Department of Elementary Education
Stephen F. Austin State University
ELE 304 TECHNOLOGY IN TEACHING
Course Syllabus: Spring 2016
304.01 MWF 10:00 – 10:50

Instructor: Dr. Steven A. Josephsen
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Office Phone: 936 468-1517
Other Contact Information: Email: Steven Josephsen via D2L email function

Course Location: JPECRC 213 Computer Lab
Office Hours: Monday Wednesday Friday – 10:50 am until 11:50. Tuesday 8 – 10 am
Credits: 3 semester hours
Email: Steven Josephsen via D2L email function

Home: 569-2847 (Leave Message for me.)

Email: Use Steven Josephsen or Course Instructor via D2L

Other Contact Info: Regular SFA E-Mail after the course is completed or for OUTSIDE CLASS business... sjosephsen@sfasu.edu Send NO class assignments here! (They WILL BE DELETED unless you get specific PRIOR permission to use this account!)

Prerequisites: Sophomore Status.

I. Course Description:

Technology in Teaching - Use of technology in instruction in various curriculum areas. Prerequisite: Sophomore status. Course fee required.

Students will complete (take form) their Disposition Form via LiveText.

Complete & pass four course modules containing practical applications of coursework.

Note: This is an introductory course into the use of educational technologies for teaching. While various media will be explored and observed in use, the computer will be highlighted. The duty of a teacher is to teach, not become a computer programmer or technician. Therefore, the focus of this course will be toward maximizing the effective use of technology in: classroom
**communication** and **instruction**, your **disposition** and **ability** to TEACH, and your **knowledge** and **skills** regarding TECHNOLOGY. A hands-on, constructivist approach will be taken **requiring the student to actively participate and take personal responsibility for their learning**. It is your responsibility to ask questions when you do not understand a concept or cannot perform a skill.

II. **Intended Learning Outcomes/Goals/Objectives:**

The course is designed to meet the expectations of State of Texas, The Conceptual Framework and/or Vision, Mission, Goals and Core Values of The College of Education, our various accreditation agencies and my own. The Teacher Candidate (Student) in this course will demonstrate the competencies based on the State of Texas Pedagogy and Professional Responsibilities with special emphasis on the ISTE Technology Application Standards (NETS).

PCOE Vision: The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

PCOE Mission: The James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

**Program Learning Outcomes (EC6 & MLG)**

1. Candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas Public Schools.
2. Candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry level position for pre-k through 6th grades in Texas Public Schools.
3. Candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).
4. Candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.
5. Candidates will demonstrate critical reflection of values/ideals and excellent communication skills.

**Student Learning Outcomes:**

1. Skill in developing students’ study skills and strategies for retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas in different formats and for diverse populations.
2. Critical selection and ethical use of materials, resources, and technology appropriate to the age, development level, and other needs or exceptionalities of; students, parents, teachers, or school administrators.

3. Preparation for teaching with a variety of media sources and other technologies as teaching tools for problem solving and exploration.

4. Knowledge of terminology, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

5. Identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information on-site or on-line.

6. Knowledge of how to plan, organize deliver, and evaluate instruction for all students (including diverse or special needs populations) that incorporates the effective use of current technology for teaching in integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Course Modules: There are four modules due, each with a variety of elements that will form the basis of this course. Each element is designed to be aligned with the course objectives in a way that will contribute to your ability to be proficient in the Program Learning Outcomes. You are required to complete each module on time and to a high level of professionalism. The concepts, knowledge base, and skills for most of the items in each module will be taught during class sessions. Professionalism in completing these assignments will be required. You may work ahead if you are able to do so without supervision. Module elements are based on research based "Real-World" requirements of life in a classroom. However, you may propose alterations to the module elements, provided your proposed changes will more closely match your unique future needs, especially if you are not in the EC-6 or MLG programs.

