



ETEC 424.03W Integrating Technology into the Curriculum COURSE SYLLABUS: Fall 2015

Instructor: Daryl Tate, Ed.D.

Office Location: Virtual

Office Hours: Class Live Pro Wednesday 7:00-8:00 pm

Office Phone: 903-886-5520

Office Fax: 903-886-5507

University Email Address: daryl.tate@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Text: Roblyer, M. & Doering, A. 2013, Integrating Educational Technology into Teaching. ISBN: 13:978-0-13-261225-8, 6th Edition.

Course Description

Integrating Technology into the Middle/Secondary Curriculum, three semester hours. This course will examine specific methods for integrating technology (hardware and software) into subject area curricula. Individualization will allow each student to select and develop materials in his or her disciplines.

Student Learning Outcomes

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course.

Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

The learner will be able to:

- Explain the goals/purpose for using educational technology in teaching.
- Design instruction using appropriate technology tools to support the acquisition *and* construction of content knowledge.
- Apply related technology standards to design 21st Century instruction.

- Identify issues related to online learning, including cyber-safety and accessibility.
- Identify and apply criteria for evaluating sources of information, as well as rules regarding their fair use: copyright, plagiarism, and accessibility.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments **Instructional Methods / Activities / Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research.

Educational Technology Philosophy – 25%

Educational philosophies help to shape your vision to reflect your views on teaching, learning, and education as a whole. You will be introduced to several philosophical views, and through a series of writing and peer review activities, develop your philosophy on educational technology and how to empower yourself and others. You'll develop multiple drafts of this philosophy and submit them for peer review throughout the semester. The final draft will be due at the end of the semester, submitted in your electronic portfolio along with previous drafts and a reflection on changes in your philosophy from the beginning to the end of this course.

Technology Integration Workshop Activities – 25%

The purpose of this introductory educational technology course is to provide you with a solid knowledge-based foundation in the field of educational technology and the tools available for teaching with technology. Throughout the course, you'll be introduced to educational technologies and asked to either experiment a bit, analyze how you might use it for educational purposes, or analyze a given lesson plan using the technology. You'll submit your explorations using a variety of media: blogs, multimedia presentations, and/or traditional documents.

Reading Discussions – 25%

Engaging in dialogue with other students to discover critical issues and questions related to course topics is a critical component of this course. Discussions typically relate to assigned readings. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts

and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. **Be advised:** *There's no grace on the grace period.*

Electronic Portfolio – 25%

Electronic portfolios are a “personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods” (Lorenzo & Ittelson, 2005 p. 3). We will explore different purposes of eportfolios, as well as methods to design and develop an eportfolio (commercial, open-source, and commercial software) for the course. As a final project for this class, you will turn in an electronic portfolio that contains the evidence of your knowledge, skills and abilities developed throughout the course. Your portfolio will contain at a minimum the following:

1. Introduction-Information from Student Lounge
2. Educational Technology Philosophy (Draft, Peer Review, and Final Version)
3. Technology Integration Workshop Activities (3 assignments)
4. Discussions (3 Discussions-initial post and responses to 2 classmates)

GRADING

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in eCollege with each assignment description. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Activity	Weight	Course Grades
Educational Technology Philosophy	25%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Tech Integration Workshop Activities	25%	
Reading Discussions	25%	
Eportfolio	25%	

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Virtual Office so that others might benefit from and even

participate in the exchange. Personal concerns involving grades, progress, etc. should be addressed to either instructor via private e-mail, daryl.tate@tamuc.edu. If you'd like to meet for a face-to-face visit, just let us know and we'll set-up a time to meet on campus in Commerce or via ClassLive.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Other Questions/Concerns:

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto- plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations

All students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (E.g. Assignments can lose all of their value at 10 days past due.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into project revisions. Neglecting to provide meaningful feedback to peers and/or failing to make an assignment available for peer review will **each** result in 10% reduction in value (20% for both). You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.

Time Commitment

A gauge of how much time you will need to allow for and devote to this course is shown in the table below. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course.

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based
Outside class per class week	9 hours	12 hours
TOTAL Term Expectation	144 hours	192 hours

University Specific Procedures

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights

protection for persons with disabilities. Among other things, this legislation requires that all student with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce Gee Library
132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu [Student Disability Resources & Services](#)

Student Conduct

A&M Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

(See Code of Student Conduct from Student Guide Handbook)

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning

environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.