

**CIS-223**  
**Instructional Technology for Secondary Educators**  
**Fall, 2010**  
**Tentative Syllabus**

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Note: I will respond within 2 business days to all e-mail and phone calls.

**Class Web Site:** <http://henryford.ucompass.com>

Use your HFCC user id and password to log in. If you are taking more than one class, be sure to enter the correct class.

**Text Web Site:** [http://www.pearsoncustom.com/mi/hfcc\\_education/](http://www.pearsoncustom.com/mi/hfcc_education/)

Course Code: cm266490 (You will use this with your access code to register for the course site)

**Catalog Description:** This course is designed as the first course in Instructional Technology for the pre-education student. In addition to covering basic computer literacy, including Microsoft Office and the Internet, it introduces future teachers to educational software, technology devices and technology resources. Students will create an electronic portfolio of assignments demonstrating ways of incorporating technology in the classroom environment to transform teaching and learning.

**Pre-requisite:** Enrollment in pre-education program

**Texts:** Texts: **Transforming Learning With New Technologies** by Maloy, et-al with myeducationlab access code and **What Every Teacher Should Know About:**

**Creating Digital Teaching Portfolios** by Kilbane and Millman

**Teaching and Learning With Microsoft Office 2007 and Expression Web** by Newby and Lewandowski **IF** you are not familiar with Microsoft Word, Excel and PowerPoint. If you have another version of MS Office (Office 2003, Office 10, etc) you can use a text or manual that supports that version.

**Required Supplies:** High capacity data storage device on which to maintain a copy of your portfolio ("thumb or flash drive"—plugs into USB port, 1 GB minimum) available at HFCC Store, Staples, Costco, etc.

**Course Objectives:** Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Teachers:

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

### **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

**Lab Hours:** The CIS open lab (T-194) hours will be posted for this semester, but they are generally M-F 8:30 am-10 pm and Saturday from 8 am-4 pm during the fall semester. You must sign in and provide proof of enrollment in a CIS class if asked. Internet, Office 2007, Web Blender, Media Blender, Inspiration and Kidspiration are available on the computers in the "course-specific" section of T-194.

**Attendance policy:** On-line students should check the web site regularly (twice a week is recommended). It is your responsibility to complete work by the stated due date. All assignments can be found on UCompass.

**Withdrawal policy:** To withdraw from this class, you must officially withdraw from the class at the office of the registrar before the appropriate time. I will give drops only in extenuating circumstances.

**Academic Integrity:** The college policy on cheating will be followed. If any student plagiarizes the work of another or engages in any form of cheating, that student will receive a failing grade in this course. See the current college catalog for the complete policy.

**HFCC Computer Literacy** Completion of either CIS 221 or 223 will be accepted as proof of computer literacy for graduation. The HFCC computer literacy competencies are defined as the ability to:

1. Log into and out of HFCC's network
2. Operate basic hardware, use a mouse, format a disk, save files, download information, print, etc.
3. Comprehend the operating system, including file/folder tree structure, toolbars, find, explorer, etc.
4. Use e-mail
5. Exercise basic word processing, spreadsheet and presentation software skills.
6. Manipulate a browser for Internet access, use search engines, identify appropriate search terms, select and evaluate WWW sites.
7. Understand personal responsibility (copyright laws, netiquette, and privacy issues) in an electronic world.

**Grade Breakdown:**

Office Assignments	20
Portfolio	10
Lesson Plan	30
Web Quest	15
Wiki and Blog	10
Reflections	15
Chapter Assignments	65
Discussion Boards	20
Multimedia Project	<u>15</u>
Total Points	200

**Grading Scale:**

185 + points	A
170 - 184 points	B
150 - 169	C
130 - 149	D
<130	E

Tentative Topic and Assignment Outline Outline—

**Details will be in Course materials link in UCompass. You will get a e-mail to your UCompass e-mail address every Monday detailing assignments for that week. Bolded items indicate something is due that will contribute to your grade.**

August 30 (1)—Learning your way around the course (UCompass, myeducationkit, etc)

Microsoft **Word** and **PowerPoint**

**Text Chapter 1**

September 6 (2)—Microsoft **Excel**

Your **reflection** activities

Setting up your **electronic portfolio**

September 13 (3)—**Text Chapter 2**

Learning Styles

Podcasts

September 20 (4)—**Text Chapter 3**

**Lesson Planning**

September 27 (5)—Text Chapter 4

October 4 (6)—**Text Chapter 4**

October 11 (7)—**Text Chapter 5**

October 18 (8)—Text Chapter 6

Web Research

**Web Quests**

October 25 (9)—**Text Chapter 6**

November 1 (10)—**Text Chapter 7**

**Inspiration and Kidspiration**

November 8 (11)—**Text Chapter 8**

**Blogs and Wikis**

November 15 (12)—**Text Chapter 9-10**

**Multimedia Technologies**

November 22 (13)—**Microsoft Expression Web**

November 29 (14)—**Text Chapter 11**

December 6 (15)—Your **electronic portfolio** is due

December 13 (16)—ALL work due