Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EIA 4228C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>EIA1049, EIA 2284C, GRA 1300</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Information Systems in Technology Education</td>
</tr>
<tr>
<td><strong>Course Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Education</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>Workforce Education and Development</td>
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<tr>
<td><strong>Supplies:</strong></td>
<td>TBA and TaskStream</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Dr. David White</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td></td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>MST 119</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>599-3406</td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:david.white@famu.edu">david.white@famu.edu</a></td>
</tr>
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</table>

**Office Hours**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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**Course Description**

This course will focus on content and methods of teaching information technology; past, present, and future communication technologies, processes, and influences, of drafting, printing and digital photography and video, and the Internet on humans and society. Students will be provided with instructional methods to be able to conduct an information systems component in 6-12 Technology Education classrooms (Freshman/Sophomore standing).

**Course Purpose**

Students will develop a basic understanding of the design and communication skills as they relate to information technology. Through lectures and laboratory activities, students will learn the basic concepts of printing and publishing practices, moviemaking techniques, digital photography, and web site design. Additionally, teaching practices related to information technologies will be explored.

**TaskStream Code:** 22B8UU
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.

**Professional Education Unit Conceptual Framework**

![Diagram of the Exemplary Professional Conceptual Framework]

**TECHNOLOGY**

• **CF 2**  
  • Through this focal area, the FAMU professional education candidate will:

  | CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |

**VALUES**

• **CF3**  
  • Through this focal area, the FAMU professional education candidate will:

  | CF:3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |

**CRITICAL THINKING**

• **CF4**  
  • Through this focal area, the FAMU professional education candidate will:

  | CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1.4 | I: 1.8 |

**PROFESSIONALISM**

• **CF 5**  
  • Through this focal area, the FAMU professional education candidate will:

  | 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: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
### Specific Behavioral Objectives

**Matrix for Alignment with Standards and the**
**The Florida Agricultural and Mechanical University**
**College of Education Conceptual Framework**

