ED2323 - Introduction to Computer Technology
Course Syllabus (Spring 2010)

Course Instructor

Mr. Martin Guinn
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Office Hours

N/A – All correspondence will be accomplished via e-mail.

Class dates

Jan. 19 – May 12

Course Overview

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 the student 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 students 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_allbegtech.pdf.

Textbook

Required Textbook:

Technology Integration for Meaningful Classroom Use by Katherine Cennamo

Course Goals

The goal of the course is to introduce the students to computer technology and how to apply it to a learning environment.

Major Course Objectives

The student will be able to integrate the appropriate use of technology into an educational setting.

The student will be able to:

a. determine the relationship between hardware and software.
b. understand the fundamental involvement required for computer technology integration.
c. discern the appropriate software application for a learning environment.
d. discern ethical issues of instructional material.
e. understand the security issues involving Internet use.
f. utilize web technology.
g. develop an electronic portfolio
Objectives related to the Texas Technology Application Standards: (Note: This course will attempt to address portions of the standards listed, but not necessarily all aspects of the standard.)

**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 student 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)

**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 student 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)

**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)
Standard IV. All teachers communicate information in different formats and for diverse audiences.

The student 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)

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 student will be able to:

a. identify and use resources to keep current with technology education. (5.6s)

Methods of Instruction (Online)

Students will read through the textbook material and will perform various activities that are related to each chapter. Help from the instructor may be obtained through ASU’s e-mail system or by coordinated individual meetings (if necessary). Students are expected to complete all assigned activities and assignments. All course instructions will be posted on blackboard. Students will submit their work either through blackboard or as e-mail attachments. This course will be governed by deadlines or due dates. Acceptance of late work is at the discretion of the instructor.

Course Outline

*** See the Assignments section of blackboard for updated version.

Weekly due dates

Each Friday => complete the Chapter test for the week
Each Saturday => post the discussion activity for the week
submit any assignments and portfolio activities for the week

Note: Assignments and discussion postings should be completed no later than 11:00 pm Saturday of each week. All assignments are to be the results of your own efforts. If you are absent for a school sponsored event, turn in your work BEFORE you leave for the event.

** Acceptance of late work will be evaluated on a case-by-case basis.
General Course Evaluation Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Multiple-Choice Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Portfolio Project</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion (10%) / Participation (5%)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Course Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A - 90%</td>
<td>Outstanding, above minimum requirements</td>
</tr>
<tr>
<td>B - 80%</td>
<td>Satisfactorily meeting minimum requirements</td>
</tr>
<tr>
<td>C - 70%</td>
<td>Not meeting minimum requirements</td>
</tr>
<tr>
<td>D - 60%</td>
<td>Well below minimum requirements</td>
</tr>
<tr>
<td>F - &lt;60%</td>
<td>Unacceptable work</td>
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</tbody>
</table>

Participation

Participation is **mandatory** for success in this course. Any absence on testing days (tests and proficiencies) must be documented **in writing** from a credible source in order for make-up arrangements to be made. Arrangements for a makeup **must** be made within 2 weeks of an approved absence.

Persons Seeking Accommodations

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Honor Code

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.