EDU 553 - Computers in the Classroom and the Curriculum (3 credits)
Professor: Catherine Tannahill, Assoc. Prof.

Education Department ECSU
Office: Webb Hall 149
Office Hours: Tues. 1-3, Wed. 1-3, & Thurs. 11-12.
Please contact Dr. Tannahill at (860) 465-5098 or through her email address –
tannahillc@easternct.edu.
Course contact is most effective when done through the online course shell.

Fall 2010

Class: Tues: 4:00 –6:45
ECSU, Webb Hall Room 314

General Course Information:
Catalog Description: Provides a basis for use of computers in educational settings, Topics
discussed include the applications of software and the Internet for learning and teaching,
productivity tools, and curriculum design and planning in educational technology.

Prerequisites: Prerequisite: Admission to the Graduate Program

Purpose of the Course: Provides experiences for participants to develop skills in identifying
and integrating current software and hardware for classroom instruction, develop skills in
curriculum development and research using the World Wide Web, and plan for the applications
of leading-edge technologies for learning and teaching.

Course Goals/Objectives
By the end of this course the students will:

1. Apply 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.
2. Design, develop, and evaluate authentic learning experiences and assessments
incorporating contemporary tools and resources to maximize content learning in context
and to develop the knowledge, skills, and attitudes identified in the NETS•S.
3. Exhibit knowledge, skills, and work processes representative of an innovative
professional in a global and digital society.
4. Understand local and global societal issues and responsibilities in an evolving digital
culture and exhibit legal and ethical behavior in their professional practices.
5. Possess the skills to 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.

Suggested Texts and/or References:
Roblyer, M.D. and Doering, A.H. (2010). Integrating educational technology into teaching: Fifth
edition. Boston: Allyn & Bacon. Related website -
**Learning Outcomes:** Students will be able to integrate the use of technology in the instructional setting. Details regarding all assignment can be found under Assignments & Rubrics in WebCT. Students will demonstrate this through:

1. Creation of an instructional unit plan including at least three lessons integrating student use of technology
3. Telecommunications and internet activities.
4. Final reflection paper on the application of learned knowledge and skills to specific teaching needs.

**Assignment Tips:**

1. Do not delete assignments until you have received a final grade for this class.
2. Always send a copy of your completed assignments to your group members.
3. The full name of all group members should always be included in each submitted assignment.
4. Submit assignments through WebCT titled with **your name-the assignment title**. Ex. Tannahill- PowerPoint.
5. All web related materials should include a hyperlink, the complete URL, and the title of the site referenced.

**Grades:** Students will have an opportunity to resubmit unsatisfactory work, but **full points will not be granted for resubmitted work.** Unsatisfactory work is defined as that work which receives a grade of 73 (C-) of lower. All assignments are to be submitted through WebCT. Students are responsible for reviewing the appropriate grading rubric before submitting individual assignments. Grouped or paired assignments require only one copy of the assignment to be submitted to the instructor bearing the names of all group members. Evaluative groups will have no more than three members. Every student is expected to submit at least one assignment through the WebCT assignment tool.

<table>
<thead>
<tr>
<th>Class Objectives**</th>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1,2,3</td>
<td>Teaching with Technology Project</td>
<td>25</td>
</tr>
<tr>
<td>3,5</td>
<td>Professional Web Page</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Hot Topics Research</td>
<td>20</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>Evaluation of instructional resources.</td>
<td>10</td>
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<tr>
<td>2,3,4,5</td>
<td>Annotated Web-liography</td>
<td>10</td>
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<tr>
<td>1,3,4,5</td>
<td>Telecommunications and Online Discussions.</td>
<td>10</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>Final exam: Reflection on Integration of Technology</td>
<td>15</td>
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<tr>
<td></td>
<td>Total score</td>
<td>100</td>
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**based on Connecticut Teacher Technology Competencies**

Final grades in this course will be determined on total points earned out of 100 in the following way:
95–100  A  90–94 A-  87–89 B+  84–86  B  80–83  B-  77–79  C+  74–76  C  70–73  C-  65–69  D+  60–64  D  Below 60  F
For averages below 60 please discuss your work with the instructor.

Any suggestions that would lead to enhancing this course's learning experiences are welcome. Please feel free to talk with me before or after class, or during my office hours.

**Announcements and Expectations:**

**Learning Accommodations:** If you are a student in this class with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received and accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://academicaffairs.easternct.edu/ASC-FAQs.html

**Attendance Policy:** The very nature of live classes implies that attendance and participation in the class is an essential part of learning. This class will introduce a variety of technology tools and concepts for using technology within the curriculum. In addition, members of the class have diverse expertise and insights to share with each other. Therefore, it is important that students attend and participate in each class. Absences result in missing information that may not be easily communicated at another time. Thus, except in cases of emergencies, it is expected that students will attend all sessions. While emergencies may occur, they are just that - emergencies. Students who miss class will be responsible for notifying the professor, soliciting class information and submitting all assignments. Late work due to absences should be submitted no later than the next class unless prior arrangement is made with the professor.

The characteristics of professional educators include recognition of the importance of promptitude in all things. Therefore, all work should be submitted on time unless prior arrangements are made with the professor.

Educators should model those things they expect from their students. Therefore, a professional educator will recognize the importance of promptitude, regular attendance and personal responsibility for learning and exhibit such dispositions in their class work.

**Critical Thinking expectations:** The purpose of this course is to prepare future teachers and other citizens to understand the role of technology in today’s educational environment. Therefore students will be expected to move beyond simple repetition of information acquired within the scope of this course to analysis, synthesis and application of concepts to make informed decisions.
**Electronic communication:** Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

For this course, it is preferred that course communication be through the WebCT course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

**Grade Incompletes:** Prior to the course closing date if a student has not completed the work, he or she must develop with the instructor an "incomplete" contract describing when they expect to complete their assignments. These contracts will include a late penalty - students will lose a grade (i.e. 90 or more points will earn a B, 80 -89 will earn a C, etc.) for missing this due date. If an "incomplete" contract has not been developed by this end of course date, the student will receive a grade based on the number of points earned for completed assignments.

**Writing standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

Last updated 8/28/2010