**Standards with which the course objectives are aligned:**
- The Florida Agricultural and Mechanical University College of Education and Human Services Conceptual Framework (FAMU CF)
- Florida Educator Accomplished Practices (FEAP)
- Florida Subject Area Competencies (FSAC)
- International Technology and Engineering Education Association (ITEEA)
- Interstate New Teacher Assessment and Support Consortium (INTASC)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>NCATE (N) INTASC (I)</th>
<th>FSAC (FS) ITEE A (I)</th>
<th>FAMU CF (CF) FEAP (FE)</th>
<th>Assessment (All assessments/lectures/readings will be covered on either the Midterm or Final Examination)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify the importance of Information System Technologies as it relates to history, people, commerce, communities, and the nation.</td>
<td>3</td>
<td>FS: 1.5 I: 4, 6, 7</td>
<td>CF: 3.3 FE: 5, 6</td>
<td>Discussion Board 1, Research Paper, Class Presentation</td>
</tr>
<tr>
<td>2) To be introduced to the concepts involved in the Information System Technologies field as related to design and software applications.</td>
<td>1, 6, 8</td>
<td>FS: 7.1, 7.2 I: 17</td>
<td>CF: 2.1, 4.4 FE: 4, 12</td>
<td>Laboratory Reports, Class Presentation</td>
</tr>
<tr>
<td>3) To identify and understand the basic principles of design, layout and composition used in various printing industries.</td>
<td>1, 8</td>
<td>FS: 7.1, 7.4, 7.5 I: 8, 17</td>
<td>CF: 4.4 FE: 4</td>
<td>Laboratory Reports, Printing Design Technology Learning Activity</td>
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<tr>
<td>4) To identify and understand the basic principles of design, layout and composition related to photography and movie making.</td>
<td>1, 8</td>
<td>FS: 7.1, 7.7 I: 8, 17</td>
<td>CF: 4.4 FE: 4</td>
<td>Laboratory Reports, Digital Photography and Moviemaking Technology Learning Activity</td>
</tr>
<tr>
<td>5) To identify and understand the basic principles of design, layout and composition related to Internet web design.</td>
<td>1, 8</td>
<td>FS: 7.1, 7.6 I: 8, 17</td>
<td>CF: 4.4 FE: 4</td>
<td>Laboratory Reports, Color Technology Learning Activity</td>
</tr>
<tr>
<td>6) To identify and understand the basic principles of media appropriate messages.</td>
<td>5, 9</td>
<td>FS: 7.8 I: 5, 8, 17</td>
<td>CF: 5.7 FE: 9</td>
<td>Media Appropriate Massages Technology Learning Activity</td>
</tr>
<tr>
<td>7) To discuss the careers available in Information System Technologies.</td>
<td>9</td>
<td>FS: 7.8 I: 17</td>
<td>CF: 5.3 FE: 3, 7</td>
<td>Information System Technologies Careers Technology Learning Activity</td>
</tr>
<tr>
<td>8) Develop knowledge and competency in Information System Technologies of an individual interest.</td>
<td>6</td>
<td>FS: 12.7, 13.4 I: 10</td>
<td>CF: 5.5 FE: 2, 7</td>
<td>Final Project Documentation, Research Paper</td>
</tr>
<tr>
<td>9) Integrate and use STEM principles as they apply to Information System Technologies design and performance.</td>
<td>6</td>
<td>FS: 12.6 I: 3</td>
<td>CF: 5.5 FE: 7</td>
<td>Lesson Plan, Discussion Board 2, Research Paper</td>
</tr>
<tr>
<td>10) Recognize the importance of additional curricular areas (communication, art, social studies, economics, etc.) during the design and presentation stages of problem solving.</td>
<td>6</td>
<td>FS: 12.6&amp;7 I: 3</td>
<td>CF: 5.5 FE: 7</td>
<td>Lesson Plan, Final Project Documentation, Class Presentation</td>
</tr>
<tr>
<td>11) To rationally approach problems encountered in the design/laboratory situations, and arrive at logical solutions.</td>
<td>2</td>
<td>FS: 1.5, 1.6 I: 6</td>
<td>CF: 5.4 FE: 3, 7</td>
<td>Final Project Documentation, Laboratory Reports, Class Presentation</td>
</tr>
<tr>
<td>12) Produce documentation (design processes, lesson plans, etc.) that is aligned with current state and national technology standards.</td>
<td>9</td>
<td>FS: 12.4 I: 6</td>
<td>CF: 5.3 FE: 3, 7</td>
<td>Lesson Plan, Final Project Documentation, Laboratory Reports</td>
</tr>
<tr>
<td>13) Continue to develop safety habits and laboratory management techniques.</td>
<td>9</td>
<td>FS: 11 I: 12, 13</td>
<td>CF: 5.3 FE: 3, 7</td>
<td>Laboratory Reports, Lesson Plan, Instructor Observation</td>
</tr>
<tr>
<td>14) Identify local, state, and national professional organizations and explain the benefits of participation with regard to Information Technologies</td>
<td>9</td>
<td>FS: 12.7 I: 3</td>
<td>CF: 5.3 FE: 3, 7</td>
<td>Information Technology Careers Technology Learning Activity</td>
</tr>
<tr>
<td>15) Continue to develop a professional portfolio</td>
<td>6, 9</td>
<td>FS: 14.5 &amp; 6 I: 4</td>
<td>CF: 2.1, 5.3 FE: 3, 4, 7, 12</td>
<td>TaskStream Artifact Submissions</td>
</tr>
</tbody>
</table>

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**Academic Learning Compact**

This course falls under the courses offered in the Department of Workforce Education and Development and is thus covered by the associated Academic Learning Compacts (ALCs). ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the Department of Workforce Education and Development, ALCs, go to: http://www.famu.edu/assessment and click on Academic Learning Compacts.

**Overall Goals of the Course**

The overall goal of this course is to prepare candidates to become creative problem solvers and reflective practitioners within the content area of Technology Education provided within the course.

**Topical Outline**

1. **Communication System Elements**
   - A. Message
   - B. Sender
   - C. Encoding
   - D. Channels
   - E. Noise
   - F. Decoding
   - G. Receiver
   - H. Feedback

2. **Communication Technology History**
   - A. Language, writing, talking drums etc.
   - B. Printing press, telegraph, radio, camera etc.
   - C. Movies, television, telephones, etc.
   - D. Computers, internet, integrated circuits, lasers, optical systems etc.

