COURSE SYLLABUS

Course Number: EME 2040

Prerequisite(s): none

Course Credit: 3


Supplies: thumb drive/external storage device

Companion Website: Your textbook has an excellent website with resources you will need to complete course activities and assignments. Visit this dynamic site at: http://www.ablongman.com/lever-duffy3e

Faculty Name: Dr. Bernadette Kelley

Term and Year: Fall 2009

Place and Time: GEC-C 204

Office Location: GEC-C 204

Telephone: 599-3692
e-mail: Bernadette.Kelley@famu.edu

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.

Course Description

Application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom is the focus of this course. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the Florida Educator Accomplished Practices,

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
Sunshine State Standards, the Professional Educator Competencies, and the National Educational Technology Standards

**Course Purpose**

Upon completion of this course, the student will be familiar with a variety of instructional technologies and be able to apply them to the teaching/learning process.

**COE- Dispositions Addressed in this course:**

Professionalism: The Teacher Candidate demonstrates professionalism
Effective Communication: The Teacher Candidate demonstrates effective communication skills
Respectful Behavior: The Teacher Candidate demonstrates respectful behavior
Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

**DIVERSITY**

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>5,6,7</td>
<td>3</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Support diverse student learning through differentiated instruction</td>
<td>5,7</td>
<td>3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Create and foster learning opportunities adapted to diverse learners</td>
<td>5,6</td>
<td>3,8</td>
</tr>
</tbody>
</table>


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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

10/11/2010
### TECHNOLOGY

**• CF 2**

*Through this focal area, the FAMU professional education candidate will:*

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use a variety of technology tools and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 1,4,10,12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of concepts related to software, hardware and application.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td></td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td></td>
<td>Teach students to use various types of technology</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

### VALUES

**• CF 3**

*Through this focal area, the FAMU professional education candidate will:*

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Use clear and accurate communication with students, families and other stakeholders. | F: 11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Promote perspectives, ideas, people and cultures. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Establish and work to achieve goals. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Create learning opportunities that foster cooperation, support and individual participation among students | F: 7,2 | I: 5,10 |

### CRITICAL THINKING

**• CF 4**

*Through this focal area, the FAMU professional education candidate will:*

| CF: 4.1 (K) | Demonstrate an understanding of a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Demonstrate the use of a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2,7 | I: 4 |
| CF: 4.3 (D) | Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |

**Quality Enhancement Plan- “Enhancing Performance in Critical Thinking”= Q.E.P.—E.P.C.T.**

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PROFESSIONALISM

- **CF 5**

  *Through this focal area, the FAMU professional education candidate will:*

- **CF 5.1 (K)** Know the content
  
  F: 8  I: 1

- **CF 5.2 (S)** Use the appropriate pedagogy to provide all students with the opportunity to learn.
  
  F:7,9  I: 7

- **CF 5.3 (D)** Demonstrate commitment to professional growth & development.
  
  F:3,7  I: 9

- **CF 5.4 (K,S)** Use major concepts, principles, theories & research related to the development of children and adults.
  
  F: 7  I: 2

- **CF 5.5 (S)** Construct learning opportunities that support student development & acquisition of knowledge & motivation.
  
  F: 7  I: 5

- **CF 5.6 (S)** Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.
  
  F: 2  I: 6

- **CF 5.7 (S,D)** Display appropriate code of conduct including dress, language, and respective behavior.
  
  F: 9  I:5,9

URBAN/RURAL EDUCATION

- **CF 6**

  *Through this focal area, the FAMU professional education candidate will:*

- **CF 6.1 (S)** Demonstrate the ability to work in school settings with varied levels of human and material resources.
  
  F: 9,10,1
  I: 10

- **CF 6.2 (S,D)** Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.
  
