I. Course Description: Technology in Teaching addresses the use of technology in instruction in various curriculum areas. Course fee required.

Prerequisites: Students enrolled in this course must have sophomore status, be admitted by permit, and maintain a 2.50 cumulative GPA.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Justification: ELE 304 “Technology in Teaching” (3 credits) contains content provided in 8 modules for the student to engage independently. They are to actively participate in classroom lectures, participate in group discussions, complete online assignments, and read and research information for these assignments. The activities for this course require a minimum engagement of three hours per week for 15 weeks. Included is a final project at the end of the course. Students are expected to complete weekly textbook readings and related quizzes in addition to various assignments over the course content to demonstrate knowledge of the content readings and related issues. For every credit hour, the student should expect two hours of class preparation outside of the course modules.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This undergraduate class teaches the application and integration of various technologies into the teaching and learning processes. In this course, “integration” is used in two main ways:

(1) To incorporate technology into instruction in order to help us reach our educational goals. The emphasis is on children learning WITH technology rather than learning ABOUT technology.

(2) To utilize technology to promote integration of subject matter, focusing on major ideas and blurring conventional subject matter compartmentalization.

Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs):

MLG 4-8 Undergraduate

PLO 1 The teacher candidates will demonstrate understanding of the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMEL 1)
SLO 1.1 Candidates integrate their knowledge of content matter, teaching skills, and technology to advance student learning, creativity, and innovation in both face-to-face and virtual teaching environments (ISTE Standards for Educators 1)(EC12 Texas PPR ST I).

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject areas (AMLE 2).

SLO 2.1 Candidates model and apply the ISTE Standards as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community (ISTE Standards for Educators 2, 3, 5, 6)(EC12 Texas PPR ST I)

PLO 4 The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4).

SLO 2.1 Candidates model and apply the ISTE Standards as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community (SLO 2.1 Repeat ISTE Standards for Educators 2, 3, 5, 6)(EC12 Texas PPR ST I)

PLO 5 The teacher candidates will understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals (AMLE 5) (NETS-S ST IV).

SLO 5.1 Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices (ISTE Standards for Educators 1, 3)(EC12 Texas PPR ST IV).

SLO 5.2 Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources (ISTE Standards for Educators 1, 2 ) (EC12 Texas PPR ST IV)

General Education Core Curriculum Objectives/Outcomes: This is not a core curriculum course.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Requirements:

1. Demonstrate knowledge of vocabulary for technological applications and educational terms including those recommended by TEKS, TExES Standards, SBEC, PDAS, and NCATE Standards.
2. Demonstrate application of email knowledge including receiving, sending, attaching, organizing, etc.
3. Demonstrate application of word processing knowledge including tables & formatting (including columns, inserting graphics, etc.)
4. Create a multiple media project (web friendly-website/blog/PowerPoint/Prezi), publish, and demonstrate knowledge of how these skills can be applied in elementary school classrooms in a linear and nonlinear fashion.

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5. Record initial dispositions for use in CAPE/SACS accreditation this will be done using a Live Text account (see LiveText note). All teacher candidates are required to use Live Text to complete the Initial Dispositions assignment as required by the college of Education.

6. Demonstrate how the internet and cloud computing can be used in elementary classrooms for inquiry, research, and communication. Including internet safety, ethics and social networking issues.

7. Demonstrate knowledge of how to integrate technology in the elementary classroom to enhance instruction through use of ISTE standards.

8. Critically evaluate software or tech-apps for classroom use.

9. Demonstrate knowledge about the skills required for productivity and application of Web 2.0 tools.

Discussion Posts (10 points/module): Each module will require a discussion posting. Most discussions will be within D2L; however, some posts will also require the use of additional Web 2.0 tools. Discussions require an initial post and responses to at least two different classmates. See the guidelines and rubric posted in the Assignments folder.

Quizzes (10 points/module): Quizzes over assigned reading, videos, and module materials will be posted in each module.