3. **Information Technology Impacts**
   - A. Social
   - B. Cultural
   - C. Environmental
   - D. Economic
   - E. Political

4. **Designing Effective Messages**
   - A. Audience
   - B. Purpose
   - C. Media selection
   - D. Strategy
   - E. Technical skills

5. **Design Principles**
   - A. Balance
   - B. Proportion
   - C. Focus
   - D. Rhythm
   - E. Variety

6. **Communication-based Technical Skills**
   - A. Desktop publishing
   - B. PowerPoint development
   - C. Digital video production
   - D. Digital audio production
   - E. Website development

7. **Teaching Information Systems**
   - A. Designing student communication challenges
   - B. Critical concepts for all students
   - C. Managing appropriate messages in middle and high schools
   - D. Equipment planning and challenges
   - E. Careers in Information Technology-based enterprises

8. **Future Trends in Information Technologies**
   - A. Integration of functions
   - B. Power of devices
   - C. Wireless
   - D. Methods of assessing future trends
Teaching Methods

A variety of methods may be employed, including, but not limited to: lecture/discussion, field experience, guest speakers, audiovisual materials, computer applications, demonstrations, presentations and lab activities. This course will have a Blackboard component, and students must read relevant sections in current outside resources, including web-based documents and word-process assignments and have regularly available email, Internet and World Wide Web access. Documentation and artifacts for TaskStream are required.

Methods of Evaluation

1. Technology Learning Activities
2. Discussion Boards
3. Midterm and Final Examinations
4. Research Paper
5. Laboratory Reports
6. Lesson Plan
7. Portfolio
8. Presentation Evaluation

Grading:

Grades will be determined using a percentage of total points. The grading scale, with minimum percentages for each grade is provided below. This grading scale will be applied to individual evaluated activities as well as to the student’s final grade.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage/Grade</th>
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</thead>
<tbody>
<tr>
<td>Technology Learning Activity (5) 20 pts each</td>
<td>100</td>
<td>PERCENTAGE/GRADE</td>
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<tr>
<td>Laboratory Reports (5) 50 pts each</td>
<td>250</td>
<td>90-100% A</td>
</tr>
<tr>
<td>Blackboard Discussion Boards (2) 25 pts each</td>
<td>50</td>
<td>80-90% B</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
<td>70-80% C</td>
</tr>
<tr>
<td>Final Project Portfolio</td>
<td>100</td>
<td>60-70% D</td>
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<tr>
<td>Class Presentation</td>
<td>75</td>
<td>Below 59% F</td>
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<tr>
<td>Research Paper</td>
<td>75</td>
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<tr>
<td>Midterm</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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<tr>
<td>Total</td>
<td>1000 pts</td>
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Course Policies

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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.)
Additional Course Requirements

1. **Attendance**: Attendance is required for all class meetings. It is the responsibility of the student to make up any work/assignments missed due to illness or personal excuses. The student’s final grade will be reduced one letter grade for each absence beyond two unexcused absences. All excused absences must be reported to and verified through the FAMU academic affairs office.

2. **Final Exam**: There will be a comprehensive exam at the end of the course.

3. **Computer/Web/Email Applications**: A variety of graded activities in this course will be conducted using email, the web and BlackBoard. Students are required to use their FAMU email/Blackboard account and to know how to use file attachment features. Also, students must use Microsoft® Word® for all word-processed files, and will prepare a Microsoft® PowerPoint® presentation, and must be able to use an Internet browser. Some web-based resources will be formatted as PDF files. Students should have access to and know how to use Adobe® Acrobat Reader®. Grades will be posted on BlackBoard. Computer access for students is provided at a number of locations on campus. Students may access their FAMU email from other email accounts or computer systems that are not on the FAMU campus. However, it is the student’s responsibility to make sure the email and other computer systems are operational.

4. **Spelling**: Correct spelling is required for all work. Spelling a word incorrectly on any graded item will result in a loss of one-half point for each time the word is misspelled.

5. **Writing Assignments**: Students will complete several writing assignments. Writing assignments must be word-processed using Microsoft® Word®.

6. **Professionalism**: Students are expected to conduct themselves in a professional manner at all time while in class. Evaluation of the student’s professionalism will be an important part of the assessment program in this course.

