SHAW UNIVERSITY
EDU 101 -Basic Instructional Technology
Course Syllabus
Fall 2012

NOTES:

- The course and title must be included in subject line of emails sent by students to instructor.
- For course syllabus posted prior to the beginning of the semester, the instructor reserves the right to make minor changes prior to or during the semester. The instructor will notify students, via e-mail or Moodle announcement, when changes are made in the requirements and/or grading of the course.

INSTRUCTOR INFORMATION
Name: Dr. Teronda McNeil
Title: Director, Educational Technology/Assistant Professor
Phone: 919-546-8338
E-mail: tmcneil@shawu.edu
Office Hours: Appointment upon request
I will respond to your email and phone calls within 24 to 48 hours.

INSTRUCTOR EDUCATION
PhD Higher Education Administration
MS Administration
BA English

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Students should have their textbook during the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section for further guidance.
ADDITIONAL READING

- Various articles will be assignment during the semester

LATE REGISTRATION

- Students who register during late registration will already be behind. Students who fall into this category are expected to catch up with all of the prior work and assignments within one week. There will be no exceptions.

ELECTRONIC OFFICE HOURS

- I will communicate with you via the course and your Shaw U email account. I monitor my email on a regular basis and will return phone calls as soon as possible.
- Email and phone calls will be responded to within 24 to 48 hours
- Email correspondence to your instructor must indicate the course title in the subject area; please provide sufficient information related to your question. Regarding phone calls, please leave a detailed message. Make sure to include a phone number, and the best times to contact you. Do not hesitate to contact me with any questions or concerns.

PREREQUISITES

- Basic knowledge of Moodle. Please contact the Department of Educational Technology for assistance.

GENERAL COURSE DESCRIPTION:

This course is designed to help students gain basic knowledge and skills in technology for their efficiency, functionality, and productivity as educators and in real life. This course is also structured to enable students to gain the basic technology competencies required of B-K-12 educators in North Carolina schools. Knowledge gained in this course can be used universally, since technology is universal in this age of Global Economy.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

CONCEPTUAL FRAMEWORK THEME FOR THE DEPARTMENT OF EDUCATION:

The theme/purpose of the conceptual framework under-girding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.
DEPARTMENT OF EDUCATION MISSION STATEMENT

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Teacher candidates graduating from the department will have the specialty area knowledge and professional dispositions, experiences, and skills, including technological skills, necessary for employment in their profession and for admission to graduate school. With the knowledge, skills, dispositions and experiences that candidates acquire, they will be able to function as competent and effective teachers and leaders who think critically and demonstrate effective problem-solving strategies that use technology to facilitate and enhance the learning of diverse students.

DEPARTMENT OF EDUCATION/PROGRAM GOALS

The goals of the Department of Education are:

1. To align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. To prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. To implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. To collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. To design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. To maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. To maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.
## Student Learning Outcomes

*(This section lists what students are expected to know, demonstrate and value upon completion of the course). It also shows the link between the SLOs (Program Learning Outcomes) and the PLOs (Program Learning Outcomes).*

