

ARLINGTON BAPTIST COLLEGE

COMPUTERS IN THE SCHOOLS (COS 3301)

SUMMER 2009 • HYBRID SCHEDULE • ROOM: COMPUTER LAB

AMY KAREN DOWNEY • INSTRUCTOR

CONTACT INFORMATION: AMYKARENDOWNEY@YAHOO.COM

APPOINTMENT SCHEDULE: 1:00-2:00 (TWTTh) AND 12:00-2:00 (M)

COLLEGE MISSION STATEMENT:

Arlington Baptist College endeavors to prepare men and women for Christian life and ministries, both lay and professional, through studies in Bible, general education, church vocations, practical service, integrating faith and learning in the context of a Christian world view.

CLASS ATTENDANCE ISSUE: Due to the fact that this class is hybrid in nature (part online and part in-class instruction), the class will meet weekly in the computer lab. Each student is allowed only ONE in-class instruction absence. Any absences beyond the one absence will result in an automatic failure for the class.

The first in-class session will be May 28 at 12:30 p.m. During this class session, a weekly meeting time will be set.

All quizzes and the final examination will occur at the weekly meeting time. Students who miss a miss will not be allowed to make-up the quiz.

I. COURSE DESCRIPTION

This course provides students with an opportunity to conduct in-depth explorations of how computers are being used to promote/enhance/support instructional activities in EC-12 education. Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the World Wide Web, and how to integrate computers and educational technology into classroom curriculum. Emphasis will be on how educational computing might contribute to school reform, as well as to the training of teachers (both pre-service and in-service).

II. COURSE GOALS (for the instructor)

- Present ways to integrate technology in the curriculum.
- Expose students to the required national and state standards for the integration of computers into the course content of their specific grade levels.
- Utilize the World Wide Web for the enhancement of learning and to increase student satisfaction in the learning process.
- Acquaint students with ways to use educational technology with diverse student populations, students with special needs, and to enhance their personal and

professional knowledge base.

- Provide students with an awareness of responsible, ethical, and legal uses of technology, information, and software resources.

III. INSTRUCTIONAL GOALS (for the student)

- Gain confidence and proficiency in technology skills.
- Understand the national and state standards related to technology in education.
- Be able to use correct terminology related to instructional technology.
- Understand how to integrate technology for instructional and management purposes.
- Use educational technology with diverse student populations, including students with special needs.
- Become familiar with a variety of instructional technology equipment and materials for classroom use.

IV. INSTRUCTIONAL OBJECTIVES (demonstration of achievement of the instructional goals)

- Create a simulated classroom environment in which all assignments and projects will be funneled throughout the semester.
- Design a personal website and/or blog that will be maintained and updated on a regular basis.
- Design a database/spreadsheet in which the simulated classroom's grades and whatever else might be applicable are preserved to illustrate how it contributes to learning in a specific content area.
- Utilize software (student's choice such as Publisher or Adobe) to design a classroom newsletter suitable to be sent home to parents.
- Design a classroom lecture utilizing PowerPoint (or related software) as your means of communication
- Create a Web Quest appropriate for learning in a specific content area (<http://webquest.org/index.php>).
- Research and write a paper on various issues related to computer technology and the classroom in the 21st century.
- Develop a notebook of educational websites, articles on computer technology in the classroom, and information related to internet activities (including the dangers of internet predators) for utilization in your future classroom.

V. REQUIRED READING FOR THE COURSE

Shelly, Gary B. et al. *Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom*, 5th Edition. Boston, MA: Thomson Course Technology, 2008.

VI. COURSE REQUIREMENTS and GRADING SCALE

- A. Class Participation on the Discussion Board – **5% of final grade**

Periodically the professor will assign discussion board questions for you to not only answer but also respond to the answers of the other students. You will be sent an email alerting you to the fact that a discussion board question has been posted. You will have 24-hours in which to respond to the question itself and react to the answers of the other students. Failure to do so will affect your final grade.

