COURSE SYLLABUS

COURSE PREFIX/NUMBER
EME 3410

COURSE TITLE
Integrating Technology across the Curriculum

COURSE CREDIT HOURS
1H

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IMPORTANT: Whenever you send me an email, please indicate EME 3410 in the subject. Doing this allows me to identify you from my other classes.
COURSE DESCRIPTION

Students will learn to design a technology-rich classroom while contemplating the changing roles of the teacher as a mentor/guide and student as a self-directed learner. Students will explore models of technology integration, classroom management, and administrative tasks that can be performed efficiently using technology. In addition, students will learn strategies to select software and deal with legal and ethical issues when planning for technology integration.

PURPOSE

This online course is designed to acquaint students with the process of integrating technology across the curriculum. A number of approaches for curricular and technology integration will be discussed. Students will learn strategies for infusing technology in several configurations to include a one-computer classroom and a multiple-computer classroom. As well, students will contemplate issues surrounding the use of networked computer stations vs. individual stations and schools connected to the Internet in the classroom. This course will encourage the empowered person and professional taking action to apply instructional technology into his/her work environment.

The Professional Education Unit has a conceptual framework that emphasizes the training of the empowered person and professional taking action. This course involves learning activities that permit the pre-professional teacher to examine what he/she does to take an active role in the instructional process. This course, by virtue of its subject matter and through its activities, assignments and expectations, will assist the pre-professional teacher with his/her development as a

1. critical thinker,
2. lifelong learner,
3. counselor/mentor,
4. decision maker,
5. problem solver, and
6. ethical/moral professional

thereby enabling him/her to fully develop the characteristics of an empowered person and professional taking action.

MAJOR GOALS

Students will be able to demonstrate skills in planning for the integration of technology and curriculum into the classroom through thematic unit planning. Emphasis in planning will promote student learning of higher-order thinking skills through readily available, up-to-date information access including multimedia, telecommunications, and other emerging approaches.
The assignments completed and products developed in this course are designed to assist students in meeting the standards in the following:

1. NCATE Standards 1 to 4
2. ISTE Standards 1 to 3
3. Florida Accomplished Practices 1 to 12

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will have knowledge on:

1. Computer Basics
   a. The learner will recognize proper operation procedures for computers.
   b. The learner will identify major components and corresponding functions of a computer system commonly used in educational settings.
   c. The learner will recognize the ethical and legal impacts and consequences of a computerized society.

2. The Changing Classroom
   a. The learner will compare and contrast the role of teachers as direct deliverers of instruction in a traditional classroom with the emerging role of teachers as mentor and guide in a technology-rich environment.
   b. The learner will compare and contrast the role of the student as a passive learner in a traditional classroom with the emerging role of students as self-directed learners and knowledge seekers in a technology-rich environment.
   c. The learner will explicate the role of technology in the classroom as an approach for global, interactive communication and vehicle for instruction.
   d. The learner will discuss the application of technology in a one-computer classroom, a multiple computer classroom, a LAN, and a WAN.
   e. The learner will identify resources that facilitate professional development and lifelong learning activities for teachers and students.

3. Classroom Management
a. The learner will identify appropriate school and classroom management application of computers.

b. The learner will use productivity software to include word processors, spreadsheets, databases, and graphics to perform administrative and instructional tasks, such as problem solving, data collection, and information management.

c. The learner will demonstrate awareness of resources for adapting assistive technologies and devices for students with varying exceptionalities.

4. Planning for Technology Integration

a. The learner will apply principles of instructional design to the design, development, evaluation, and selection of materials appropriate to a given grade level, subject, or varying exceptionality.

b. The learner will discuss approaches for creating a cross-curricular plan such as webbing, thematic planning, etc.

c. The learner will construct a reasonable plan for integrating technology across the curriculum to create a technology-rich learning environment considering the climate of the school and barriers that may be faced by the classroom teacher and purchasing and policy issues (e.g., one computer classroom, older technology, etc.) that are ethical and equitable.

Course Number

EME3410
Threaded discussions
Thematic lesson planning with technology integration
Functional classroom webpage

Critical thinker
Problem solver
Lifelong learner
Counselor/Mentor
Decision maker
Ethical/moral professional

1 to 12

1-4

International Society for Technology in Education (ISTE) 1-3

NETS (National Educational Standards for Students) 1-6

ESL Standards for pre-K-12 students 1-9

5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25

COURSE REQUIREMENTS

1. Regular logins and active participation are needed for the successful completion of this course.

2. Students will learn about the lessons through readings, discussions, and individual performance.

3. Participants will be required to participate in asynchronous online discussions as described in each lesson. E-mail and threaded discussion will be used to facilitate class discussion.

