



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Integrating Technology In The Classroom

COURSE NUMBER:

EME 3410

COURSE DESCRIPTION (with prerequisites):

This course is designed for pre-service and practicing middle school teachers. It includes the use of innovative computer software and graphing calculators for students to experience learning with technology at the middle and secondary school levels. The use and integration of software, electronic spreadsheets, data analysis, and instructional software will be studied from a problem solving perspective. Students will also create or use programs on a graphing calculator. This course addresses specific state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required for certification. A programmable graphing calculator will be required for this course. 3 semester-hour credit.

NAME(S) OF INSTRUCTORS:

Dr. Rose Cavin

EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

No text is required. Students must have a flash drive (USB storage device) and a graphing calculator.

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day

Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology**

Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS					
STUDENT LEARNING OUTCOMES FOR EME 3410 The student will:	State Approved Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Mathematics 6 - 12	Professional Education	
1. Become familiar with technology and information resources that can be used to facilitate academic learning.	Specific standards based upon topic	E-1	Specific standards based upon topic	1.2	Task 12.3.2
2. Demonstrate an ability to use a wide variety of technology tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) applicable for mathematics and/or science education.	Specific standards based upon topic	E-1 E-2	Specific standards based upon topic	1.4 2.1,2.2,.27	Task CC12C
3. Use technology to collect and organize resources.		E-5		5.4	Task CC12A Task 12.3.2
4. Observe and participate in the use of technology in classroom management.		E-4. E-6		4.2,6.5	CC12B Task 12.3.2
5. Select and evaluate new information resources and technological innovations based on their appropriateness to specific tasks.		E-3		3.7	Tech 2
6. Differentiate between appropriate and inappropriate uses of technology for teaching and learning		E-6		6.4	Task CC12C
7. Demonstrate an understanding of State and National Math/Science Standards as they apply to using technologies in mathematics/science classrooms.*	Specific standards based upon topic	E-3		3.2	Task CC12C Tech 4
8. Design and peer teach a lesson that meets content area standards and reflects the current best practices in teaching and learning with technology.	Specific standards based upon topic	E-3		3.2,3.7	Task CC12C
9. Establish professional goals and explore opportunities for professional development in the area of technology in the math/science classroom.		E-5		5.1	Task 12.3.2 Tech 3

**Assessment Codes			
T = Tests	RPT = Report/Presentation	Proj. = Projects	BO = Behavioral Observation
Pre/Post = Pre- and Post-Tests	SP = Skills Performance	Exp. = Experiments	Clin. = Clinicals
OT = Objective Tests	SD = Skills Demonstration	Cap. Proj. = Capstone Project	CS = Case Study
UT = Unit Tests	W = Writing Assignments	Cap. Course = Capstone Course	CP = Case Plan
Q = Quizzes	E = Essays	Prac. = Practicum	Port. = Portfolio
F = Final Examination	DE = Documented Essays	Intern. = Internship	Obs. = Teacher Observation
CF = Cumulative Final	RP = Research papers	H = Homework	Sk. Check = Skills Check-off Curriculum Frameworks
EX = Departmental Exam	J = Jury	PS = Problem Solving	JP = Judged Performance/Exhibition
SE = Nat'l or State Standardized Exam	R = Recital	DB = Discussion Board	

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

Assignments for Integrating Technology in the Classroom – EME 3410:

Tasks:

Task CC12A: Develop an electronic portfolio of class assignments (FEAP 5.4)

Task CC12B (replaces 12.2.1*): Develop a classroom management system using technology

(FEAP 4.2, 6.5)

Task CC12C (replaces 12.1.1*): Develop and teach a lesson using technology

(FEAP 1.4, 2.1, 2.2, 2.7, 3.2, 3.7, 6.4)

Task 12.3.2: Develop a list of web sites relating to a variety of instructional and management topics (FEAP 1.2, 4.2, 5.1, 5.4, 6.5)

*Secondary Education Students will complete Tasks CC12B and CC12C while Practicing Teachers working toward Alternative Certification will complete Task 12.2.1 and 12.1.1 which are more applicable to teachers currently working in the classroom.

Major assignments (Techs) may include but not be limited to:

TECH1: Document accomplishment of the NETs Standards
(Florida Technology literacy Profile)

TECH2: Investigate and evaluate various educational software packages including subject area specific software as well as software applicable to students with disabilities

TECH3: Review articles on selected topics to include ethical use of the computer and professional development opportunities

TECH4: Participate in a micro-teaching lesson study group, to teach and reflect upon a specific interdisciplinary lesson (In coordination with Task CC12C)

Minor assignments may include but not be limited to:

- Working with instructors on campus in their respective classrooms
- Programming course-specific formulas into graphing calculators
- Completing on-line tutorials for course-specific software
- Exploring professional development opportunities
- Video editing
- Webquests
- FACTS.org career portfolio updates

Course Evaluation Criteria:

- 2 Tests (10%)
- Major Assignments (30 % - Outlined below)
- Tasks (50%)
- Professionalism in Attendance and Participation (10%)

ALL tasks must meet the criteria for “demonstrated” as determined by the scoring rubric before credit can be earned for this course. Tasks will not be accepted toward the grade past the due date.

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator(s). The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

See your Instructor First Day Handout for individual instructor assignment schedule.