IV. Evaluation and Assessment (Grading):

Module Grading: Each module is an opportunity to present yourself as an emerging professional. Read the Module worksheets for specific requirements, but note that I use a holistic, cumulative approach to grading as opposed to an itemized checklist or percentage system. Your ability to meet the criteria in unique/creative ways showing a professional
**application of higher level thinking skills** will far outweigh any perfunctory, rote reproduction of points listed on a worksheet. More importantly, holistic evaluation is how you will be judged in the workplace.

Module I - IV = count about 22.5% of your grade each. (They are 90 points each, 360 combined). They each contain individual assignments of various course elements. In addition I will evaluate you for a score of about 10% of your grade (typically 45 points).

**Point values expressed herein are provided as an example and include points for: all modules & My Evaluation of You.** Actual breakdown of grades is subject to change based on my final analysis of the points earned by your class & the actual work assigned this semester.

**Lab Sessions:** Throughout the course, class time will be designated as lab sessions as needed. Attendance in labs is optional. Lab sessions are to assure that you have time to review and master important concepts, procedures, work on class assignments or resolve any problem you encounter. I will be in the lab and available to you for individual assistance as needed so if you are struggling or have questions use lab time to make sure you are on track. You may use this time to complete "homework" assignments. **Lab times are for you and I to resolve issues and problems you may encounter, so if you have questions about your grade, require my assistance, or need help, THIS is the time to come and work out those issues.**

**Resubmitted Work:** You may resubmit ONE assignment of your choice for re-grading PRIOR week 15 of the semester or one day before the final in Summer sessions. You may also resubmit any project with a Zero or Weak rating (highly recommended). If you do not wish to re-submit something, your original grade (possibly a 0) in that item will remain in effect. You are not "forced" to redo anything you do not choose to re-do. Students who are "re-taking" this class from me may resubmit previously completed assignments **only if they earned full or bonus credit when originally submitted.** Please add notation to those assignments indicating that you are exercising this option. **When re-submitting work, attach the original to the re-submitted materials.**

**Written Work:** A school teacher is a professional in public service. As a teacher candidate, **all documents, projects, or assignments you submit for credit must be considered "formal written work" and will be held to the highest standards for accuracy, appearance (formatting & design), spelling, grammar, punctuation, and professionalism.** All assignments must be fully proof-read and appropriate for PUBLIC VIEWING! Significant point deductions will result if special care is not observed in this area. If using a tutor from the AARC, specify aid in “formal writing” not “creative writing.” The Department of Elementary Education is committed to graduating teacher candidates who are skilled in written **COMMUNICATION.** Written works that contain multiple critical errors will be scored “WEAK” in the grading rubric regardless of all other factors.

**Extra Credit:** You may elect to do up to 30 points worth of extra credit. Extra Credit is self-guided. You are invited to discuss with me your ideas for extra credit at any time. **Extra Credit MUST BE SUBMITTED** prior to week 15 of the semester.
Thinking for Yourself VS Me Telling You Everything:

This is a DISPOSITION issue. If you have the DISPOSITION to be a Professional teacher, you are dying to think for yourself and make quality choices. You feel that your instructors are holding you back from your best performance. If that's the case, you are in luck! I operate my class on the assumption that YOU HAVE FULL DISCRETION to do each assignment as you see would be best for your intended students. (Be prepared to show me WHY you did it that way in the event I do not give you full credit.) I extend to you my trust so that you can excel professionally. Please use the Module rubrics to help you appropriately respond to the assignments given during this semester. Remember creativity and initiative is highly valued by school administrations. You are in a professional career track so I expect you to THINK and ACT as such! UNLESS OTHERWISE STATED, I give you the RIGHT and RESPONSIBILITY to make up your own mind about how(style & organization) you want to do the things I ask. If you are "not sure" what I want(style & organization), I want you to take a chance based on your best judgment as to how a teacher should react in a "real world" environment. If you do not know what to do(you lack the SKILL or KNOWLEDGE), I expect you to ASK FOR HELP and I will gladly do my best to make sure you understand the concepts and can perform the technical procedures. If you fear that I will not "get" your approach to doing the job(style & organization), I invite you to include a brief explanation of your ideas/work. In this way I shouldn't "miss" something that was particularly important to you. If we needed teachers to be witless automatons, I would tell you EXACTLY WHAT TO DO AND HOW TO DO IT FOR EVERY LITTLE THING. However, we need teachers capable of independent rational thought and reliable decisive behaviors. The best preparation I know for this is to give you ample opportunity to make good decisions and be prepared to accept the consequences for your choices. Did you ever wish to be treated like an adult? Here's your chance!