Here is a table listing the student learning outcomes, assessment measures, and linkage to program learning outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures of Student Learning Outcomes (Assessment Tools)</th>
<th>Linkage to Program Learning Outcomes (Insert the PLO number(s) that corresponds to the stated SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an acquisition of basic knowledge and skills in basic technologies operations and concepts as they relate to pedagogical concepts for the 21st Century.</td>
<td>Exam Questions; During class projects, students would merge learned basic technology concepts with pedagogical concepts that are applicable to the 21st Century</td>
<td>2.0 (to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, and dispositions necessary to help all P-12 students learn)</td>
</tr>
<tr>
<td>Describe the different categories of computer hardware/software and their uses in education specialty areas.</td>
<td>Exam Questions; Student to be able to describe and use appropriate hardware/software relevant in education specialty areas (in class projects).</td>
<td>5.0 (to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn)</td>
</tr>
<tr>
<td>Demonstrate an understanding of the different uses of technology in education, in general</td>
<td>Exam Questions that probe into technology infusion into Education, in general.</td>
<td>5.0 (to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn)</td>
</tr>
<tr>
<td>Apply skills in using application programs of integrated software for the B-K-12 enhancement of instruction and student learning</td>
<td>Exam Questions. Appropriately choosing the software for the production of classroom instruction or classroom activities – evident in class projects</td>
<td>5.0 (to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn)</td>
</tr>
<tr>
<td>Demonstrate basic skills in using virtual resource including the Internet resources for the enhancement of instruction.</td>
<td>Exam Questions; Students use Internet resources related to Specialty</td>
<td>2.0 (to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, and dispositions necessary to help all P-12 students learn)</td>
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<tr>
<td>Area assignments</td>
<td>knowledge, and dispositions necessary to help all P-12 students learn</td>
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<tr>
<td>*<em>Demonstrate knowledge of the Teacher Core Standards, <em>ISTE-</em></em></td>
<td><strong>Area standards; Exam Questions.</strong></td>
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<tr>
<td>related to specific Teacher Core Standards and Specialty</td>
<td><strong>1.0 (to align the institutional mission and goals with state, regional, , national, and</strong></td>
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<tr>
<td><strong>NETS (adopted by NCATE and NCDPI) Technology Standards, Diversity Standards, Elementary Education Standards, and B-K Standards.</strong></td>
<td><strong>5.0 (to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn)</strong></td>
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<tr>
<td><strong>Departmental standards and requirements)</strong></td>
<td><strong>7.0 (to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards).</strong></td>
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<tr>
<td><strong>7. demonstrate knowledge of hardware/software Copyright issues, including the Fair Use Act.</strong></td>
<td><strong>Exam Questions; Student’s demonstration of copyrighted citations or rightful reference to other people’s materials used in the class projects.</strong></td>
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<tr>
<td><strong>Portfolio – referencing knowledge of setting rules for the use of hardware/software in the schools.</strong></td>
<td><strong>2.0 (to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, and dispositions necessary to help all P-12 students learn)</strong></td>
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<tr>
<td><strong>Reference to AUPs in the Instructional Technology Plan and the Capstone Digital Portfolio – referencing knowledge of setting rules for the use of hardware/software in the schools.</strong></td>
<td><strong>5.0 (to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn)</strong></td>
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<tr>
<td><strong>Acceptable Use Policies (AUPs) as they relate to teaching and learning.</strong></td>
<td><strong>7.0 (to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards).</strong></td>
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</tbody>
</table>
NCATE/NCDPI STANDARDS/INDICATORS COVERED:
The conceptual framework standards of Critical Thinking Problem Solving with the Knowledge Pedagogical and Technological Skills, and Professional Dispositions to function in a Diverse world, do apply to the coverage of this course.

ISTE/Technology Standards: 1.0; 2.1, 2.2; 3.0; 4.3; 5.2;
Core Standards: 1.1, 1.2; 2.1, 2.2, 2.5, 2.6, 2.7; 3.3, 3.5; 4.0, 4.3; 5.0; 6.0
Diversity Standards: 1.1; 2.3; 4.3; 5.2; 6.2
B-K Standards: 1.0 (B-K professionals promote child development and learning for All young children with and without disabilities, including those at-risk).
Elementary Education: 7.0 (Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS AND PERFORMANCE INDICATORS FOR STUDENTS (NETS-S)
1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS AND PERFORMANCE INDICATORS FOR TEACHERS
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

STUDENT EXPECTATION STATEMENT
- Students are expected to participate in all course activities including: reading all the assignments, submitting comments to the discussion forums, submitting all course assignments, and completing exams.
- Students must be able to navigate Moodle and the Internet, read and follow the guidelines outlined in the syllabus and specified in weekly course assignments, and ask questions if something is not clear. Please contact the Office of Educational Technology for assistance at 919-546-8338.
- Late Assignments: All course assignments must be submitted by the due date. Assignments submitted late will receive a 20 point per day reduction in grade. No assignment will be accepted more than 7 days late, except in an emergency situation – hospitalization or “act of God.” If an emergency situation arises, you must contact me prior to the due date of an assignment or as soon as possible. Documentation of the emergency will be required.
Students are expected to communicate with the instructor via Moodle, e-mail exchanges, and/or phone. Be sure to include the course # and title in the subject line of all e-mails. It is unlikely you will receive a response if this information is not provided.

You are expected to check your Moodle course at least every 48 hours in case there is an update or assignment added.

When team assignments are involved, students are expected to participate in a meaningful and timely manner with their team members. Part of the grade for team assignments may be based on peer evaluations.

Discussions are an integral part of your online course experience and learning. Students will be required to participate in weekly discussion forums. Meaningful responses of at least 250 words with reference citations will be expected. You are also required to respond to at least two classmates. Weekly discussions will be used as course attendance as well. Late discussions responses will not be accepted for a grade.

STUDENT/FACULTY INTERACTION

Interaction will take place via e-mail, telephone, discussion board forums, comments on written assignments and office visits (if needed and possible).

Students will participate in this course by following the guidelines of this syllabus and any additional information provided by the instructor.

Students are expected to remain in regular contact with the instructor and class via e-mail or other communications means, by participating in the discussion forums, submitting assignments and taking exams, all in a timely fashion.