B. Quizzes/Examination – 10% of final grade

Students will complete quizzes on the assigned textbook reading and/or the content of the online discussion board. **The quizzes will count as 5% toward your final grade. Please remember that no make-up quiz will be given in this class.**

The final examination will be based on a multitude of testing styles including true/false, multiple choice, matching, listing, and short essay questions. **The final examination will count as 5% toward your final grade and will be derived from the notes which are placed on the ELearningPortal.**

Please Note: Students who are in need of additional assistance as it relates to test taking will be granted every opportunity to successfully complete the examination (i.e., an oral exam or larger font on the exam). Please communicate with the instructor at the beginning of the semester regarding any situation that will need to be discussed and handled.

C. 5-7 Page Research Paper – 15% of the final grade

Each student will be responsible for selecting and acquiring professor approval on a research topic regarding computer technology and education. A list of topics is listed below but the professor will also consider other topics that a student might like to study. Please note that each student will complete a unique research paper and no repeating of topics is possible or permissible.

A minimum of five (5) sources is required for this paper, including two which must be from a credible (i.e., not Wikipedia) internet source. If a student has questions about the viability of a source, please speak with the professor before including this source on the research paper.

Please Note: All written assignments will be checked and excessive errors in form and style will result in points being deducted from the overall grade.

Plagiarism Policy: Plagiarism under any conditions will not be accepted. The minimum consequence (if the instructor believes the plagiarism to be accidental) will be 30 points deducted from the final grade of the particular assignment. In addition the instructor will bring the issue to the attention to school officials and further consequences will be left at the discretion of the institution. For a thorough definition and steps on how to avoid plagiarism, go online to the Council of Writing Program Administrator's statement on plagiarism (<http://wpacouncil.org/node/9>).

Possible Research Topics:

- Utilization of Technology to Meet the Educational Needs of Special Needs Children (please only focus upon one type of special need for this paper)

- Computers and ESL Students: Positive or Negative Approach?
- The Impact of Blogs on Both Education and News Information
- Discerning Quality Research Information on the Internet (this is not a paper on what is available but on how you can determine its educational value)
- Copyrights, Plagiarism, Common Knowledge Information and the Internet
- The Future of Computer Technology in Education
- Education Prevention and Internet Predators (paper is related to how teachers can equip students on how to avoid internet predators)
- Radio-Frequency Identification: What Is It?
- Online Education: Good or Bad Thing for Educators and Students

D. Projects (Five) – 60% of the final grade (12% each)

Each of these projects will be based upon a simulated classroom of your choice. All projects will be tied to educational pursuits for this simulated classroom. For example if you select Government in the 11th grade as your simulated classroom, all projects will be tied to 11th grade Government.

All project assignments will be submitted to the professor and all other students via the ELearningPortal by midnight of the assigned date. LATE SUBMISSIONS WILL NOT BE GRADED.

Please Note: Additional instructions on the various projects will be provided via emails and/or via discussion board questions.

- Design a personal website and/or blog (recommended blog creator is www.wordpress.com) that will be maintained and updated on a regular basis.
- Design a database/spreadsheet in which you are completing six-week grades for your simulated classroom.
 - The classroom will have a minimum of 12 students.
 - The class requirements will include the following:
 - Five various types of grading instruments (i.e., quizzes, research paper, examinations, etc.)
 - A minimum of 3 quizzes/examinations that will be both averaged and given an overall percentage grade
 - The grade range for the simulated students will include at least two who will fail for the six weeks.
- Utilize software (i.e., Publisher or Adobe) to design a classroom newsletter suitable to be sent home to parents
- Design a classroom lecture utilizing PowerPoint (or related software) as your means of communication for the specific learning activity
- Create a Web Quest appropriate for learning in a specific content area (<http://webquest.org/index.php>).

E. Computer and Education Notebook – 10% of final grade

Each student will develop a notebook designed to provide additional instructional materials on the question of computers in the schools. The notebook will be divided into three sections: (1) Educational Websites (i.e., Web Quest); (2) Computer Technology in the Classroom; and (3) General Information regarding the Internet

(i.e., internet predators, etc.)