4. Generally speaking, the course will include reading assignments, problems and questions relating to the assigned reading which are to be answered by posting your answers to a
discussion forum or Dropbox folder designed for this purpose. Likewise, from time to time, you will be asked to provide a written review and critique of your classmates' posted problem solutions and prior weeks discussion, all of which will be deposited to the appropriate Dropbox folder, as specified in weekly assignments.

SUBMISSION OF ASSIGNMENTS

Each module will run a week, for example, from Monday to Sunday. Unless otherwise changed by the professor, timely submission of assignments is the last day of the module. You may find the schedule of topics and assignments as well as due dates in the Course and Assignments Schedule. Please download this document as it will help you keep track of the calendar of the course.

CHANGES IN COURSE REQUIREMENTS

Since all classes do not progress at the same rate; I may wish to modify the requirements for this course or their timing as circumstances dictate. For example, I may wish to change the number and frequency of exams, or the number and sequence of quizzes and homework assignments. If I do so, you will be given adequate notification.

GRADING EVALUATION

The course grade will be evaluated as follows:

4 Online Discussion/Analysis

25%

5 Writing Assignments

35%

Final Project

40%

Total

100%

Please see below for the explanation of these assignments.
LETTER GRADE EQUIVALENCIES

A
95-100
A-
90-94
B+
87-89
B
84-86
B-
80-83
C+
77-79
C
74-76
C-
70-73
D+
67-69
D
64-66
TEXT (RECOMMENDED BUT NOT REQUIRED)

Students are not required to purchase textbook for the course. However, the following text was used extensively in the development of this course.


Other recommended texts that can be used in this course are found under References below.

WITHDRAWAL POLICY

The withdraw deadline for this course is 7/9/2010. Please discuss any academic concerns with me prior to withdrawing. Withdraws after the deadline will not be approved except for:

1. A death in the immediate family.
2. Serious illness of the student or an immediate family member.
3. A situation deemed similar to categories 1 and 2 by all in the approval process.
4. Withdrawal due to Military Service (Florida Statute 1004.07)
5. National Guard Troops Ordered into Active Service (Florida Statute 250.482)

Students who do not officially withdraw will be assigned a standard letter grade. Late withdrawals must be approved by the student’s advisor, instructor of the course, department chairperson, and finally, the University Academic Appeals Committee. Students who withdraw are not enrolled as of the date the withdrawal is processed.
NOTE: I must also add that you will not be granted an incomplete (I) grade unless you have completed at least 75% of the entire coursework.

EXPECTATIONS FOR ACADEMIC CONDUCT/PLAGIARISM POLICY

1. Plagiarism Policy: (Word Format) | (PDF Format) | (RTF Format)
2. Student Handbook: (PDF Format)

3. The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at http://www.uwf.edu/judicialaffairs

ASSISTANCE

Students with a documented disability who require specific examination or course related academic accommodations should contact the Student Disability Resource Center (SDRC) by email at sdrc@uwf.edu or by phone at 850.474.2387.

TECHNICAL DIFFICULTIES OR PROBLEMS WITH ELEARNING?

Contact the UWF Help Desk at 850.474.2075 or helpdesk@uwf.edu

REQUIRED ASSIGNMENTS

1. Threaded discussions

In an online learning environment, the threaded discussions are popularly used by professors and students to discuss issues and topics with one another. Although asynchronous, students can easily follow the train of thoughts and discussions posted and thereby, post their comments and/or replies as well. During a discussion, a topic or issue is assigned by the professor. Students are then required to submit their original comments or individual answers to the issues which usually contains at least a minimum of 200 words. After the initial posting, students are also required to reply or post at least two additional substantive comments. Grading criteria include:

Original post + 2 additional and substantive comments
2. Writing assignments

Students are required to submit writing assignments which require them to develop Student Learning Outcomes as well as Lesson Planning with strong emphases on technology integration and thematic units. They also conduct a self-reflection activity which allows them to assess what they have learned in the course and how this knowledge will help them in their personal or professional lives. Writing assignments are usually submitted with a minimum of 300 words and double spaced.

Students are expected to submit writing assignments on or before the indicated due dates. In case those due dates are not met due to a justified personal or medical reason, no penalty will be
deducted. For other reasons not approved by the professor, the highest grade for each late writing assignment is 75%.

3. Final project

All tutorials and technology integration plans embedded across the course are vital to the students' completion of the requirements. The tutorials are designed to assist students develop a functional web page using MS Word. The technology integration plans are designed to help students develop their lesson plans where they can integrate all types of technology as supplement to their classroom teachings.

The final project required to pass the course is to complete an interactive and functional classroom webpage. The website must contain at least a minimum of four web pages which include the Homepage, Credentials, Classroom, and Learning Activities. These web pages are assessed on how students integrate technology in their classrooms, as well as on their organization, contents, and aesthetic elements.

REFERENCES