7. **Reading**: Students are expected to read handouts, web pages, web-based documents, etc. to prepare for lectures, quizzes and tests; as well as prepare for research and writing activities through reference reading.

8. **Research**: Several evaluated activities require the student to conduct research. Under normal conditions, the University library resources will meet all the student’s research needs. Internet research activities will also be conducted.

9. **Safety**: It is the student’s responsibility to adhere to and practice proper safety procedures in the use and operation of the tools, materials, machines, and processes required in this course. Safety eyewear is required when working in any technology labs during course or when participating in hands-on lab experiences. **All students must provide and use their own personal safety eyewear**. Students will not be permitted to work in any Technology Education laboratory without approved safety eyewear—no exceptions.

10. **Laboratory**: This class has an integrated lecture and lab. Some days may be all lectures or all labs or a combination of both depending on the class progress and activities.

11. **Presentations**: Students will prepare and deliver one presentations. Presentations must be supported by multimedia (typically PowerPoint). Students will also make several informal presentations during class as part of a group or as an individual.

12. **Deadlines**: All evaluated activities must be submitted on the deadlines identified. Ten percent (10%) will be deducted from the student’s grade for each day the activity is submitted late.

13. **Plagiarism and Ethical Behavior**: Students are expected to do their own work and act respectfully to each other and most importantly, the instructor. If student are caught cheating in any way, they may receive a failing grade for the course, dismissal from the program or dismissal from the University.

14. **TaskStream** is a required software package for all teacher education programs at Florida A&M University. Teacher education students must purchase, activate and maintain their own TaskStream accounts. Teacher education students may need to complete designated surveys or activities in TaskStream as part of this course. The instructor reserves the right to decide how and what class assignments are submitted for this course.

FAMU Technology Education Student Equity Statement:

Florida A&M University is committed to the human rights, dignity and social equity of all individuals; therefore, in accordance with University policy, the Technology Education Program will maintain a “no tolerance” policy with regard to behavior associated with: sexual connotations, physical gestures, inappropriate language or graphics on clothing. As potential future teachers, it is the expectation of the Technology Education Faculty that all Technology Education Majors and those who are enrolled in Technology Education classes reflect strong professional integrity and act in a manner worthy of the University and the Technology Education Program. The Technology Education Faculty will address any issues according to the University policy in order to create a safe and comfortable learning environment for all students.

- If a student feels that any misconduct as described above has occurred against them, witnesses, or is told of an incident of perceived misconduct then he/she should report the incident to the Equal Opportunity Programs Office. Reports of any incidents will be held in the strictest of confidence. Contact Info: Equal Opportunity Programs Office 676 Ardelia Court Tallahassee, FL 32307 (850) 599-3076/3219.
Laboratory Projects and Assignments

Laboratory Projects

There will be five class laboratory projects throughout the semester, in addition to your final lab project. Each project is designed to provide you with the basic technological skills that you will be using throughout your future courses within the Technology Education Program. Furthermore, each project will incorporate a standards based component that will assist you when designing your final project. The projects will be based on current Technology Education activities taught in contemporary classrooms. Additionally, successful completion of these labs will be a vital component to your becoming a well-rounded Technology Educator, as you will ultimately be transferring this content knowledge to your future classrooms. Written reflections will accompany each lab activity.

Individual Laboratory Projects
1. Magazine Cover/Desktop Publishing
2. Animated Gifs/Digital Photography
3. Audio Experiment/Laser Sound
4. Moviemaking/Video Authoring
5. Website Design/Basic html

<table>
<thead>
<tr>
<th>Course Objective 2:</th>
<th>FAMU CF: 2.1, 4.4; FEAPS: 4, 12; FSAC: 7.1, 7.2; ITEEA 17; INASC: 1, 6, 8</th>
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<tr>
<td>Course Objective 3:</td>
<td>FAMU CF: 4.4; FEAPS: 4; FSAC: 7.1, 7.4, 7.5; ITEEA 8, 17; INASC: 1, 8</td>
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<td>Course Objective 4:</td>
<td>FAMU CF: 4.4; FEAPS: 4; FSAC: 7.1, 7.7; ITEEA 8, 17; INASC: 1, 8</td>
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<tr>
<td>Course Objective 11:</td>
<td>FAMU CF: 5.4; FEAPS: 3, 7; FSAC: 1.5, 1.6; ITEEA 3; INASC: 2</td>
</tr>
<tr>
<td>Course Objective 13:</td>
<td>FAMU CF: 5.3; FEAPS: 3, 7; FSAC: 11; ITEEA 12, 13; INASC: 9</td>
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- Laboratory Safety
You are expected to conduct yourself in a safe manner at all times when working in the Technology Education Labs. Failure to practice safety will result in removal from the lab and possible additional disciplinary action depending on the infraction.

