COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department: Department of Middle and Secondary Education
Course No. SE 300

Course: Technology to Enhance Learning Revised: Spring 2012

“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course: A project-based course integrating effective methods for implementing current educational technology into the curriculum and designed to address specific content areas. 2 credit hours

II. Prerequisite(s):
   A) ED251 or equivalent
   B) Successful completion of Blocks I, II; co-requisite with Block III

III. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:

   A) Demonstrate advanced knowledge of the appropriate use of technology in education as a tool for learning by developing lesson plans and projects using a variety of current hardware and software appropriate for classroom instruction.

   B) Conduct effective Internet searches and evaluate education related websites for appropriate integration into lesson plans for their content areas.

   C) Design a simulated classroom website using effective instructional design techniques and maintain the website throughout the semester

   D) Apply appropriate use of technology in the Teacher Work Sample developed for the appropriate subject area/grade level.

Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>COE Standard Met</th>
<th>SPA or INTASC Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate advanced knowledge of</td>
<td>1a</td>
<td>1B</td>
<td>Lesson Plans</td>
<td>12</td>
</tr>
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</table>
the appropriate use of technology in education as a tool for learning by developing lesson plans and projects using a variety of current hardware and software appropriate for classroom instruction.

<table>
<thead>
<tr>
<th>1d</th>
<th>1e</th>
<th>Reflections written as class assignments on different software and hardware</th>
</tr>
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Conduct effective Internet searches and evaluate education related websites for appropriate integration into lesson plans for their content areas.

| 1a | 1b | 1C | Web site evaluation class assignment |

Design a simulated classroom website using effective instructional design techniques and maintain the website throughout the semester.

| 1a | 1f | 1g | 1B | 1C | Website creation class assignment |

Apply appropriate use of technology in the Teacher Work Sample developed for the appropriate subject area/grade level.

| 1a | 1e | 1i | 1B | 1C | TWS assessment of design for instruction |

Relationship of the Conceptual Framework to Standards
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenant of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

IV. Student Learning Outcomes

The students will:

A. To create an instructional activity that integrates multimedia technologies to engage students in learning.

B. To create a simulated classroom website using an HTML editor, such as Sharepoint Designer or Dreamweaver that supports the learning environment.

C. To demonstrate how a current or emerging web technology supports an objective in a lesson.

V. Expectations of Students:
Students will be expected to complete the following course requirements:
A. Students must exhibit the professionalism and ethical behavior of a preservice teacher throughout the course.

B. Students must demonstrate an understanding of technology as a tool for learning and research through completion of subject area projects.

C. Students must participate and complete a variety of class activities such as lesson plans, oral reports, research, presentations, demonstrations, journal readings, individual and group projects, and/or other written assignments.

D. Students must demonstrate ability to effectively use current computer hardware and software throughout the semester.

E. Students must demonstrate acquisition of the course objectives and expectations by integrating appropriate technology in the Teacher Work Sample.

VI. Course Content
   A. The Technology-Literate Teacher 2
   B. Computer Software and Applications (integrated throughout semester) 6
   C. Computer Hardware and Applications (integrated throughout semester) 6
   D. Integrating Internet Resources 6
   E. Designing Instruction using Technology 6
   F. Selecting Appropriate Technology Resources 2
   G. Emerging Technologies 2
   Total Hours 30

VII. Textbook and/or Required Readings:

VIII. Basis for Student Evaluation:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>150</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Reflections 150 Weekly
Technology Lesson Plans 200 Weeks 1,3,5,6,11,& 15
Technology Lab Activities 550 Weekly
Written Assignment (Paper on technology in your content area) 50 Week 6

Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Grading Scale
100-90% = A
89-80% = B
79-70% = C
69-60% = D
59% and below = F

X. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to
assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education

The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 05-8-12