Application Assignments (30 points each): Each module contains an assignment that requires application of the module readings to professional practice. Detailed information about each application assignment and assessment rubrics will be posted in the module and the Assignments folder.

Technology:

Required:
- Mac OS X (or higher) or Windows 2003, (XP or higher)
- Microsoft Office 2000 (or higher), OpenOffice (www.openoffice.org) is acceptable (see Minimum Software Requirements)
- Access to a scanner or digital camera
- Internet access and compatible browser for current D2L system (see https://www.sfaonline.info/get-prepared-)

Preferred (for limited use):
- Video camera

Minimum Software Requirements for This Course: (Many of these are free.)
- Livetext (see note later in syllabus)
- Word Processing software that will save files in Microsoft Word format (.docx).
- Microsoft applications (or software that will save in Microsoft formats including Word, Excel and PowerPoint). Student versions of these applications are available through the bookstore at reduced cost.
- Adobe Reader: Many of the downloadable files used in the course require a PDF reader to open and view them. It may be obtained at: http://www.adobe.com/products/acrobat/readstep2.html.
- The ability to view streaming video from YouTube or D2L.

IV. Evaluation and Assessments (Grading):

Grading scale for ELE 304:
A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
F = 69% and lower

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**Grading Expectations:** All students are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

You can expect the following related to late work:

**Late Work:** No credit will be given for late discussion posts or responses. Other assignments will be accepted late with a 15% late penalty.

**Makeup/Redo Work:** Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor.

To be eligible to receive a grade of “A” in the course, ALL assignments must be completed. **Failure to complete any assignment may result in an automatic reduction of the course grade earned by one letter grade**, regardless of the total number of points earned. Students are expected to participate in all assignments & discussions.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic / Readings</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>WEEK 1</td>
<td><strong>COURSE INTRODUCTION</strong>&lt;br&gt;Syllabus &amp; Timeline, LiveText, and APA, and Standards&lt;br&gt;ISTA Standards &amp; Technology Applications Standards&lt;br&gt;Module 1 Discussion - FlipGrid Introduction</td>
<td>Course Introduction Quiz due by Tuesday, 11:30 PM&lt;br&gt;Module 1 Discussion - Introduction: Initial discussion due by Sun. by 11:30 PM&lt;br&gt;Module 1 Discussion - Introduction: Two responses due by Tuesday, 11:30 PM</td>
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<tr>
<td>2</td>
<td>WEEK 2</td>
<td><strong>TEACHING IN THE DIGITAL AGE</strong>&lt;br&gt;Ch. 1 - Becoming a 21st Century Teacher&lt;br&gt;Module 2 Discussion</td>
<td>Ch. 1 Quiz due no later than 11:30 PM, Tuesday&lt;br&gt;Module 2 Discussion: Initial post due by Sun. by 11:30 PM&lt;br&gt;Module 2 Discussion:: Two responses due by Tuesday 11:30 PM</td>
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<td>WEEK 3</td>
<td><strong>TEACHING IN THE DIGITAL AGE</strong>&lt;br&gt;Digital Communication Assignment</td>
<td>Digital Communication Assignment due no later than Tuesday 11:30 PM</td>
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<td>3</td>
<td>WEEK 4</td>
<td><strong>EDUCATIONAL TECHNOLOGY TRENDS</strong>&lt;br&gt;Ch. 2 - Understanding Educational Technology and Trends&lt;br&gt;Module 3 Discussion</td>
<td>Ch. 2 Quiz due no later than 11:30 PM, Tuesday&lt;br&gt;Module 3 Discussion: Initial post due by Sun. by 11:30 PM&lt;br&gt;Module 3 Discussion:: Two</td>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>5</td>
<td>Feb 12 - 18</td>
<td><strong>EDUCATIONAL TECHNOLOGY TRENDS</strong></td>
<td>Edtech Trends Position Paper due no later than 11:30 PM, Tuesday</td>
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<td>responses due by Tuesday 11:30 PM</td>
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<td>4</td>
<td>Mar 4 - 17</td>
<td><strong>DIGITAL LEARNING</strong></td>
<td>Ch. 3 Quiz and Ch. 4 Quiz due no later than 11:30 PM, Tuesday</td>
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<td>Ch. 3 - Transforming Learning with Unique, Powerful Technology</td>
<td>Module 4 Discussion: Initial post due by Sun. by 11:30 PM</td>
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<td>Ch. 4 - Designing Lessons and Developing a Curriculum with Technology</td>
<td>Module 4 Discussion:: Two responses due by Tuesday 11:30 PM</td>
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<td>5</td>
<td>Mar 18 - 24</td>
<td><strong>INFORMATION LITERACY &amp; DIGITAL CITIZENSHIP</strong></td>
<td>Ch. 5 Quiz due no later than 11:30 PM, Tuesday</td>
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<td>Ch. 5 Teaching Information Literacy and Digital Citizenship</td>
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<td>due no later than 11:30 PM Tuesday</td>
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<td>6</td>
<td>Mar 25 - 31</td>
<td><strong>ONLINE LEARNING</strong></td>
<td>Ch. 6 Quiz and Ch. 7 Quiz due no later than 11:30 PM, Tuesday</td>
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<td>Ch. 6 - Fostering Online Learning with Educational Websites and Apps</td>
<td>Module 6 Discussion: Initial post due by Sun. by 11:30 PM</td>
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<td>Ch. 7 - Exploring Problem Solving with Software, Apps, and Games</td>
<td>Module 6 Discussion:: Two responses due by Tuesday 11:30 PM</td>
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<td>7</td>
<td>Apr 8 - 14</td>
<td><strong>COMMUNICATION &amp; MULTIMEDIA</strong></td>
<td>Ch. 8 Quiz and Ch. 9 Quiz due no later than 11:30 PM, Tuesday</td>
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<td>Ch. 8 - Communicating and Collaborating with Social Media</td>
<td>Module 7 Discussion: Initial post due by Sun. by 11:30 PM</td>
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<td>Ch. 9 - Expressing Creativity with Multimedia Technologies</td>
<td>Module 7 Discussion:: Two responses due by Tuesday 11:30 PM</td>
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<tr>
<td>8</td>
<td>Apr 1 - 7</td>
<td><strong>COMMUNICATION &amp; MULTIMEDIA</strong></td>
<td>Non-linear Presentation due no later</td>
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I. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required text:**

