

ASU College of Education  
Department of Curriculum and Instruction  
ED 2323 Introduction to Computer Technology  
Course Syllabus – Spring 2012

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<b>E-Hours:</b>	Monday and Wednesday 10:00 a.m. – 12:30 p.m. or by appointment

Note: To schedule a SKYPE conference call, please send me an e-mail and provide a date and time for a tentative SKYPE conference call. If I am not available at that time, I will provide my availability.

### I. Course Dates

This course is fully online from January 17-May 11, 2012. Therefore, candidates who need assistance are encouraged to contact instructor.

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### II. Course Description

The course is a survey of computer technology systems supporting the instructional process with emphasis on technology foundations, acquisition of information, communications, problem solving, productivity, and evaluation tools. The course will introduce candidates to technology concepts/terminology to a wide range of software. Emphasis will be placed on technology integration techniques for instructional environments. This course is designed to help candidates develop the proficiencies (related to technology) for all beginning teachers delineated in the Texas Technology Application Standards as found at [http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapps\\_allbegtch.pdf](http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapps_allbegtch.pdf).

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### III. Learning Objectives and Outcomes

The goal of this course is to help and guide students to develop the knowledge and skills to integrate technology throughout their professional practice.

By the end of the semester, candidates will:

- a. Understand the fundamental involvement required for computer technology integration
- b. Recognize ethical issues by creating a PowerPoint based on promoting and modeling digital citizenship and responsibility for student computer usage
- c. Learn how to utilize technology in the classroom to advance student learning, creativity, and innovation

- d. Locate, retrieve, and evaluate information on how technology impacts our 21<sup>st</sup> century learners
  - e. Practice e-mail etiquette by reviewing tips to write and manage e-mail and creating a PowerPoint
  - f. Reflect on an array of technology applications, lessons, and activities utilizing blog
  - g. Discuss learning goals for implementing technology in the classroom
  - h. Insert videos and pictures in Windows Movie Maker to synthesize a video to enhance instruction
  - i. Utilize word processing techniques to produce a well-designed and aesthetically pleasing Career or Educational Resource Brochure
  - j. Use excel program to create a standard grades spreadsheet to produce a representation and analysis of numerical data.
  - k. Create a blog page to promote educational videos in a specific content area
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#### **IV. Required Texts & Software**

**Textbook:** Cennamo, K.S., Ertmer, P.A., & Ross, J.D. (2010). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*, 1<sup>st</sup> ed. Belmont, CA: Wadsworth Cengage Learning.

#### **Software and Programs:**

1. Access to websites as referenced in class.
2. Access to Blackboard. It is the student's responsibility to become familiar with Blackboard and its course components.
3. Most documents in this course will be HTML or Word format. However, you will need the additional software (which can be downloaded free from the Internet): Adobe Reader, SKYPE, Windows Media Player, Windows Movie Maker 2.6 and Quicktime.
4. Access to ASU e-mail. This must be checked daily.

**Additional Equipment:** computer microphone and speakers (required)

**Recommended:** One Flash Drive to back up your files. Please be sure all work is saved more than once, as it is not the instructor's responsibility if technology issues suddenly occur.

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#### **V. ISTE National Educational Technology Standards & Texas Technology Application Standards**

##### **ISTE NETS I: Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

**Texas Standard I: All teachers use technology related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.**

The candidate will be able to:

- a. Demonstrate knowledge and appropriate use of operating systems and software applications, and communication and networking components. (1.1s)
- b. Select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency. (1.3s)

- c. Use technology terminology appropriate to the task. (1.5s)
- d. Perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents. (1.6s)
- e. Use appropriate terminology related to the Internet including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML). (1.8s)
- f. Use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick. (1.10s)
- g. Discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy. (1.14s)
- h. Demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages. (1.18s)

### **ISTE NETS II: Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

**Texas Standard II: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.**

The candidate will be able to:

- a. Apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies. (2.2s)
- b. Identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files. (2.3s)
- c. Use on-line help and other documentation. (2.5s)

### **ISTE NETS III: Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

**Texas Standard III: All teachers use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem solving situations.**

The student will be able to:

- a. Plan, create and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings. (3.1s)
- b. Plan, create, and edit spreadsheet documents using all data types, formulas, and functions, and chart information. (3.2s)
- c. Demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics. (3.4s)
- d. Plan, create, and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolumn or multi-section documents with a variety of text- wrapping frame formats. (3.5s)

### **ISTE NETS IV: Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

#### **Texas Standard IV: All teachers communicate information in different formats and for diverse audiences.**

The candidate will be able to:

- a. Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences. (4.1s)
- b. Publish information in a variety of ways including, but not limited to, printed copy, monitor displays, Internet documents, and video. (4.6s)
- c. Use telecommunication tools, such as Internet browsers, video conferencing, and distance learning, for publishing information. (4.8s)

### **ISTE NETS V: Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

#### **Texas Standard V: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.**

The candidate will be able to:

- a. Identify and use resources to keep current with technology education. (5.16s)
- b. Use technology tools to perform administrative tasks such as taking attending, maintain grade books, and facilitating communication. (5.13s)
- c. Incorporate new strategies to improve classroom instruction in Technology Applications. (5.18s)

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## **VI. Course Policies:**

**Participation:** Candidates are expected to complete all assignments and projects on time. Working collaboratively with other students and instructor is key to your success in this course. Communicate with one another for help, guidance, and feedback on assignments. Please **check your e-mail** and Blackboard (Bb) **at least once a day** for announcements.

