Instructor:
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Section A: Thursday 9:00-11:30 AM (WSU, ED303)

Note:
You are encouraged to frequently visit the section instructor’s site at http://staff.weber.edu/pdykman/ed3110 for updates on class information throughout the semester. Please read through the entire syllabus thoroughly.

This entire course was designed and developed by Dr. Vicki Napper (http://faculty.weber.edu/vnapper) who is currently on sabbatical. Course content information can be found at http://faculty.weber.edu/vnapper/3110/3110.htm.

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Level 1 Description:
Weber State University Teacher Education Program is divided into four levels for elementary and three levels for secondary teacher candidates. The Level 1 experience is the same for both elementary and secondary candidates. It is an induction into the teaching profession. Level 1 consists of foundational courses that provide theoretical and research bases upon which to build. Toward that end, candidates will be introduced to the principles of developmental, learning and motivational theories; interpersonal skills and classroom management; the fundamentals of curriculum, instruction, and assessment; and educational applications of technology. The Level 1 courses are interdependent. Each course supports the others. The field experience for this level will bring together novice teacher candidates with experienced professional classroom teachers. Field experiences in K-12 schools will provide teacher candidates opportunities to make connections, see relationships, and apply principles being studied in their Level 1 courses.
**Catalog Description:**

This course allows students to apply existing technology skills into educational environments to promote enhanced learning environments. The curriculum is based on ISTE foundation technology skills for all teachers and focuses on providing teacher licensure candidates with technology proficiencies applicable to K-12 educational settings.

**Prerequisite:**

Admission to Teacher Education and completion of computer and information literacy courses (parts A, B, C, and D) or equivalent courses. This class should be taken concurrently with the other Teacher Education Level 1 courses (ED 3100 and Educ 3140). Field experience required.

**Purpose of this Course:**

This course supports the content being taught in the Level 1 courses and future courses taught in conjunction with the Teacher Education Program. Understanding how to use and apply instructional technology is a required component of teaching. This course is not a lab class for other courses.

**Required Texts & Supplies:**

1. ED3110, Instructional Technology custom text available at WSU bookstore.
2. Media storage device:
   
   **Flash Drives (thumb drives) of at least 128 MB** are recommended for storing the files you create in the Mac Lab. These drives can only be used on machines that have USB ports. Most computers manufactured in the last couple of years have USB ports (Mac are compatible with Windows XP or Vista). You can move your files back and forth between the different computer platforms (Mac to Windows; Windows to Mac) with little or no difficulty.
3. A 3-ring binder and 10 tab dividers for the sections your INTASC-based portfolio. (You will develop this portfolio for use throughout the teacher education program.)
4. CD-RW disks (**provided to you at no cost in class**) to turn in assignments as needed.

A **Media Production Center** is also available in the room next to the Student Open Lab in room ED333. Paper supplies, a laminator, video replication equipment, paper cutters, a photocopy machine, die cuts for paper shapes, and other equipment are available for you to use. The supplies are not covered by any of your student fees. All supplies are available for purchase for the lowest possible price we can give them to you without losing money.

**Critical Performance Outcomes:**

The WSU teacher preparation conceptual framework theme is Student Achievement: Students, Teachers, & Communities Working Together. The model that illustrates the programs purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of
which are three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards and the critical performances for each level on the Teacher Education Web Site (http://departments.weber.edu/teachereducation/).

The purpose of this course is to move students technology skills in the use of hardware and software technologies from the level of individual usage to the level of the ability to apply educational technology skills and knowledge in classroom environments. This class is to prepare teacher candidates to teach with and about technology in pre K-12 settings. The curriculum in this course supports the 6 areas of the NETS basic guidelines for technology literacy developed by International Society for Technology in Education (ISTE) (http://www.iste.org/) and recommended by the State of Utah as well as many other states. Utah has adopted the NETS-S (http://cnets.iste.org/students/index.html) standards for all students graduating from K-12 schools. As of Fall 2002, all K-12 students must either take and pass Computer Technology course or pass an alternative certification tests provided by Certiport Corporation.

This class promotes development of the critical performance outcomes listed below and promotes technology skills for teachers in public education settings. While the role of educational technology will be specifically taught and assessed in the ED3110 course, these technology skills will be needed in all of your future courses in WSU’s Teacher Education program. This course is not intended to meet technology certification requirements for technology specialists.

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the students admission to the Master of Education Program.

**ADA Statement:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**Assignments and Assessment:**

The assignments in this class will provide evidence of your understanding of technology and may become artifacts (examples of instructional materials or events) in an INTASC-based portfolio also created in this course. Additional assignments given by other instructors in Level 1 courses will also be part of the Professional Portfolio. Please check with your other instructors for guidance on artifacts to include in the Professional Portfolio. These assignments reflect the needed knowledge, skills, and dispositions a K-12 student must have to graduate and therefore, the knowledge, skills, and dispositions their teachers’ must also have to teach and work as a professional educator. These assignments are explained in class as well as reviewed through the instructor’s web site for this course (http://staff.weber.edu/pdykman/ed3110). Rubrics are provided for all assignments and are also displayed on the assignment web pages. The rubrics for the assignments are the final determiner of earned points and the final grade.

