

LSI 335

Integrating Computers into the School Curriculum

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Prerequisites: Prior knowledge of computers, permission of department

Course Description: An introductory class for pre-service teachers with limited experience with computers, etc. Participants will interact with software popularly used in K-12 schools.

Course Objectives: This course will enable preservice teachers to:

1. Determine appropriate uses of technology in education.
2. Understand the basics of how the computer operates.
3. *Intelligently* use educational software typically found in PK-12 schools
4. *Intelligently* use the Internet, including the World Wide Web and e-mail service
5. Discuss trends in educational technology.
6. Discuss special education applications and assistive technology.

Required Texts and Materials:

Bitter, G. G., & Pierson, M. E. (2002). *Using technology in the classroom*. (5th ed.). Boston: Allyn and Bacon.

Roblyer, M. D. (2003). *Integrating educational technology into teaching*. (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (on reserve in Cooney Library)

You will need to provide your own floppy disks, ZIP or CD media, etc. The Barat bookstore has the text as well as floppy disks and ZIP media.

If you have an Internet Service Provider (ISP) and have e-mail accounts already established, use them for this class. If not, see Dr. Wells and he will assist you in securing an ISP.

Assignments:

1. For each week's reading, class participants will submit a *Readers' Response*. The form (*to be copied by you*) is included with this syllabus. I will give 10 points for each week's response, 90 total. (Note: You CAN get more or less than 10, depending on how well and how fully you respond. The extra is "slush.") THIS is due on the Tuesday class meeting. You are to report each week on your search for teacher materials from the Web. You are to find five items each week from at least 2 individual links. TURN IN a hard copy of those five links each week for 10 points each week, 100 points total. THIS is due at the Thursday class meeting. For either of these

assignments, they are **DUE** on the assigned date. 10% will deducted from the point totals.

2. Each participant will demonstrate proficiency in each of the software products used this semester. You are expected to finish each of six modules. A practical, useful product should be submitted for each software package. All products must be **instructional** (something for school!) in nature. Here is the listing of assignments expected for each of the education tracks, special education can choose from either track.

Elementary

Digital Photography -- 30 points
Kid Pix – 30 points
Kidspiration – 20 points
Print Shop – 20 points
Excel – 30 points
HyperStudio – 20 points

Secondary

Digital Photography —30 points
PowerPoint – 30 points
Inspiration – 20 points
Print Shop – 20 points
Excel – 30 points
HyperStudio – 20 points

The official demonstration of the various software packages is as follows:

January 7 – KidPix
January 9 – PowerPoint
January 14 – Excel
January 16 – Inspiration/Kidspiration
January 21 – PrintShop
January 23 & 28 – HyperStudio

Learning these packages will be your responsibility. Except for digital photography, each assignment will have a clear due date. I will deduct 10% for late assignments. There will be some instruction during class time on each of the packages, but YOU will be expected to master each of these products. The Lab in the basement of the Cooney Library is unique in that it is the only lab that has the particular array of software used in this class. A few of the projects can be done with demonstration software. Basic computer skills will NOT be covered here. You are expected to be able to manipulate files, print, etc.

4. Each participant will produce a paper dealing with a practical concern that teachers, administrators, learners, etc. have toward educational technology. 50 points will be given for this paper. You will be supplied readings to assist you with this paper.

5. Each participant is expected to attend every class and participate in class discussions and group work. If you must miss a class session, please inform Dr. Wells. 5 points will be given for each class session's attendance, 100 points total.

Grades:

490-471 – A	470-451 – A-	
450-439 – B+	438-424 – B	432-411 – B-
410-399 – C+	398-384 – C	383-371 – C-
370-359 – D+	358-344 – D	343-331 – D-

Below 331 is cause for failure in this course.

Other Policies:

1. Any participant with a handicapping condition requiring modification in curricular or instructional delivery should inform Dr. Wells at the beginning of the course so that accommodations can be made. Students should contact the Americans with Disabilities (ADA) officer at Barat to discuss their individual situations. To all students: When you are in the classroom, these Federal provisions will affect your work at school. Be advised you will have to make accommodations for your students.

2. All students are expected to abide by the code of academic integrity as set forth in the Barat College catalog. Violations of this code have consequences ranging from receiving a failing grade on an assignment up to dismissal from the college.

3. In addition to any other policies of Barat College, these Acceptable Use Policies (AUP) for using computers need to be observed:
 - A. Do not give your password to another person.

 - B. You must not let another person use your account without YOU being there. Log out when you are through with your computer use.

 - C. You should expect ALL e-mail you send out with the potential to be reviewed by someone else. Barat College owns these computers and, therefore, has the right to review all e-mails. This is the way it will be at any school where you will one day be employed, or in any business where you will work.

Reading Assignments

I have defined 9 reading assignments from the Bitter and Pierson text, and 1 from the Roblyer text. The first one will be due one week after the first class meeting. Other reading assignments will be given during class time and due one week after given.

January 14 - pg. 19-42:	History, Types of Computing Devices
January 21 - pg. 88-105:	Emerging Technologies
January 28 - pg 129-143:	Selecting Software
February 4 - pg. 145-159:	Types of Software
February 11 - pg. 193-215:	Content Areas
February 18 - pg. 264-278:	Producing Multimedia
February 25 – Chap 15-Roblyer:	Technology in Special Education
March 4 - pg. 178-191:	Online Instruction
March 11 - pg. 312-326:	Social, Ethical, Legal, & Human Issues