**Assignments:** All assignments due dates can be found in the course calendar. Be sure to write down the due date in a paper or electronic based calendar. A calendar can also be found in Bb. Once you are logged in, there will be a calendar with upcoming assignment due dates for this course on the right side of the webpage. All assignments are due on blackboard or blogger. Assignments must be submitted by 11 p.m. on due date (see course agenda). All assignments must be submitted in Microsoft Word, 12 points, Times New Roman, and double-spaced (unless specified in rubric). As teachers are expected to represent professionalism and model learning, all documents must be adequately proofread for grammar, spelling, formatting, and punctuation errors. Points will be deducted for inaccuracies. The ASU Writing Center is available to assist you as needed. In addition, all work is expected to follow the

guidelines of the APA Manual, 6<sup>th</sup> edition. A positive attitude, professional dispositions (see course documents), effort and preparation are equally important in this course and in the profession you are preparing to join. **No late work will be accepted, depending on case by case scenario.**

**Submitting Assignments:** *Follow these instructions to submit assignments through the Assignment tab in Blackboard (not through Digital Dropbox).* To do so, click on “Assignments” in the left tab for the course home page. Then, click on assignment title of the assignment you would like to submit. Type any notes you have in the text box, and attach your file (just as you would in an e-mail), then submit. Do not copy and paste your entire document in the text box. To ensure your assignment has been received, check your grades. In the appropriate assignment column, there should be a code indicating your submission has been successful and is awaiting grading (usually an exclamation point). Other additional submission instructions will be posted on blackboard per instructor.

**Communication:** Candidates will be required to sign up for a free SKYPE account to communicate with me. When you create your SKYPE user name be sure to use your first and last name. This will help your instructor identify you as student enrolled in a course. Timely communication in an online course is extremely important. I will respond to e-mails/phone messages within 24-48 hours.

**Back Up Your Work:** Be sure to save your work in several areas. When you are working on an assignment it is important to save your document immediately, and continue to click on the save document button to ensure you are saving recent changes. Also, be sure to back-up your work on another storage device (such as a flash drive). Keep in mind it is not the teacher’s responsibility if technology issues suddenly occur.

**Technical Difficulties:** Help from the instructor may be obtained through ASU’s e-mail system or by coordinated individual meetings (if necessary). It is the student’s responsibility to read all documents thoroughly to seek answers to questions that may arise. If you have read all documents, e-mails, etc. thoroughly, and still have difficulties please e-mail instructor right away. When e-mailing your instructor it will be required to include the following: subject, greeting, and salutation. The subject should include the course number and section followed by the name of assignment (**i.e. ED2323.10AutobiographyProject**). Be sure to ask your question in the first two sentences. Be sure to proof read your e-mail before clicking the send button. E-mails should be clear and concise. If you are having problems accessing Blackboard course site please use the information below to contact the help desk. While the instructor recognizes that last minute questions are sure to arise, it is the candidate’s responsibility to plan in advance and to ask questions as needed in a timely manner. *Please allow 24-48 hours for e-mail responses and up to 2 weeks for assignment grades.*

IT Assistance— E-mail: [ITSupport@angelo.edu](mailto:ITSupport@angelo.edu)  
Phone: (325) 942-2911

### **Reflections on Blogger:**

All work for this course must indicate reflection and insight by candidates demonstration of new knowledge and skills gained from the readings and assignments. Reflection posts must be posted by the due date. Candidates are required to respond or post a comment within 48 hours after the due date. Please see reflection post etiquette as outlined below:

1. The instructor will clearly state a prompt or topic for reflection (This can be found on Bb in the assignments tab).
2. For each reflection, a deadline will be provided for posts.
3. Participation is required.
4. Posts are expected to be on time.
5. The tone of posts should always be courteous, respectful, insightful, and encouraging.
6. Examples, connections with personal experience, and alternative viewpoints are welcome.
7. Posts must adhere to topic or prompt assigned.
8. Students are not expected to only post their own thoughts, but also respond to the thoughts of their classmates. For the first post, be sure your post focuses on the prompt or assigned reading and answers the question posed. After you read all posts in your group you must respond to two of your classmate(s).

Note: Assignments should be completed no later than 11:00 pm on the due date. Refer to the assignment section of blackboard to view requirements and instructions for assignments. All assignments are to be the results of your own efforts.

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### **Academic Honesty:**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

### **Persons Seeking Accommodations:**

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office (Room 112 University Center) to request such accommodations. You are encouraged to make this request early in the semester, and no accommodations may be implemented without such a request.