Internet Access is required.

Portable memory: USB Flash memory device or Cloud Drive.

The classroom teacher is a professional educator. Candidates wishing to enter this field must exhibit the knowledge, skills and disposition of a professional. You are expected to submit work that highlights your professionalism, a growing understanding of the knowledge base, accuracy, accountability, quality workmanship, creativity, and pride in ones work. You are expected to possess or actively seek a disposition displaying: Academic Excellence, Life Long Learning, Collaboration, Openness, Integrity and Service to the community. In this regard, all assignments must be completed on time and to the satisfaction of the professor. Full participation in class is a must. By the end of the class, students must: A) demonstrate appropriate & thorough KNOWLEDGE of technology (concepts, terms, functions, processes, etc.) , B) successfully employ the SKILLS necessary to teach that technology, C) embrace the DISPOSITIONS of a professional educator, and D) COMMUNICATE effectively as a professional in all written, visual, or spoken responses via technology or in person. Without regard for any points otherwise earned, a professional
evaluation of each student will be made by this professor at the conclusion of the course for approximately 10% of your grade.

I use a “holistic” approach to grading. Here is my how I think as I evaluate your work:

• **EXCELLENT** = Above and beyond the call of duty! Fully professional overall, A+ type work. You rock! (Points **EXCEEDING** the minimum needed for an A will be awarded.)
• **VERY GOOD** = This is the LEAST of what I expect of you to make an A. It may include some B type work but overall it is high quality/quantity. Semi-professional. Pat yourself on the back. (Points **MEETING** the minimum needed for an A will be awarded.)
• **GOOD** = Pretty much average stuff for SFA. B- to C type work. It will get you by. However, you're not really distinguishing yourself. You're lost in the crowd. (Insufficient points to reach an A.)
• **ACCEPTABLE** = Work at this level is not what anyone would expect day-in and day-out from a professional. While you are not failing on an **incidental** basis, you **are** going to fail the course if you do not improve overall. You have room to grow and I have the positive expectation that you will, but I'm worried about you. Please see me to get the help you need! You probably need to fix something and resubmit. (Typically about half the points needed to reach an A will be given.)
• **WEAK** = Unprofessional. OMG! F type work. This is a reality check. Don't even make excuses. If this is the best you can do, we need to discuss alternative career options for you ASAP! Something has got to change and fast! You really should fix and resubmit this assignment. (Points will not be given.)

**DO NOT AVERAGE POINTS TO DETERMINE YOUR FINAL GRADE!**

D2L will show you percentages, but they are meaningless toward calculating your grade.

If you fall below the minimum value by as little as one point... (99%) you earn the LOWER grade.

The "A" student is an excellent student. They meet and/or exceed the minimum expectations! (Perfection exceeds minimum expectations!)

Work that is Above & Beyond the Call of Duty (ABCD) exceeds minimum expectations and earns more than the posted value.

The Dazzle Effect (creativity, application of skills & work ABCD) = More Points Than Posted!

“I tried my hardest.” Does not mean you deserve an A.

Typical Module Point to Letter Grade Conversion Values (Please use these point values as you progress through the semester to keep track of your overall standing!)
It is my utmost desire to be fair with you in grading. If you feel that I have not given proper consideration to your work and wish to have me re-consider it on the basis of your further explanation, I invite your query. (Sometimes I see it differently & will alter the points accordingly.)