  F: 11  I: 3
## Teaching Strategies Used

<table>
<thead>
<tr>
<th>ESOL Performance Standards addressed in the course</th>
<th>Related Course Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Identify the principles, characteristics, and terminology of current first and second language acquisition theories.</td>
<td>4. Developing and using technology instructional aids</td>
<td>The website for the text: <a href="http://www.ablong.com">www.ablong.com</a> Chapter 2.</td>
<td></td>
</tr>
<tr>
<td>18. Apply ESOL strategies to specific learning styles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The use of the internet to support teaching, learning, and research.</td>
<td>7. The use of presentation software in teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### Portfolio projects

There are three major projects that will be due during the semester. One project is a group project, which will entail developing a multimedia presentation. The other project is a portfolio of lesson plans and/or projects to be used with technology and a unit of study.

#### Chapter exercises

Online Activities
<table>
<thead>
<tr>
<th>ESOL Performance Standards addressed in the course</th>
<th>Related Course Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
</table>
| 15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary level.  
40. Identify state-adopted ESOL curricular materials  
44. Identify appropriate instructional equipment for ESOL lessons.  
47. Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. | 3. The identification of educational resources (hardware and software) in the classroom.  
4. Developing and using technology instructional aids.  
6. The use of the internet to support teaching, learning, and research  
Lever-Duffy, et. al.  
Boston: Allyn & Bacon  
The web site for the text:  
Chapters 4, 5, 6  
Macy, M.D. Ed.  
Teaching ESL/EFL with the internet: Catching the Wave  
Merrill/Prentice Hall: Saddle River, NJ. | Chapter exercises  
Lesson plan(s) linking Sunshine State Standards and subject matter content.  
Instructional objectives and lesson plans that demonstrate linking knowledge from two or more disciplines. |

| 17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school.  
37. Identify content-specific vocabulary.  
38. Identify culture-specific feature of content curricula.  
73. Determine strategies for content area teachers to use with LEP students. | 3. The identification of educational resources (hardware and software) in the classroom.  
Lever-Duffy, et. al.  
Boston: Allyn & Bacon  
Chapter 2,  
10,11,12,13,14,15 | Chapter exercises  
Lesson plan(s) linking Sunshine State Standards and subject matter content.  
Instructional objectives and lesson plans that demonstrate linking knowledge from two or more disciplines. |
**Overall Goals of the Course**

Upon completion of this course, the student will be familiar with a variety of instructional technologies and be able to apply them to the teaching/learning process.

**Specific Behavioral Objectives**

Upon completion of the course, the student will be able to:

**Objective**: 1. Students will present examples showing the use of technology for classroom management, administration, teaching and learning.
   - **Outcomes** • Create a portfolio with samples reflecting ways technology can support classroom management, administration, and teaching.

**Objective**: 2. Students will select and evaluate appropriate software and hardware for application in the classroom.
   - **Outcomes** • Create and evaluate products that critique various software and hardware tools for instructional purposes.

**Objective**: 3. Students will demonstrate legal and ethical use of technology in the classroom.
   - **Outcomes** • List and describe legal and ethical issues for using technology in the classroom.

**Objective**: 4. Students will demonstrate research skills by using internet resources and appropriate software.
   - **Outcomes** • Develop an Internet-based project such as web-quests, lesson plans, and curriculum units.

**Objective**: 5. Students will research and present applicable national, state, and local resources for evidence based data for use in appropriate instructional planning.
   - **Outcomes** • Identify and summarize a selection of applicable websites providing test data from national, state, and local educational resources.

**Objective**: 6. Students will explain Universal Design principles and select appropriate technology tools that will link outcomes to instruction for students with special and/or diverse needs.
   - **Outcomes** • Identify and summarize a selection of technological tools for assisting students with special and/or diverse needs, and link the technology to specific outcomes for these students.

**Objective**: 7. Students will identify and select appropriate technology tools that link to instructional strategies for teaching English Language Learners.
   - **Outcomes** • Summarize a selection of technological tools for assisting students who are English Language Learners, and link the technology to strategies for teaching these students.

