



Troy University
College of Education
Syllabus

Course Number: EDU 4499
Course Title: Technology across the Curriculum
Semester Hours: 3
Prerequisite(s): Any basic computer course.
Term: Fall (A) 2012
Day and Time of Class: Weekends (8/24-26/2012 & 9/21-23/2012)
[Friday, 6:00 PM – 10:20 PM; Saturday and Sunday, 8:30 AM – 5:15 PM (EST)]
Classroom Location: Pitts Hall 127
Professor: Dr. Christal C. Pritchett
Email: ckpritchett@troy.edu

Approved Delivery Models:

Delivery method may include, but are not limited to face-to-face, web-enhanced, weekend format, etc.

Catalog Course Description:

This course prepares the student to use a variety of technologies in developing curriculum and planning instruction for diverse learners in grades P-6. Attention is given to the history of technology, software selection and the integration of technology into the curriculum by matching technology resources and tools to instructional needs. **Pre-requisite(s):** Any basic computer course.

Goals and Objectives of Course:

The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. (The Unit's Conceptual Framework is included at the end of this syllabus). In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

1. Available and emerging technologies that support the learning of all students; [AQT 290-3-3-.04 (3) (c) 4. (i)]
2. Media communication technologies to enrich learning opportunities; [AQT 290-3-3-.04 (3) (c)1.(iii)]
3. Current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement; [AQT 290-3-3-.04 (5)(c)3.(i)]
4. Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. [AQT 290-3-3-.04 (5)(c)5.(ii)]
5. Technology, including student assessment for and use of assistive technology devices. [SPE General 290-3-3.34(1)(a)13]

Text(s):

May include, but are not limited to, the following:

Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning (not required). By Craig Cunningham & Marty Billingsley. 2006. Allyn and Bacon: Boston.

Clips From the Classroom: Learning with Technology, DVD, and Activity Guide (not required). By Cathy Cavannaugh with contributions by Rhonda Bowron and Jan Oliver. 2006. Pearson/Prentice Hall: Boston.

Live Text: This CD may be purchased at any collegiate bookstore.

Alabama Courses of Study: This may be purchased or obtained free online at the following URLs:

[Alabama State Department of Education](#) (ALSDE)

[Alabama Learning Exchange](#) (ALEX)

Required Materials:

May include, but are not limited to, one 128 USB Flash Drive, CD, etc.

Critical Assignment (1)**Standards**

[AQT 290-3-3-.04 (3)(c)1.(iii)] Knowledge of media communication technologies to enrich learning opportunities

[AQT 290-3-3-.04 (5)(c)3.(i)] Knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement;

Assignment

Content Area Web Pages: You must have a separate page for each of the following content areas of the grade you choose: language arts, math, science, social studies. Each content area page must contain a link to an ORIGINAL lesson plan that will be written within the LiveText format. The lesson plan must clearly identify the course of study standard(s) addressed with the lesson. EVERYTHING on each content page must support the teaching of the lesson plan and support the course of study standard(s) the lesson addresses. These content area pages must contain graphics, hyperlinks to and from other pages, ETC. You also need to create a Links page to list the websites of Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS). The website will be uploaded to LiveText.

Remember that the “required” is the “LEAST” expected and will reflect that level of grade.

Rubric

	Exceptional	Proficient	Basic	Unacceptable
Relevance of Content to Students and Parents [AQT 290-3-3-.04 (5)(c)3.(i)]	The content has a unique main idea/purpose/theme and includes useful educational information for students and parents.	The purpose, theme, or main idea of the website is evident with appropriate educational information for students and parents.	The theme or main idea of the website is vague and does not create a strong sense of purpose or include educational information that students and parent can use.	The website lacks a clear purpose or central theme and is not useful to students and parents.
Use of Photos, Graphics, Color, Sound, Animation and Video [AQT 290-3-3-.04 (3)(c)1.(iii)]	All of the photographs, graphics, sound and/or video and page them enhance the content and create interest.	Most of the photographs, graphics, sound and/or video and page them enhance the content and create interest.	A few of the photographs, graphics, sound and/or video and page theme are inappropriate for the content and do not create interest.	The photographs, graphics, sounds, and/or videos and page theme are inappropriate for the content or are distracting decorations that create a busy feeling and detract from the content.
Knowledge of media communication technologies to enrich learning opportunities [AQT 290-3-3-.04 (3)(c)1.(iii)]	All of the menus, navigation links and all internal links and sections of the website connect back to the home page and/or sitemap. The web folder was present and named correctly.	Most of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap.	Some of the menus, navigation links and internal links to sections of the website connect back to the home page and/or sitemap, but in other places the links do not.	There are significant problems with menus, navigation links and internal links to sections of the website and few or no connections back to the preceding pages or to the original index page. The web folder was not present or not names correctly.
Layout and Text Elements [AQT 290-3-3-.04 (3)(c)1.(iii)]	The typography is easy-to-read and point size varies appropriately for headings and text.	Sometimes the typography is easy-to-read, but in a few places the use of fonts, point size, bullets, italics, bold, and indentations for headings and subheadings detract and do not enhance readability.	The typography is difficult to read and uses too many different fonts, overuse of bold, bullets, italics or lack of appropriate indentations of text.	The text is extremely difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings and body text.