At SFA the handbook is vague about grades. It is up to the professor to determine what is an A for their class. I must give you an "A for excellent work," but I am still the one to decide if it was excellent. In that sense, how I reach my conclusions is irrelevant. (In other words the grading system I choose for showing your grade could be anything and it wouldn’t matter. If I announced that 5 smiley faces was an A, I wouldn’t give you that many smiley faces if I didn’t think you had earned an A.) However, for this class, an A will be earned by students who meet or exceed the expectations at the VERY GOOD level as posted in the modules.

On a practical basis for a ten point item, 10 or 12 of 10 = A- to A+  Whereas 8 or 9 of 10 = B work. There is no exact exchange of point values on a day to day basis. The individual pieces of a module come together as a whole. Blowing one item in a module while excelling in the rest will really hurt your grade. Use the point Module Point Conversion shown above to keep score during the semester. If you are running consistently behind the VERY GOOD level, you are not likely to earn an A. Students who do each assignment "perfectly" will earn MORE than the necessary point values for an A.

Students remaining in this class to its completion hereby submit to the grading policy set by this instructor. Understanding & compliance with the grading system requirements are the sole responsibility of the student. If you do not agree with the policy or cannot comprehend it, you are expected to drop the class.

Requirements for this course include: skills to master, content to know, values to display, and effective communication for all. Therefore, a CUMULATIVE grade scale has been developed which provides you flexibility in earning, and me flexibility in evaluating your grade. Points listed are at the breakpoint between B+ and A-. Students may exceed the standard in each assignment by demonstrating their capacity to learn, persevere, be creative, and show application of skills and hard work. The key point here is that the value listed for an assignment represents the MINIMUM CUT OFF for an A.

V. Tentative Course Outline/Calendar

We will establish due dates for the modules in class via consensus. Assignments are DUE on the day where they are posted. Assignments are LATE if they are submitted after a subsequent class. Late assignments will be discounted one rubric section. No course work will be accepted after Thursday of Dead week. PLEASE REFER TO THE SFA CALENDAR FOR
SPECIFIC DUE DATES. It is the responsibility of the student to make other arrangements in the event of catastrophic circumstances. Consider this your official notice.

VI. Readings (Required & Recommended—Including texts, websites, articles, etc.):


Please Refer to these official web sites:

For additional information on meaningful & measurable learning outcomes see the assessment resource page

http://www.sfasu.edu/assessment/index.asp

The College of Education/Department of Elementary Education

http://www.sfasu.edu/education/departments/elementary

Technology Standards for all Beginning TX Teachers

http://www.tea.state.tx.us/technology/ta/edstd.html#edstd1

TA TEKS = Technology Skill Requirements for TX Students

http://www.tea.state.tx.us/rules/tac/chapter126/index.html

SACS requirements re technology


Undergrad, p 27 see 3.4.12

Distance Ed


NCATE Technology Expectations '08

http://www.ncate.org/public/faqStandards.asp?ch=4#faq4

Technology in TX

http://www.education.sfasu.edu/ele/classes/abel/tateks.html
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is strongly encouraged!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and other Policy Information:

Attendance: Attendance to class and lab sessions are integral and essential. Just as you will be expected to arrive for the classes you teach, on time and prepared, so will you be expected to attend this class. Absences and tardiness reduce your point total. As per University Policy, missing three weeks of class results in failure for the class. (Summer courses & MW/TR = 1st class -1 point. 2nd class -5 points. 3rd class -15 points 4th & 5th classes -25 points, 6th = F. T/W = 1st class -5 points. 2rd class -15 points 3rd class -25 points 4th class = F.) DO NOT CALL OR EMAIL TO REPORT A PENDING ABSENCE! You must make prior arrangements with your classmates to obtain class notes, directions, assignments, etc.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Personal Note—I pledge to assist you in all ways possible/necessary to make your time in my classroom a comfortable and rewarding experience. Please let me know right away if there is anything I can do for you. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Honesty Policy 4.1—Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

_____ Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

_____ Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/)
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

*Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program* (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. ENGAGING IN SOCIAL NETWORKING, talking (or other NON-CLASS RELATED activities via computer, phone or electronic device) DURING CLASS IS DISRUPTIVE. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.