**National and State Standards Addressed in the Course**

- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- Professional Organization/Learned Society Standards
- Florida Educator Accomplished Practices (FEAPs)
- Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
- ISTE: International Society for Technology in Education

**Topical Outline**

Please see course calendar for topics covered.

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Teaching Methods

This learning experience will include one-to-one sharing, group work, cooperative presentation, demonstration, lecture, peer tutoring, modeling and online distance learning.

Course Evaluation

Grading Policies:

This course is designed as a project-based course. For that reason, the majority of your grade will be determined by the quality of the projects that you turn in. In addition to the course projects, you will also have weekly quizzes, a midterm exam, a final exam, and a final required project. Together these are weighted as follows:

- 12 Quizzes @ 1 pt. each 12 points
- Midterm Exam 10 points
- Final Exam 20 points
- 5 Portfolio Grades 36 points
- Class Participation 12 points
- Final Project and Presentation 10 points

Course Total 100 points

Unit Projects:

You must submit a variety of projects to demonstrate your competencies and complete the course requirements. These projects will be organized into and submitted in five course portfolios.

Portfolios:

A portfolio lets you professionally organize activities that evidence your mastery of course objectives. You have 5 portfolios for this class, each one covering different chapters. When you turn in a portfolio, you must include that portfolio’s Evaluation Rubric with it. The rubric helps you to understand precisely how you will be graded and allows you to self-assess your work before turning it in. You should carefully examine the rubric to be sure you understand what is expected of you. The portfolios will be organized as follows:

- Portfolio 1 – Projects - Chapters 1 & 2 (6 points)
- Portfolio 2 – Projects - Chapters 3-8-4-9 (12 points)
- Portfolio 3 – Projects - Chapters 5-6 (6 points)
- Portfolio 4 – Projects - Chapters 7 &10 (6 points)
- Portfolio 5 – Projects - Chapters 11 & 12 (6 points)

Before you turn in each Portfolio for grading, make sure you have followed the assignment's directions carefully. Then, organize your assignments in order by chapter, beginning with the Portfolio Rubric. Place the assignments into the digital drop box. Remember that the appearance of this Portfolio is important, too. You are turning in a collection of work that demonstrates your competencies and professionalism. Its appearance should be appropriate to that goal.

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**Final Project and Presentation:**
You will prepare a final project that demonstrates the instructional skills you have gained from this course. In addition to preparing a fully articulated instructional design based on the DID model, you will also give a 10-15 minute presentation of a single lesson component using the educational technology of your choice. Details are provided in separate handout *Your Final Presentation.*

**EXAMS**

Textbook readings, classroom activities, lectures, and projects and examinations have been carefully prepared to complement each other. Therefore, students who attend class regularly, participate in discussions and complete the course activities in a timely manner are consistently successful in the course.

The exams will consist of 12 equally weighted parts, objective and hands-on questions. The objective section may include multiple choice, true and false, short answer, and matching questions. The material for the objective questions will come from class discussions and your readings. The hands-on questions will ask you to apply your knowledge of technology to education using specific technologies. You will be expected to demonstrate your technology skills as well as your understanding of how various technologies can be used in teaching and learning.

**In addition, there are two major exams: Midterm and Final**

**Grading**

**Grading Scale:**
- A = 90-100 pts
- B = 80-89 pts
- C = 70-79 pts
- D = 60-69 pts
- F = < 69 pts

**Course Policies**

University’s Non- discrimination Policy Statement- [www.famu.edu](http://www.famu.edu)

University’s American with Disabilities Act (ADA) Policy Statement:
“Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076”

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Attendance:
You are expected to attend each scheduled class meeting because material covered in the lecture may not be available in the text or readings. Attendance will be taken daily and considered in awarding the final grade.

Catalog Policy
ATTENDANCE IS MANDATORY University rules permit three (3) unexcused absences. Students with more than the 3 unexcused absences may fail the course. Attendance and tardiness will be used to decide borderline grades.