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### **Grades:**

**Late Policy:** All assignments and projects must be submitted by the due date to receive credit. In the event of **extenuating circumstances**, which prevent you from turning in an assignment please contact instructor **before** the due date.

Pretest	25 points
Script Approval (2x25)	50 points
SKYPE Conference Call (2x 25)	50 points
PowerPoint promoting and modeling digital citizenship and responsibility	25 points
E-mail etiquette scenarios logo and reflection	25 points
Blog Personal Page	50 points
Reflection on Blog (5 @ 20 points)	100 points
Content Area Video Blog	75 points
Autobiography Windows Movie Maker 2.6 video	50 points
Reflection Paper on Technology Article	50 points
Midterm	50 points
Career or Educational Resource Brochure	50 points
Grades Spreadsheet	50 points
Quizzes (10 @ 10 points)	100 points
Video Reflection (2 @ 25 points)	50 points
Final Video Project	125 points
Post-test	75 points

**1000** points possible

1000-900= **A**   800-899= **B**   700-799= **C**   600-699=**D**   599 or below= **F**

Candidates will be required to attend two SKYPE videoconferences. Be sure to sign up for a free account during the first couple of days of class. You must schedule a SKYPE chat with me during the first week of class and before starting the Final Video Project. The dates and instructions to set up SKYPE can be found in the assignments tab on Blackboard.

## Course Agenda

This agenda is subject to change as needed.

Note that each of the required assignments will be need to be completed on or before the due date.

Allow a minimum of three hours per week to complete weekly course requirements.

<b>Date</b>	<b>Assignment Due</b>
<b>January 19</b>	<b>Sign up for SKYPE and add instructor as contact (username: dianegierke) Pretest</b>
<b>January 24</b>	<b>Sign-up for SKYPE conference call via Google Docs link on Blackboard</b>
<b>January 26</b>	<b>SKYPE conference call #1 (Will be held on January 26 and 27)</b>  <b>Blog Assignment: Add instructor and group members to your blog as viewers. A completed blog will include a completed profile, pictures, and Reflection #1 (48 hours will be given to post responses/comments to two other classmates). Also, post your blog url in the Google Document. Be sure you post your name and url in the correct section of ED2323.</b>
<b>January 31</b>	<b>Read Chapter 1 Reflection #2 (48 hours will be given to post responses/comments to two other classmates).</b>
<b>February 2</b>	<b>Chapter 1 Quiz</b>
<b>February 7</b>	<b>Submit script for autobiography video project for approval on blackboard. Post script on Blog to allow group members and instructor to provide suggestions and feedback for improvement via comments. (Please see instructions to ensure all requirements met)</b>
<b>February 9</b>	<b>Comments on group member's Autobiography Script on blog to help provide suggestions and feedback to improve their script. Read Chapter 2 Chapter 2 Quiz Reflection #3 (48 hours will be given to post responses/comments to two other classmates).</b>
<b>February 16</b>	<b>Power Point on promoting and modeling digital citizenship and responsibility (Review Chapter 10 and resources in the assignment folder) Read Chapter 3 Chapter 3 Quiz ***Keep in mind you have a couple of weeks to work on your Autobiography project. Do not wait until the night before to finish.</b>
<b>March 1</b>	<b>Autobiography video (Post on blog and reflect) Video Reflection #1</b>
<b>March 6</b>	<b>Reflection #4 (48 hours will be given to post responses/comments to two other classmates). Read Chapter 4 Chapter 4 Quiz</b>
<b>March 9</b>	<b>E-mail etiquette scenarios logo and reflection Read Chapter 5 and Chapter 5 quiz</b>

March 20	Sign up for SKYPE conference #2 via Google Documents link Read Chapter 6 and Chapter 6 Quiz
March 22	Midterm exam (Chapters 1-6) opens at 12 a.m. closes at 11 p.m.
March 27	Read Chapter 7 Chapter 7 Quiz SKYPE #2 Conference Call (To be held on March 27 and 28)
April 3	Sign up via Google Docs to get educational resource of choice approved for the brochure project.  Content Area Video Blog
April 5	Read Chapter 8 Chapter 8 Quiz Read Chapter 9 Chapter 9 Quiz
April 10	Instructional Technology paper Read the instructions for the Final Video Project and sign up for your topic via Google Docs (will be approved by April 11. If not approved, please e-mail professor with new topic)
April 12	Read Chapter 10 Chapter 10 Quiz Reflection #5
April 17	Submit script for Final Video project for approval on blackboard. Post script on blog for group members and instructor to provide suggestions and feedback for improvement. (Please see instructions to ensure all requirements met) ***Keep in mind you have a couple of weeks to work on your Final Video Project. Do no wait until the night before to finish.
April 19	Grades Spreadsheet
April 24	Comments on group member's Final Video Script due Educational Resource Brochure
April 26	Read Chapters 11 and 12
May 1	Post-test opens at 12 a.m. closes at 11 p.m.
May 3	Final Video Project Video Reflection # 2 (48 hours will be given to post responses/comments to two other classmates).
May 8	Extra Credit (TBA)

**\*\*\*All assignments must be submitted on the due date by 11 p.m.**