Assignments

Discussion Boards

You will have two discussion board assignments throughout the semester. Through discussion boards, you will identify and self-reflect with regard to your views and opinions regarding technology education issues such as standards, philosophies, and technology as it relates to different grade levels. Information will be provided related to discussion board topics: however, critical thinking on your part to express your opinions and views are essential. Furthermore you will demonstrate your professional skills by responding to your peer’s discussion board responses. The following topics will be on the discussion boards:

Discussion Board 1: You will explore websites that deal with historical and contemporary aspects of Information Systems Technologies. Additionally, you will identify at least 3 ways Information System Technologies have impacted societies and/or cultures in rural, urban and Third World Countries. Respond to a least two of your classmate’s postings and make comments through the “reply” feature of the discussion board.

BE SURE TO BE PROFESSIONAL WITH YOUR COMMENTS!

| Course Objective 1: | FAMU CF: 3.3; FEAPS: 5, 6; FSAC: 1.5; ITEEA 4, 5, 6; INASC: 3 |

Discussion Board 2 – You will explore websites from high or middle schools that focus on Information System Technologies or graphic communications and explore how STEM principles can be used or are being used within these sites/individual courses. Look at a least two of your classmate’s postings and make comments through the “reply” feature of the discussion board.

BE SURE TO BE PROFESSIONAL WITH YOUR COMMENTS!

| Course Objective 9: | FAMU CF: 5.5; FEAPS: 7; FSAC: 12.6; ITEEA 3; INASC: 6 |
Technology Learning Activities

You will have five Technology Learning Activities throughout the semester. The Technology Learning Activities are designed to identify characteristics of a professional teacher and compare them to your individual characteristics in addition to relating them to professional certification requirements, organizations, standards and opportunities within technology education field.

| Course Objective 3: FAMU CF: 4.4; FEAPS: 4; FSAC: 7.1, 7.4, 7.5; ITEEA 8, 17; INASC: 1, 8 |
| Technology Learning Activity 1 – Printing Design Technology Learning Activity. Your understanding of design aspects in the printing industry is essential to be successful in this course and as a Technology Educator. The concepts this Technology Learning Activity includes are balance, value, point, line, texture, direction, shape, and size when designing for the printed piece. |

| Course Objective 4: FAMU CF: 4.4; FEAPS: 4; FSAC: 7.1, 7.7; ITEEA 8, 17; INASC: 1, 8 |
| Technology Learning Activity 2 – Digital Photography and Moviemaking Design Technology Learning Activity. Your understanding of the design components that make a good photograph will be of great value to you in this course as well as your ultimate classroom. Many of the same design components can be transferred to moviemaking principles. These include: The Rule of Thirds, Framing (Horizontal, Vertical or Tilted), Loose and Tight Cropping, Disturbing the Frame, Proximity, Vantage Point and Sense of Place and Storyboarding. |

| Course Objective 5: FAMU CF: 4.4; FEAPS: 4; FSAC: 7.1; ITEEA 8, 17; INASC: 1, 8 |
| Technology Learning Activity 3 – Color Technology Learning Activity. How colors work together to send a message and how it will be received is a vital component to design. This Technology Learning Activity will explore the color wheel, primary and secondary colors, the CMYK color process in printing, color schemes, and the Law of Chromatic Distribution. This Technology Learning Activity will be of great assistance in most of your coursework as well as your final project. |

| Course Objective 6: FAMU CF: 5.7; FEAPS: 9; FSAC: 7.8; ITEEA 5, 8, 17; INASC: 5, 9 |
| Technology Learning Activity 4 – Media Appropriate Messages Technology Learning Activity. The psychological and philosophical aspects related to messages seen in all aspects of media will be explored within this Technology Learning Activity. Various constructs will be identified such as ethics, demographics, and messages seen and heard in newspapers, radio, TV and the Internet. Additionally, historical impacts that have influenced societies and cultures will be also addressed. This Technology Learning Activity will help you with many other aspects of this course including your final project. |