Course Drops/Incompletes:
Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with this procedure may result in your receiving a letter grade of "F". A grade of Incomplete (I) will only be given under extreme circumstances. Students must complete a written request for Incomplete before any extensions will be considered.

Participation:
Because of the nature of the course, there will be considerable discussion of course topics. You are expected to voice opinions and ideas as well as participate in regular question and answer sessions.

Activity Responsibilities:
A variety of technologies will be used to present course material. Lecture notes may be distributed along with other supplementary material provided. You are responsible for all lecture content, readings that relate to the course objectives and for material discussed in class.

The Course Companion lists the classroom topics for each week, the reading assignments that support the classroom activities, as well as class assignment information. You are expected to keep up with the textbook readings and are encouraged to use an electronic portfolio for organizing class notes and handouts. You are welcome to audiotape tape classroom lectures.

The Classroom Atmosphere & You:
In a course such as this, discussion of educational technologies often becomes excited, so you are expected to treat everyone in the class with respect at all times. There will be ample opportunities for everyone to participate in discussions and activities, but you are expected to do so politely and with self control. Please turn off your pager and/or cellular phone.

Academic Honor Policy/Course Ethics:
Cheating in any fashion will not be tolerated, including but not limited plagiarizing another’s words, work or ideas on individual class assignments, falsifying records or cheating on exams. However, you are encouraged to work and study together on specifically designated assignments. Accordingly, you are responsible for answering any questions about any test or class assignment.

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A Final Word About Responsibilities:

Mine...
As your Instructor, I will always attempt to explain course material to you, will answer as many questions as possible, and keep your informed of your progress. It is my goal to help you harness technology in order to help you be the most effective teacher possible. Don't be afraid that your concerns or questions seem to be foolish - they are not! This course is the place to experiment and question, before you step foot in your own classroom. I will help you in every way possible to master the technologies you will need for teaching and learning.

and Yours…
As a future educator, you have made a decision to participate in a challenging and important course that will be of significant help in your chosen profession. You are responsible for successfully completing the course as directed in this Course Companion not only for yourself and your degree, but in preparation to teach your own students. Contact me immediately if you do not fully understand instructions or the topics that have been covered; don't wait to the day before an exam or assignment is due. Be sure to read the entire Companion carefully and ask for clarification of anything you do not completely understand. I expect you join me in an active and energetic learning experience!
## Course Calendar

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Technologies for Teaching and Learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>2. Designing and Planning Technology-Enhanced Instruction. Portfolio #1</td>
<td></td>
</tr>
<tr>
<td>II. APPLYING TECHNOLOGIES FOR EFFECTIVE INSTRUCTION.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>4. Digital Technologies in the Classroom. 9. Audio and Visual Technologies in the Learning Environment Portfolio #2 MIDTERM EXAM</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>5. Administrative Software. 6. Using Educational Software for Teaching and Learning. Portfolio #3</td>
<td></td>
</tr>
<tr>
<td>III. TECHNOLOGY IN SCHOOLS: CHANGING TEACHING AND LEARNING.</td>
<td></td>
<td></td>
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<tr>
<td>11-12</td>
<td>10. Video Technologies in the Learning Environment. Portfolio #4</td>
<td></td>
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<tr>
<td>13-14</td>
<td>11. Distance Learning: Using Technologies to Redefine the Classroom.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12. Legal and Ethical Issues in Implementing Technology. Portfolio #5 EXAM REVIEW/Project completions</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>

All work must be submitted by:

**Last day of Classes**

Final Examinations

**HOLIDAYS**

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REFERENCES:


Rosenfeld and Martinez-Pons, 2005 B. Rosenfeld and M. Martinez-Pons, Promoting classroom technology use, The Quarterly Review of Distance Education 6 (2) (2005), pp. 145–153.


* For additional references and sources, see the instructor.