questions regarding grades on specific assignments can be addressed using email or in person prior to campus classes if arrangement are made at least three days prior to class. (Please refer to the Email Policy in this syllabus.)

Grading

Final grades will be calculated by dividing total points earned by total points possible. The online grade book will keep a running record of points possible versus points earned. I know grades are important. I take a good deal of time grading weekly assignments, and I take great care to insure the accuracy of my grade book. It is the student's responsibility to monitor his/her grades and alert me to discrepancies in the online grade book as soon as possible. Students may be asked to produce the graded assignment as further proof of an error. Please save anything that is graded and returned. Discrepancies in grades must be brought to my attention within two weeks. Otherwise the grade will stand as is. Make it a habit to regularly monitor the online grade book.

Although assignments for the course are posted online, I reserve the right to add, delete, or modify assignments if the needs of the class warrant such revisions. Any adjustments will be made well in advance of due dates and will be posted as Announcements on the course home page. Rubrics will be provided for both the PowerPoint presentation and the final project in a timely fashion.

Final grades will be calculated as follows:

A	93.0 – 100 percent
A minus	90.0 – 92.9
B plus	86.7 – 89.9
B	83.4 – 86.6
B minus	80.0 – 83.3
C plus	76.7 – 79.9
C	73.0 – 76.6
C minus	70.0 – 72.9
D plus	67.0 – 69.9
D	66.9 – 60.0
F	below 60 %

Requirements and Expectations

As this is a hybrid course, real time attendance is critical. Attendance reflects your interest and involvement. If extenuating circumstances prevent you from attending a class, please email me as soon as possible. (Note that the campus meeting dates were changed in early August. If these changes impact your ability to regularly attend class, then consider taking this course at another time.) I reserve the right to assign additional work to take the place of a missed class. **It is your responsibility to sign the “sign in” sheet each class period.** More than one absence will affect your final grade by one letter grade. It is your responsibility to ask another student what you have missed in class due to an absence.

Administrative Details

1. **Deadlines are firm.** Extensions will be granted only in cases of extenuating circumstances, and given the amount of time available to complete online and offline work, requests for extensions will be carefully scrutinized. Technology issues are not acceptable excuses for late assignments. All work must be completed by midnight of the due date. If a submission arrives at 12:01 a.m., it will not be accepted. When using technology, it is never advisable to wait until the last minute to upload an assignment.
2. I do not supply lecture notes. If you have to miss class, arrange for someone to take notes for you.
3. Final Grades are final.

Classroom Protocol

All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. The use of cell phones during class is strictly forbidden. This includes but is not limited to text messaging and/or taking personal calls. Phones should be turned off prior to the start of class. Surfing the Internet during class time is rude and disrespectful. Please extend the same courtesies to me that you would expect of students in your classroom.

Honor Code

Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.

Plagiarism

If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating

Allowing another to copy one's work or copying from someone is an academic offense. Again, I am bound to follow academic regulations.

Email policy

I will not discuss official business (e.g., coursework, course grades, etc.) via email unless you use your Cedar Crest email address. This is for the protection of your privacy. If, for instance, I receive an email signed Mary Smith requesting sensitive information about her progress in my class, but the request is sent from happydaze@aol.com, I have no way of knowing whether it really is from Mary Smith or someone else.

Topical Outline

Week 1 – August 27 (On Campus)

1. Meet the professor and your classmates
2. Cover the syllabus and course requirements
3. Become familiar with the text and the online resources it provides.
4. Discuss the online assignment for the upcoming week. (Introduction)

Week 2 – September 3 (Online)

Unit 1

Week 3—September 10 (On campus)

1. Chapter 3 should be read prior to tonight's class.
2. Address any issues or difficulties using e-College
3. Real time discussion of last week's online discussion question
4. PowerPoint instruction – Since the midterm assignment involves creating a PowerPoint presentation, I will demonstrate how I'd like that presentation to look. Even if you already know how to use PowerPoint, I have a feeling you'll leave this class having learned a few "tricks" you didn't already know. There will be a rubric for your presentation which I will distribute tonight.

Week 4 – September 17 (Online)

Unit 2

Week 5 – September 24 (Campus)

1. Continue last week's online discussion in real time—access to grade books online.
2. Finish PowerPoint Instruction if necessary
3. We'll take a look at the web site I use for my classes.
4. The free calendar

Week 6 – October 1 (Online)

Unit 3

Week 7 – October 8 (Campus)

1. Quiz on Chapters 1-3
2. Using the Smart Board

Week 8 – October 15 (Online)

Unit 4 (*Use this week to work on your PowerPoint presentations that are due next class. Come to class with questions regarding using technology in the classroom or teaching in general.*)

Week 9 – October 22 (Campus)

1. Submit PowerPoint presentations (Follow the instructions for Unit 4 online)
2. Discuss rubrics. (Eventually the training wheels need to come off)
3. Discuss the online assignment for November 5.
4. Q&A- Using technology in the classroom, teaching in general, etc.

Week 10 – October 29 (Online)

Unit 5

Week 10 – November 5 (Online)

Unit 6

Week 11 – November 12 (Campus)

1. Chapter 7 – Discussion of the online assignment for this week
2. Exploration of helpful web sites and teaching tools.
3. Come to class prepared to show the class either a software or web site you reviewed for Unit 5

Week 12 – November 19 (Online)

Unit 7

Week 13– November 26 (Holiday)

Week 14 – December 3 (Campus)

1. Submit and demonstrate Final Project

An abbreviated version of this syllabus appears online. The online version was provided for your convenience. This hardcopy syllabus is the one you should refer to if you need specific information.