Instructor will respond to e-mail within 24 hours Mon-Thur, and 48 hours Fri-Sun.

As instructor, I will communicate through the Moodle Announcement page and/or via e-mail.

PLEASE CHECK YOUR E-MAIL AND THE ANNOUNCEMENTS SECTION of Moodle at least every 48 hours.

ONLINE COURSES AT SHAW UNIVERSITY

All online courses at Shaw University use the Moodle Course Management System. In every course, students should read all information presented in the Moodle course site and should periodically check for updates—at least every 48 hours.

SHAW E-MAIL

All students were required to obtain and use the SHAW U e-mail address that is automatically assigned to them as students. All official correspondence (including bills, statements, e-mails from instructors and grades, etc.) will be sent ONLY to the Shaw (shawu.edu) address.

E-mail is the only way the instructor can, at least initially, communicate with you.

You are able to have your email from your ShawU account forwarded to another email account. Please contact the helpdesk or your instructor for assistance. After you log in to
your ShawU e-mail account, click on “options” on the left hand side of the page. Then click on “forwarding.” This will enable you to set up the e-mail address to which you will forward your e-mail. Failure on your part to do so can result in your missing important information that could affect your grade.

COURSE REQUIREMENTS

- The Course Schedule indicates the timing for course assignments. Each assignment is summarized below. Detail of these assignments will be located in your Moodle course.

ATTENDANCE POLICY

- Although physical class meetings are not part of this course, participation in all interactive learning activities is required. Students who do not actively participate may be dropped from the course. Each week you will be given a discussion question to respond to. Your discussion question must be answered by Wednesday of each week (a minimum of 250 words). You must respond to at least two classmates by midnight on Sunday.

MAKE-UP WORK POLICY

- Missing any part of this schedule may prevent completion of the course. If you foresee difficulties of any type (such as illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See “Attendance,” above.

- If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

- If allowance is made for you to submit make-up work, you will still be given the 10 point per day late penalty deduction for submitting late.

INCOMPLETE GRADE POLICY

- Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the semester, the student should complete a request for an incomplete grade.

- Note: A grade of incomplete or “I” is not automatically assigned to students, but rather must be requested by the student and approved by the instructor. The instructor has the authority to accept or reject a request. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules (see student handbook and catalog for incomplete policy).
METHOD OF INSTRUCTION

- This is an online class. It is not a “correspondence course” in which a student may work at his/her own pace. Each week there will be assignments, on-line discussions, and/or exams with due dates. Refer to the schedule at the end of this syllabus for more information.

METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>%</th>
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<tbody>
<tr>
<td>Weekly Discussion Board Assignments (DB)</td>
<td>20</td>
</tr>
<tr>
<td>Technology/Portfolio Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

DETAILS OF ASSIGNMENTS

All course work must be submitted in Moodle. Email assignments will not be accepted.

- First Week-There will be an extra credit assignment given the first week of class. It will be available until midnight on Wednesday of week 2. These will allow those who register late the opportunity to complete the extra credit. Once this is closed, it will not re-open. This will be worth 10 points which will be counted towards your lowest grade.

- Discussion Board Forums-Each week, you will be required to participate in a weekly discussion forum. The discussion forum will be available from Monday to Sunday at midnight. Your initial response to the question must be submitted by Wednesday. You must answer the question in 250 words or more. This is worth 50 points. You must also respond to at least two classmates. These are worth 25 points each. No portion of the discussion assignment will be accepted late. It will also be counted as your weekly attendance.

- Technology/Portfolio Assignments-There will be technology assignments given throughout the semester. These can include work from your textbook, internet, or article assignments.

- Mid-term and Final Exam- There will be two exams given during exam times. These exams will consist of multiple choice, true/false, and short answer questions. The exams will be timed and taken in the Moodle Course Room under the Quizzes tab.
ASSIGNMENT OF GRADES

All grades will be posted in the student grade book in Moodle and will be assigned according to the following or similar scale:

- A  90 – 100%
- B  80 – 89%
- C  70 – 79%
- D  60 – 69%
- F  59% and below

Teaching Methods  A variety of methods will be adopted, including lectures, class discussions/experiential activities, in-the-field activities, and web-based technological applications that include use of email and the Internet.

SUBMITTING ASSIGNMENTS

- The Discussion forum assignments are to be posted in the Discussion forum area of Moodle.
- Quizzes and Exams will be completed via Moodle.
- Assignments will be listed and must be submitted via the Assignment feature in Moodle.
- Assignments listed in the course schedule: Please note the due dates on them. Your responses must be typed, using 12pt font, double-spaced, in MS-Word format. Failure to comply will result in point deductions. The assignments must be turned into the Assignments Section by mid-night of the due date.
- Email submissions will not be accepted due to the possibility of viruses.