Writing Mechanics	The text has no errors in grammar, capitalization, punctuation, and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.	The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.(4 or more errors)	The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)
--------------------------	---	---	---	--

Critical Assignment (2)

Standard(s)

[AQT 290-3-3-.04 (3)(c)4.(i)] Knowledge of available and emerging technologies that support the learning of all students;

[AQT 290-3-3-.04 (5)(c)5.(ii)] Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

[SPE General 290-3-3.34(1)(a)13] Technology, including student assessment for and use of assistive technology devices.

Assignment

You are required to compile a list of at least 40 useful annotated links. The list should include 10 links of safe, responsible, legal and ethical uses of technologies including fair-use and copyright issues, 10 links on technology, including student assessment for and use of assistive technology devices, 10 links of available and emerging technologies that support the learning of all students, and at least 10 links for lesson plans available on the web. Annotations should provide useful information to describe the usefulness and/or purpose of the site. The annotation may also suggest how to use this site in the classroom.

Remember that the “required” is the “LEAST” expected and will reflect that level of grade.

Rubric

	Exceptional (4)	Proficient (3)	Basic (2)	Unacceptable (1)
1. List and explain specific topics addressed within subject area(s).	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance

	standard places the candidate at a level far beyond peers.	regarding this standard is consistent with that of effective preservice teachers.	demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	demonstrated regarding this standard is unsatisfactory.
2. Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. [AQT 290-3-3-.04 (5)(c)5.(ii)]	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers.	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.
3. List and explain features, qualities, etc. of this site that would be considered of exemplary quality for use in the classroom. [AQT 290-3-3-.04 (3)(c)4.(i)] [AQT 290-3-3-.04 (5)(c)5.(ii)] [SPE General 290-3-3.34(1)(a)13]	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance

	standard places the candidate at a level far beyond peers.	regarding this standard is consistent with that of effective preservice teachers.	demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	demonstrated regarding this standard is unsatisfactory.
4.Recommendations of uses and implementations of this site within Units, Lesson Plans, Centers, Activities, etc.	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers.	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.
5. Mechanics: no mechanical errors are to be present in the completed assignment; this includes spelling, grammar, punctuation, sentence structure, etc.	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance demonstrated	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated

	candidate at a level far beyond peers.	standard is consistent with that of effective preservice teachers.	regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	regarding this standard is unsatisfactory.
6. Knowledge of available and emerging technologies that support the learning of all students. [AQT 290-3-3-.04 (3)(c)4.(i)]	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers.	The candidate demonstrates <i>basic</i> understanding and/or skill expected of teaching professionals at the initial understanding and/or performance in this area. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.	The candidate does not demonstrate <i>minimal</i> understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Please Note Competency Statement Below:

***Several class assignments will be completed and competencies must be demonstrated during class time.**

***Student must successfully complete all course objectives, assignments, assessments and activities in order to pass the course.**

Evaluation:

Evaluation methods may vary by instructor.

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

Grading Scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

Grading Method:

A total point system will be utilized.

Lesson Plans (4 x 5 points/each)	=20 points
Annotated Links Assignment	=25 points
Website	=20 points
Final Presentations	=15 points
E-Portfolio of Technology Resources	=20 points
Total	100 Points

Other Materials:

Students are responsible for furnishing any materials (e.g. transparencies, handouts, charts, game materials, computer disks, CD-RWs, USB Portable Storage Media, etc.) used in classroom presentations and/or assignments in which they are participating.

Software/Hardware Requirements:

E-mail account, Internet access (Microsoft Internet Explorer preferred), Microsoft Front Page 2000, Microsoft PowerPoint, Microsoft Word, Live Text CD, Intel CD, portable or mobile memory storage.. *Most of the requirements are met in lab where class meets; other requirements will have to be purchased by student unless given out by instructor. The lab is also available for student use outside of class times. See posted schedule for lab availability*

Cheating Policy:

Cheating (including plagiarism) will not be tolerated. Cheating will be handled as outlined in the Oracle. It could possibly lead to course failure and/or University suspension.

Absence Policy

University Policy – in registering for classes at the university, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussions and exploration of ideas. Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each syllabus.

A student will be excused from class and allowed to make up examinations for the following reasons ONLY:

- (A) Medical emergencies, with appropriate documentation
- (B) Family emergencies, with appropriate documentation
- (C) University sponsored activities, with appropriate documentation.

Faculty Policy—Faculty members may levy academic penalties upon unexcused absences, as long as these are explained in the syllabus of the course provided students at the beginning of the term.

General Supports

TROY Writing Center: During this course, any student that receives a recommendation from the instructor that remediation is necessary from the writing center must take the responsibility to go to the writing center and perform remediation. Upon completion of the remediation, the student must present to the instructor documentation that the remediation has been completed.

Americans with Disabilities Act

Any student whose disabilities fall with ADA must inform the professor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. Students who have or may be dealing with a disability or learning difficulty should speak with the professor, contact the office of the Adaptive Needs Program (215 Adams Center), or call 334-670-3220 or 334-670-3221. Various accommodations are available through the Adaptive Needs Program.