| Course Objective 2: FAMU CF: 2.1, 4.4; FEAPS: 4, 12; FSAC: 7.1, 7.2; ITEEA 17; INASC: 1, 6, 8 |
| Technology Learning Activity 5 – Information System Technologies Careers Technology Learning Activity. You will be involved with students of variable abilities, career outlooks and interests. 21st Century skills in the information systems technologies arena are in abundance. This Technology Learning Activity will allow you to explore the vast and diverse career opportunities by collecting information which includes job titles, job descriptions, typical duties performed in that position, post secondary school/training necessary for the position, courses they should take in high school to prepare for the position, position, potential earnings, and schools or training institutes they could possible go to for preparation via an Internet search. |

Research Paper

| Course Objective 1: FAMU CF: 3.3; FEAPS: 5, 6; FSAC: 1.5; ITEEA 4, 5, 6; INASC: 3 |
| Course Objective 8: FAMU CF: 5.5; FEAPS: 2, 7; FSAC: 12.7, 13.4; ITEEA 10; INASC: 6 |
| Course Objective 9: FAMU CF: 5.5; FEAPS: 7; FSAC: 12.6; ITEEA 3; INASC: 6 |

Research Focus

This assignment allows you to develop an interest and knowledge base pertaining to an area of information systems technologies of your choice not covered in class. The focus of this assignment is on contemporary or futuristic elements and process. Historical studies are not acceptable for this project; however, a component of historical background is required.

Assignment Requirements

The goal for this assignment is to develop a quality research project that you will be proud to use as a teaching aid in your future classroom. Your research should include and describe impacts of your chosen information systems technologies, descriptions of basic tools, software and equipment used to bring an idea from conception to a final product. Additionally link your research to technology systems and other subject areas (STEM, language arts, social studies, etc.). Your topic must be pre-approved.

Classroom Equation – Explain ways this material would be relevant in a Technology Education Classroom. The paper should be word-processed, 12 point type, Times or Arial regular font, .75-inch margins all around, line spacing of 1.5, and not exceed three pages. APA formatting is required with a minimum of five citations. Papers will be submitted to Blackboard and will be checked on TurnItIn.com, do so not plagiarize.
Final Project

The goal for this assignment is to develop a quality research project by producing an advertising campaign about the FAMU Technology Education Program that will include print, radio, TV and Internet components. You will be teamed with 2-3 partners to achieve a successful outcome to this project.

Project presentations will be given during the last week of classes.

You will be provided several research sources to produce your activity. Along with the physical project, you will produce a project portfolio with complete documentation. The portfolio must be typed and presented in a clear-bound folder. Neatness will count heavily on your portfolio presentation. The final project portfolio must include the following components:

- **A Detailed Design Brief:**
  The following should be included in your design brief:
  A Background and Rationale for the Project; A Problem Statement; Evidence of Research; Time Constraints and an Evaluation Summary. Additionally, describe the social and economic impacts of the product or process. Also describe the links to other technology systems and other subject areas (e.g. STEM, social studies, etc.).

- **Lesson Plan:**
  For your final project portfolio, you will produce a lesson plan that will identify basic components that will assist in your potential students learning. You will be exposed to several different Technology Education lesson plans (available via Blackboard) and relate them to your final project. You must include what Sunshine State and National standards will apply, materials needed, and an assessment instrument (quiz, test, Technology Learning Activity, etc.).

- **Detailed Visual Documentation:**
  For your final project portfolio, you will produce detailed storyboards, scripts’, brainstorming activates, and all other documentation associated that you did when producing this project.

