EDIT 4170: Educational Technology Foundations  
Fall 2009

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Fall Office Hours: Feel free to stop by without an appointment during these times.  
Mondays: 3:15-4:30  
Tuesdays: 3:00-4:45  
Wednesdays: 3:00-4:45 (only on 9/9, 9/16, 9/30, 10/14, 10/28, 11/18, 12/2)  
Thursdays: 5:00-6:45  
Others by appointment; please email me or call me to arrange another time.

The department and other campus offices will be closed on the following days due to furloughs and university-wide vacations: Friday, Sept 25; Monday, Sept 28; Friday, Oct 9; Friday, Oct 23; Friday, Nov 5; Wednesday, Nov 11 (Veteran’s Day); Friday, Nov 20; Thursday, Nov 26-Friday, Nov 27 (Thanksgiving); Friday, Dec 4. There are no classes on Tuesday, Oct 13, but offices remain open.

College of Education Mission Statement  
The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

Use of sample assignments for accreditation purposes  
The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.

Course Description  
This course focuses on the development of technology proficiencies. Students develop strategies and skills for teaching with technology in K-12 settings.  
Prerequisite: CS 2000 or equivalent and admission to the MSCP, SSCP, or special education program.

The course satisfies the Level I technology requirement for students admitted to a credential program in Spring 2004 or after. The course also fulfills the technology prerequisite for the PPS program. The course fulfills requirements for the professional clear credential only for those receiving their preliminary credential prior to June 30, 2002. Students receiving the preliminary after that date will need to complete EDIT 4710 to satisfy the technology requirement for the professional clear or complete a district-approved BTSA program.
Course Objectives
The student will:

- Use basic computer hardware and software and other technology effectively.
- Apply knowledge of legal and ethical issues when developing technology-based lessons.
- Show understanding of privacy and safety issues.
- Create products that are compliant with copyright laws and fair use guidelines.
- Use applications to manage records.
- Use computers to communicate through printed media.
- Utilize various computer-based collaborative tools.
- Demonstrate competency in the use of electronic research tools, including issues concerning authenticity, reliability, and bias of data gathered.
- Examine a variety of current educational digital media and use established selection criteria to evaluate materials.
- Create and maintain effective learning environments using computer-based technology.
- Analyze best practices and research findings on the use of technology and designs lessons accordingly.

Attendance
Attendance is expected to reflect your dedication to the teaching profession. Because of the variety of activities and discussions that occur in class, it is important for you to be present for each session. Classes begin promptly at the designated start time. Tardiness is disruptive to the instructor and other students; you will miss a quiz if tardy. If you are absent or tardy, you are on your own with regard to missed assignments and information.

Workload
Carnegie units are used by WASC in its accreditation process. Carnegie units are structured around a 2 hours outside of class per one hour of class time model. EDIT 4170 has been designed based on this model. It is important to recognize that there is just one required reading per session. The exchange for the light reading load is the development and completion of technology-based activities.

Assignments
Due dates for assignments are listed on the last page of the syllabus. You are encouraged to help each other, but are expected to submit your own work on individual assignments. You may adapt, where appropriate, materials from various resources (the Web, curriculum guides, textbook resources, etc.). However, it is required that you cite the sources you use as you prepare your materials, and it is also important that the work remains your own. Non-compliance with these guidelines will result in a failing grade for an assignment or the course, as specified in the CSU Stanislaus catalog. Be aware that course materials may be forwarded to TurnItIn.com, a plagiarism detection service to which CSU Stanislaus has a campus license. There is a 5% deduction per day for late work, up to a maximum of 50%; no assignments will be accepted after the date listed in the schedule.

If you use materials that are not your own, you must display the Fair Use Disclaimer on the document:

Portions of these materials have been incorporated under the Fair Use Guidelines and are restricted from further use.
Assignment Descriptions

In-Class Activities
There will be a graded activity introduced during many class sessions. The activities relate to the application of various hardware and software in an educational context. The activities are designed to help you develop skills with technology as well as to help you think about ways in which technology might be used in the curriculum by K-12 students. Some of the activities will be individually completed while others will be completed in small groups. Activities will be explained more fully in class; a scoring rubric for each will be posted in Blackboard.