**LiveText/Watermark Statement:** This course collects NO LiveText assessments.

Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

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Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

This is an online course with no required face to face meetings, but the assignment schedule requires weekly participation through course readings, quizzes, discussion posts, and assignments.

This course is based on the philosophy that a community of learners strengthens the learning environment. A community of learners can only be created if you are active in the community. The hands-on nature of the course requires you to log-on regularly and participate. Physical presence (showing up in the tracking or logging online minutes) does not always denote participation; therefore, you need to contribute to the discussions and community interactions.

If you ever cannot access D2L through the MySFA site, then use the direct URL of http://D2L.sfasu.edu In the event that you feel you are being denied access to the course through a D2L issue or your internet connection seek assistance from Ms. Andra Floyd afloyd@sfasu.ed or the student help desk at 936.468.1919.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;

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incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades (Policy 5.5):
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s
potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Email communication: Please remember that email to a professor is professional communication. Begin your email with an appropriate salutation and close by signing your name. Include the course and section numbers in the subject field, and then clearly explain your specific question or comment. Proofread your message for errors before sending.

I aim to reply to emails in 24 - 48 hours during the school/work week. Response time may be longer over the weekend. Also, please note that my online office hours are during the evenings. As an adjunct instructor, I have another full-time job and am typically NOT available Monday - Friday, 7 AM - 5 PM.
Nondiscrimination: “No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004 - 2005) (see Discrimination Complaints/Sexual Harassment E -46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf.

Course References