Each section will include a **minimum of 10 articles/websites** in order to receive full credit. The notebook will be submitted to the instructor at the professor's office on the assigned date. **Failure to turn the notebook on the assigned date will result in an automatic zero (0) for this assignment.**

GRADING SCALE:

- A (100-93)
- B (92-85)
- C (84-76)
- D (75-70)
- F (69-0)

VII. TEACHING TOOLS/METHODS FOR THE COURSE

- A. Lectures posted online via ELearningPortal (utilizing PowerPoint as well as other options such as handouts)
- B. Online Class Discussion and Student Presentations

VIII. COURSE SCHEDULE

Date	Topic(s) for Analysis/Discussion	Reading/Due Dates and Miscellaneous
Week of May 27	Integrating Educational Technology into the Curriculum	Chapter One: 1-58
Includes first in-class session of May 28 at 12:30 p.m.	Introduction to the Course and Review of the Syllabus	
Week of June 1	Communications, Networks, the Internet, and the World Wide Web	Chapter Two: 59-134 Chapter Three: 135-200
	Instructions regarding Classroom Newsletter Assignment will be given	Selection of Simulated Classroom Environment
Week of June 8	Hardware for Educators	Chapter Four: 201-268 Classroom Newsletter Due (June 10)
Week of June 15	Integrating Digital Media and Educational Software Applications	Chapter Five: 269-322
	Instructions over PowerPoint Assignment and Database/Spreadsheet Assignment will be given	QUIZ OVER CHAPTERS ONE AND TWO (June 17)
		Deadline for Research

		Paper Selection
Week of June 22	Technology, Digital Media, and Curriculum Integration	Chapter Six: 323-390
		PowerPoint Assignment Due (June 24)
Week of June 29	Evaluating Educational Technology and Integration Strategies	Chapter Seven: 391-468
	Instructions over Web Quest Assignment and Blog Assignment	QUIZ OVER CHAPTERS THREE AND FOUR (July 1)
Week of July 6	Security Issues, Ethics, and Emerging Technologies in Education	QUIZ OVER CHAPTERS FIVE AND SIX (July 8)
		Chapter Eight: 469-570
		Blog Assignment Due (July 8)
		Web Quest Assignment Due (July 8)
Week of July 13	Overview Lecture on the Importance of Computer Technology in the Classroom	Database/Spreadsheet Assignment Due (July 15)
Week of July 20	FINAL EXAMINATION (July 22)	Computer and Education Notebook Due (July 22)
		(submitted to the professor's office)
Week of July 27		RESEARCH PAPER DUE (submitted via email)

IX. MISCELLANEOUS ITEMS

- A. **No assignments will be accepted that are handwritten.** All assignments must conform to the latest edition of *Kate Turabian* and/or to the standards required by Arlington Baptist College. This includes the title page. **No Exceptions!**
- B. All assignments which include the use of Biblical passages will conform to the guidelines of Arlington Baptist College and be from the King James Version.

- C. Late work will result in an automatic one letter grade deduction. No late work will be accepted after the first week.
- D. Arlington Baptist College dress code will be respected and enforced.

SELECTED BIBLIOGRAPHY –
Additional Books/Journal Articles/Web Articles/Websites
Will Be Added Throughout the Semester

- Demski, Jennifer. “Assistive Technology and Access for All.” *The Journal* vol. 35, no. 12 (December 2008): 30-35.
- Portnoy, Sean. “Working Hand in Hand.” *The Journal* vol. 35, no. 11 (November 2008): 33-37.
- Ramaswami, Rama. “The Prose (and a Few Cons, Too) of Blogging.” *The Journal* vol. 35, no. 11 (November 2008): 21-25.
- Richardson, Gary and Charles Butler. *Readings in Information Technology Project Management*. Boston: Thomson Course Technology, 2006.
- Schaffhauser, Dian. “Is VoIP Worth It?” *The Journal* vol. 35, no. 11 (November 2008): 26-31.
- Shelly, Gary B. et al. *Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom*, 5th Edition. Boston, MA: Thomson Course Technology, 2008.
- Shelly, Gary B. et al. *Microsoft Office 2007: Introductory Concepts and Techniques – Windows XP Edition*. Boston, MA: Thomson Course Technology, 2008.