INTERNET AND COMPUTER ACCESS

- This is an online class. Students must have access to a working computer and access to the internet. Students can use the SHAW computer lab, a public library, etc., to ensure they have access.
- “Not having a computer” or “computer crashes” are not acceptable excuses for late work. Have a backup plan in place in case you have computer problems.

TECHNOLOGY REQUIREMENTS

Students must have:

- A reliable working computer that runs Windows XP or Windows Vista.
- A ShawU e-mail account that you can access on a regular basis.
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
• A computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Moodle.
• Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect)
• Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated.

TECHNICAL SUPPORT INFORMATION
• If you experience technical problems, you should contact the Moodle Help Desk by email or telephone.

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT
Shaw University expects students to treat fellow students, their instructors, other faculty, and staff with respect. No form of “hostile environment” or “harassment” will be tolerated by any student or employee.

AMERICANS WITH DISABILITY ACT (ADA)
Shaw University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Please contact the Office of Student Services for further information.

HONESTY AND PLAGIARISM
Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting is required, as described by the instructor. Students must become familiar with what plagiarism is. Not knowing is not an excuse.

LIBRARY SUPPORT
The libraries at Shaw University provide access to materials and services that support the academic programs. This site provides access to the various libraries at Shaw as well as the Catalog and Database.
http://www.shawu.edu/Academics/James_Cheek_Learning_Resource_Center.aspx
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Text Readings/Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>August 13-19</td>
<td>Chapter 1: Rethinking Computers and Instruction</td>
<td>Discussion Board #1</td>
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<td></td>
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<td>Extra Credit Assignment due Wednesday January 18th at midnight</td>
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<tr>
<td>Week 2</td>
<td>August 20-26</td>
<td>Chapter 1: Rethinking Computers and Instruction</td>
<td>Discussion Board #2</td>
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<tr>
<td>Week 3</td>
<td>August 27-September 2</td>
<td>Chapter 2: NTeQ: Designing and Integrated Lessons</td>
<td>Discussion Board #3</td>
</tr>
<tr>
<td>Week 4</td>
<td>September 3-9</td>
<td>Chapter 2: NTeQ: Designing and Integrated Lessons</td>
<td>Discussion Board #4</td>
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<td></td>
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<td></td>
<td>Technology Assignment #1</td>
</tr>
<tr>
<td>Week 5</td>
<td>September 10-16</td>
<td>Chapter 3: Digital Tools in Today’s Classrooms</td>
<td>Discussion Board # 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>September 17-23</td>
<td>Chapter 4: Computer Software in Today’s Classrooms</td>
<td>Discussion Board #6</td>
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<tr>
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<td></td>
<td>Technology Assignment #2</td>
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<tr>
<td>Week 7</td>
<td>September 24-30</td>
<td>Chapter 5: Think Sheets: Using Technology for Higher-Order Learning</td>
<td>Discussion Board #7</td>
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<td>Technology Assignment #3</td>
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<tr>
<td>Week 8</td>
<td>October 1-7</td>
<td>Chapter 6: Exploring the World Wide Web in the Classroom</td>
<td>Discussion Board #8</td>
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<td>Technology Assignment #4</td>
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<tr>
<td>Week 9</td>
<td>October 8-14</td>
<td>Midterm Exam Chapters 1-6</td>
<td>Discussion Board #9</td>
</tr>
<tr>
<td>Week 10</td>
<td>October 15-21</td>
<td>Spring Break March 12th-16th</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
| Week 11  | October 22-28 | Chapter 7: Word Processing | Discussion Board #10  
Technology Assignment #5 |
|---------|---------------|----------------------------|------------------------|
| Week 12 | October 29-November 4 | Chapter 8: Spreadsheets | Discussion Board #11  
Technology Assignment #6 |
| Week 13 | November 5-11 | Chapter 9: Integrating Multimedia as a Tool  
Friday, April 6th –Monday, April 9th Easter Break | Discussion Board #12  
Technology Assignment #7 |
| Week 14 | November 12-18 | Chapter 10: Graphic Organizers | Discussion Board #13 |
| Week 15 | November 19-25 | Chapter 11: Integrating Problem-Solving and Educational Software | Discussion Board #14 |
| Week 16 | November 26-December 2 | Chapter 12: Teacher, Technology, and the Classroom | Discussion Board #15  
Technology Assignment #8 |
| Week 17 | April 30-May 4 | Final Exam Week | |

**Week 13**: Easter Break

**Week 15**: Discussion Board #12
**Week 17**: Final Exam Week