WebQuests (Mostly In-Class)
These activities require you to address specific criteria with regard to copyright and ethics. The copyright assignment can be completed individually or with a partner (your choice), while the ethics assignment will be a small group assignment that culminates in a presentation. Activities will be explained more fully in class; a scoring rubric for each will be posted in Blackboard.

PowerPoint Project
Develop a PowerPoint slide show that addresses California Frameworks and Standards (or IEP Goals if you are in the Special Education program or a topic appropriate for a counselor if you are/will be in the PPS program), and that is an example of technology integration into curriculum. The slide show will also be a vehicle for you to demonstrate your proficiency with PowerPoint. More details regarding the assignment are posted in Blackboard, including the 10 tasks that are required to be incorporated into your slides. The scoring rubric is also posted in Blackboard.

Technology Integration Assignment
There are two parts to this assignment: an evaluation of an internet-based learning resource and a lesson plan that uses the resource you evaluated. More details regarding the assignment are posted in Blackboard, as is the scoring rubric.
Quizzes
You must log into Blackboard to take the daily quiz during the first 5 minutes of class; if you are
tardy or absent you will not have the opportunity to make it up. Quizzes will be composed of multiple
choice or true/false questions related to the article assigned for that class session. Each quiz question
is worth .5 point. The quizzes amount to 10% of your grade in the course.

EDIT 4170 Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Activity</th>
<th>Article (in Blackboard)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>Overview, Tech Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/17</td>
<td>Concept Map</td>
<td>Beyond Words: Craftsmanship of Digital Products</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Information Literacy</td>
<td>Your Google Guide</td>
<td>Concept Map</td>
</tr>
<tr>
<td>10/1</td>
<td>Copyright WebQuest, Desktop Publishing</td>
<td>Copyright Law and Technology</td>
<td>Info Literacy</td>
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<tr>
<td>10/8</td>
<td>PowerPoint</td>
<td>Collaboration in a Web 2.0 Environment</td>
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<tr>
<td>10/15</td>
<td>More PowerPoint</td>
<td>Social Networking</td>
<td>Copyright WQ</td>
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<tr>
<td>10/22</td>
<td>Podcasts</td>
<td>Making Field Trips Podcastic</td>
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<tr>
<td>10/29</td>
<td>Technology Integration, Merge Exercise</td>
<td>Infusion or Integration</td>
<td>PowerPoint, Podcast</td>
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<tr>
<td>11/5</td>
<td>Digital Photography, Photostory</td>
<td>Meaningful Digital Video for Every Classroom, Key Concepts of Digital Photography</td>
<td>Merge</td>
</tr>
<tr>
<td>11/12</td>
<td>Introduce Ethics WebQuest, Prepare for Video</td>
<td>Tips and Tricks for Preventing and Detecting Plagiarism</td>
<td>Photo Story</td>
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<tr>
<td>11/19</td>
<td>Video</td>
<td>Video in the Age of Participation</td>
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<tr>
<td>11/26</td>
<td>No Class: Happy Thanksgiving!</td>
<td></td>
<td></td>
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<tr>
<td>12/3</td>
<td>Time for Ethics WebQuest, show videos, Prepare for Filamentality</td>
<td>Helping Dependent Readers Use the Web</td>
<td>Tech Integration, Video</td>
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<tr>
<td>12/10</td>
<td>Filamentality, Time for Ethics WQ</td>
<td>Creating Valuable Class Websites</td>
<td></td>
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<tr>
<td>12/17</td>
<td>Ethics Presentations</td>
<td>The 20-Foot View, Student Response Systems</td>
<td>Filamentality, Ethics WQ</td>
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No assignments other than the Filamentality and WebQuest assignments will be accepted after 12/10.