**Class Presentation**

**Presentation Criteria:** Your Team will produce a class presentation that relates to your final project. Your presentation should engage your audience in all aspects of your project. You should develop a quality presentation that you will be proud to use as a teaching aid in your future classroom. Additionally, this will help you to continue to develop the public speaking skills all educators need to teach. The format must be in PowerPoint, and you will make a presentation no longer than 25 minutes and no shorter than 15 minutes.
## Course Calendar - Tentative

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments/Lab (All PowerPoints &amp; Technology Learning Activities Available via Blackboard)</th>
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| **Week 1** | Course Syllabus  
General Overview of the Course | Review the PowerPoint: *What are information systems?* Read pages 12-40 of the Lupton/Cole Text; read Pages 50-57 from the Armstrong Text.  
Be prepared to discuss these topics in class.  
Lab: Safety and Organization  
Discussion Board 1 |
| **Week 2** | Lecture: *What are Information Systems?*  
Lecture: *Sending and Receiving Messages.* | Review the PowerPoints: *Sending and Receiving Messages and Color.* Read pages 40-69 of the Lupton/Cole Text; read Pages 58-69 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Magazine Cover  
Printing Design Technology Learning Activity |
| **Week 3** | Lecture: *Color*  
Lecture: *Sending and Receiving Messages.* | Review the PowerPoint: *Animation.* Read pages 84-99 of the Lupton/Cole Text; read Pages 70-83 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Magazine Cover*  
Color Technology Learning Activity |
| **Week 4** | Lecture: *Animation* | Review the PowerPoint: *Digital Photography.* Read pages 100-113 of the Lupton/Cole Text; read Pages 87-89 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Animated Gifs  
Digital Photography and Moviemaking Technology Learning Activity |
| **Week 5** | Lecture: *Digital Photography* | Review the PowerPoint: *Audio.* Read pages 114-125 of the Lupton/Cole Text; read Pages 90-97 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Animated Gifs  
Digital Photography and Moviemaking Technology Learning Activity |
| **Week 6** | Lecture: *Audio* | Review the PowerPoint: *Moviemaking.* Read pages 125-145 of the Lupton/Cole Text; read Pages 102-115 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Audio Experiment |
| **Week 7** | Lecture: *Moviemaking*  
Review For Midterm | Lab: Moviemaking  
Midterm |
| **Week 8** | Midterm | Review the PowerPoint: *Basic HTML.* Read pages 158-183 of the Lupton/Cole Text; read Pages 119-123 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Moviemaking  
Discussion Board 2 |
| **Week 9** | Lecture: *Basic HTML* | Review the PowerPoint: *Web Authoring.* Read pages 198-231 of the Lupton/Cole Text; read Pages 124-126 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Website Design |
| **Week 10** | Lecture: *Web Authoring* | Review the PowerPoint: *Teaching Information Systems in the High and Middle Schools.* Read pages 232-244 of the Lupton/Cole Text; read Pages 127-138 from the Armstrong Text. Be prepared to discuss these topics in class.  
Lab: Website Design  
Media Appropriate Massages Technology Learning Activity* |
| **Week 11** | Lecture: *Teaching Information Systems in the High and Middle Schools* | Lab: Website Design |
| **Week 12** | No Lecture | Final Project  
Final Project |
| **Week 13** | No Lecture | Final Project |
| **Week 14** | No Lecture | Final Project |
| **Week 15** | No Lecture | Final Project |
| **Week 16** | Review For Final Exam | Class Presentations*  
All Work Due |
| **Week 17** | Final Exam | |

All Lab and Assignment Criteria Available via Blackboard  
* Denotes TaskStream Artifact Submission
References and Supplementary Materials

Syllabus Reference Materials

- California University of Pennsylvania (http://www.cup.edu)
- Florida Department of Education Website (http://www.fldoe.org)
- Florida Technology Education Association Website (http://www.ftea.com)
- International Technology Education Association (http://www.ITEEconnect.org)
- The Ohio State University (http://www.osu.edu)

Online Resources

- Graphic Comm Central http://teched.vt.edu/GCC/

Resources


Candidate’s Name: ___________________  Student ID: __________  Program Area: ______________

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**Professionalism : The Teacher Candidate demonstrates professionalism**

(Use a ✓ to indicate level of performance.)

**Outcome**

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**Punctuality**
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Appropriate dress and grooming
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

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**Effective Communication: The Teacher Candidate demonstrates effective communication skills**

(Use a ✓ to indicate level of performance.)

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior

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### Respectful Behavior: The Teacher Candidate demonstrates respectful behavior
(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
(Please use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior
(Please use a ✓ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding ones strengths and weaknesses