Activities for this course may include but are not limited to the following topics:
• Creating a **PowerPoint presentation** the shows an understanding of how to use this media. (NETS-T 2, 3 and 4)

• Discussion of **health and safety issues** related to the use of computers in a classroom setting. (NETS-T 6). Observation of students using computers and interview of a technology facilitator.

• Discussion of **legal issues and laws** that impact use of technology in K-12 settings (NETS-T 6)

• Gaining a working knowledge of the **copyright and fair use guidelines** that a K-12 educator must know and apply in their classrooms. (NETS-T 6)

• Review of web sites and creating a **homework assignment sheet** in support of a Utah Core Curriculum objective (NETS-T 2, 3, and 4)

• Creating a **media enhanced lesson plan** in conjunction with requirements for lesson plan development in your ED 3100 course (NETS-T:2,)

• Assemble artifacts and reflections on the artifacts into a **Professional INTASC standards based Portfolio** (includes an electronic version and a printed version). Refer to the 3110 calendar for the date the portfolios are due. (NETS-T:1 and 5)

Instruction is provided in class to assist students in completion of all these assignments. Therefore, attendance is strongly suggested. To reward on time attendance, extra points will be given on random days for students present at the start of class (Name Quizzes). Also, the course calendar will indicate what week the assignments are due. All assignments are due at the beginning of class. I reserve the right to refuse assignment that are later than 2 weeks. If you know you will be late in submitting an assignment, let me know why and make arrangements for turning it in. If you have a question about an assignment, it is your responsibility to seek answers to your questions before it is due. The instructor is available at posted office hours or via email or phone. Assignments will be submitted through a variety of means as indicated on the assignment web pages (e.g. printed out or saved on CD's).

**Participation, Attendance, and Grading:**

Participation and attendance are important to insure you are receiving the full benefit of this course and have sufficient information to complete all of the assignments. This is not a lab course. It is the responsibility of students to follow up on what has been taught in classes that have been missed. Failure to determine assignment requirements because of class absence is not a sufficient reason to receive special consideration in grading. To reward on time attendance, extra points will be given on random days for students present at the start of class (Name Quizzes). Those points will be above the total points for assignments/quizzes and will assist the student in getting a better grade.
Grading is based on total points awarded for all assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-97%</td>
</tr>
<tr>
<td>A-</td>
<td>96-93%</td>
</tr>
<tr>
<td>B+</td>
<td>92-88%</td>
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<tr>
<td>B</td>
<td>87-84%</td>
</tr>
<tr>
<td>B-</td>
<td>83-80%</td>
</tr>
<tr>
<td></td>
<td>Retake course at 79% or below</td>
</tr>
</tbody>
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- Powerpoint with 10 images (50 points)
- Observation report & interview of tech support or instructor (40 points)
- Review of software & film (20 points)
- Hyperlink assignment sheet (50 points)
- Media enhanced lesson plan (50 points)
- Portfolio (75 points)

Extra Credit
Name quizzes (5 point per X# of quizzes given)

Lab Schedule & Computer Use Policy:

The mac lab in room 303 of the Education building at Weber Campus is an open lab available for use Monday through Friday from 7:00 AM to 3:00 PM. Students are asked to participate in class discussions so typing email to friends or completing assignments for other classes during class time is not considered as class participation. The computers in the lab are for use before or after scheduled class time or during in class activities. E-mail is available from any lab on campus or at home. Checking e-mail during scheduled class time is not encouraged. The Computer Use Policy at [http://documents.weber.edu/ppm/10-2.htm](http://documents.weber.edu/ppm/10-2.htm) adopted by WSU to cover use of computers in student labs on campus is also enforced.

Tentative Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments (due at the beginning of class)</th>
</tr>
</thead>
</table>
| Week 1 (05/15) | 1. Introduction  
                  | 2. Powerpoint                              |                                             |
| Week 2 (05/22) | 1. Legal Issues, Copyright, & Fair Use  
                  | 2. Technology in Schools                    | 1. Powerpoint Assignment                     |
| Week 3 (05/29) | 1. Media Selection  
                  | 2. ASSURE Model                             | 1. Observation and Interview Report          |
|          | 3. Hyperlink Assignment    |                                             |                                             |
| Week 4 (06/05) | 1. Media Enhanced Lesson Plans  
                  | 2. INTASC Model / Portfolios                | 1. Review of Software & Film  
                  |      | 2. Hyperlink Assignment                          |
| Week 5 (06/12) | 1. INTASC Model / Portfolios | 1. Media Enhanced Lesson Plans  
                  | 2. Portfolios                               |                                             |