Innovative, Informed, Reflective Decision Makers
Conceptual Framework
Dispositions of Education Graduates

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions
3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars
4. **Build** multi-level collaborative partnerships and mentoring relationships
5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies
6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills
7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. **Demonstrate** an ability to generalize and creatively problem-solve
9. **Refine** and evaluate innovative delivery and assessment models
10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments

CLASS SCHEDULE

Each of the following requirements must be typed and/or posted in Livetext and/or Blackboard when appropriate and submitted by the required date. No hard copies will be accepted unless specified by instructor. No assignments will be returned to the student. Students need to have a USB Flash Drive on which to store all of their work for the class.

DATE	REQUIREMENTS & DESCRIPTION	TOTAL POINTS
8/24/2012 Session 1	Introduction/Syllabus Web 2.0 Technologies Cloud Computing Question/Reviews/Ratings/Polling/Surveys E-portfolios Blogs – Post a brief introduction of yourself on my blog at www.ccpritchett.edublogs.org .	
8/25/2012 Session 2	Web 2.0 Technologies Video Sharing Music Pictures Podcasts Create a language arts lesson plan for an elementary classroom incorporating one or more of these Web 2.0 technologies and submit electronically to the instructor via Blackboard.	5 Points (Lesson Plan) Due by 8/25/2012
8/25/2012 Session 3	Web 2.0 Technologies Social Bookmarks Social Networks Social News Networks Create a math lesson plan for an elementary classroom incorporating one or more of these Web 2.0 technologies and submit electronically to the instructor via Blackboard.	5 Points (Lesson Plan) Due by 8/25/2012
8/26/2012 Session 4	Annotated Links/Critical Assignment You are required to compile a list of at least 40 useful annotated links. The list should include 10 links of safe, responsible, legal and ethical uses of technologies including fair-use and copyright issues; 10 links on technology, including student assessment for and use of assistive technology devices; 10 links of available and emerging technologies that support the learning of all students; and at least 10 links for lesson plans available on the web. Annotations should provide useful information to describe the usefulness and/or purpose of the site. The annotation should also suggest how to use this site in the classroom. Remember that the “required” is the “LEAST” expected and will reflect that level of grade.	25 Points (Annotated Links) Due by 9/21/2012

<p>9/21/2012 Session 5</p>	<p>Web 2.0 Technologies Virtual Learning Networks Online Event Scheduling Websites Wikis</p> <p>Create a science lesson plan for an elementary classroom incorporating one or more of these Web 2.0 technologies. Create a wiki account and upload the lesson plan to the wiki. Then submit the lesson plan and the wiki web address electronically to the instructor via Blackboard.</p>	<p>5 Points (Lesson Plan)</p> <p>Due by 9/22/2012</p>
<p>9/22/2012 Session 6</p>	<p>Website/Critical Assignment</p> <p>Content Area Web Pages: You will need to create -- 1) Classroom Web Page – This is the opening page for your website. It must reflect your choice for your own personal classroom web page for the grade level you choose. It must also reflect your educational philosophy and paradigm. In addition, it MUST include links to all other pages and content and MUST include graphics and hyperlinks to and from each page and the main page; 2) Homework Page – This page will contain an area for you to address how homework is treated and a schedule for parents and students on homework assignments. The page should include instructions on any homework assignments listed. The page MUST contain hyperlinks to other pages you have created including your homepage. Your page should contain graphics and a color scheme that will make the page pleasing to the eye; 3) Links Page (see information below); 4) Other Pages – which are grade appropriate. Creativity as well as content will be graded. You must have a separate page for each of the following content areas of the grade you choose: language arts, math, science, social studies. Each content area page must contain a link to an ORIGINAL lesson plan that will be written within the LiveText format. The lesson plan must clearly identify the course of study standard(s) addressed with the lesson. EVERYTHING on each content page must support the teaching of the lesson plan and support the course of study standard(s) the lesson addresses. These content area pages must contain graphics, hyperlinks to and from other pages, ETC. You also need to create a Links page to list the websites of Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS). The URL to the website will be posted in LiveText.</p> <p>Remember that the “required” is the “LEAST” expected and will reflect that level of grade.</p>	<p>20 Points (Website)</p> <p>Due by 9/23/2012</p>

9/22/2012 Session 7	Final Presentations Create a social studies lesson plan for an elementary classroom incorporating one or more Web 2.0 technologies and submit electronically to the instructor via Blackboard. Each student will present this lesson plan. The presentation will include the use of technology used in the lesson. Lesson plans should be constructed for the lesson using the Livetext format and incorporating the Alabama Course of Study Standards.	15 Points (Presentations) 5 Points (Lesson Plan) Due by 9/22/2012
9/23/2012 Session 8	E-Portfolio of Technology Resources Each student will compile an electronic portfolio of all assignments and resources used from this course. The e-portfolio will be digitally submitted to the instructor via Blackboard.	20 Points (E-Portfolio) Due by 9/23/2012
Fall (A) 2012	Total of Possible Points	100 Points

The above schedules, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.