

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**INTRODUCTION TO TEACHING AND TECHNOLOGY  
EDU 2010**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Spring  
03**

**Catalog Course Description:**

An overview of school in America, the role and responsibility of the teacher, and an introduction to instructional technology principles and practices

**Entry Level Standards:**

Students must be able to read and write at the college level.

**Prerequisites:**

None

**Corequisites:**

ENGL 1010

**Textbook(s) and Other Reference Materials Basic to the Course:**

Kauchak, Eggen, & Carter. Introduction to Teaching: Becoming a Professional, 2002.  
Zip disk (100MB)  
INTASC <http://www.ccsso.org/intasc.html>  
Tennessee State Department of Education Curriculum Standards  
<http://www.state.tn.us/education/ci/cistandards.htm>

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Introduction to the course Self-Assessment Inventory Professional Portfolio (electronic) Rubric Audio-Visual Equipment Set-up Digital Photos
2	Self-Assessment Inventory (cont.) Teacher Interview Intro to Excel with Pretest Assessment Scores Multiple Intelligences

- 3  
Projection Principles  
Historical Perspectives of Education  
Philosophy of Education  
Organizational Structures  
Professional Growth and Development
- 4  
Electronic Portfolios  
Graphic Design Elements  
Ethical and Legal Responsibilities/Fair Use  
Word Processing and Email  
Learner Diversity  
Dispositions Summary Rubric in EXCEL  
Discussion of Field Experience Assignments and Expectations
- 5  
Effective Learning Environments  
View Video: The Brain and Learning Series  
Elements of a Learning Environment Plan  
Cognitive Development  
Diversity Issues  
Instructional Strategies and Diversity Issues  
Instructional Modifications  
View Video: Victor
- 6  
Legal Issues  
Learning Environment Plan (cont.)  
Technology Integration: Electronic Portfolio Preparation  
Introduction to Power Point Slides
- 7  
Professional Growth and Development: TN and INTASC Professional Education Standards  
Technology Integration: Electronic Portfolio Preparation  
Dispositions Summary Reflection Multimedia presentation  
Professional Growth and Development: Program Planning, Teacher Education  
Candidacy Requirements  
PRAXIS I & II
- 8  
Assessment and Evaluation  
Tennessee Curriculum Standards
- 9  
Learning Environment Plan: Lesson Plan Model-Rubric  
Instructional Technology Integration
- 10  
Field Experience
- 11  
Field Experience
- 12  
Field Experience
- 13  
Field Experience
- 14  
Electronic Portfolio Preparation
- 15  
Showcase Portfolios
- 16  
Final Exam

## II. Course Objectives\*:

- A. Demonstrate a sound understanding of technology operations and concepts. I.5, V
- B. Plan and design effective learning environments and experiences supported by technology. V, II.1, VII.1
- C. Implement curriculum plans that include methods, materials and strategies for applying technology to maximize student learning. V, VII
- D. Apply technology to facilitate a variety of effective assessment and evaluation strategies. V, VII
- E. Use technology to enhance productivity and professional practice. V, II.2
- F. Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and apply that understanding in practice. IV, V
- G. Develop an appreciation for the “ process” of teaching. II.1
- H. Develop an awareness of the daily routine in teaching. II.2
- I. Develop and employ “ reflective inquiry” thinking strategies. III.2
- J. Develop an understanding of local teacher education programs. III.2
- K. Explore current trends and issues in education. VII.2
- L. Discover some of the realities of a teaching career and evaluate the teaching profession as a possible career choice. VII.4, II.1
- M. Conduct and present a teacher interview. III.2
- N. Develop a personal philosophy of education. II.2
- O. Explore diversity within the educational setting. IV.1
- P. Begin the development of an electronic portfolio. V.1,2,3
- Q. Explore various educational organizations and examinations. II.1,2

\*Roman numerals after course objectives reference goals of the university parallel program.

## III. Instructional Processes\*:

Students will:

1. Use journaling as a technique to facilitate classroom lecture and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
2. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome, Transitional Strategy*
3. Discuss classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*

4. Design, develop, and implement different technology-based aids for curriculum-based, age-appropriate activities in K-12 classrooms. *Problem Solving and Decision Making Outcome, Active Learning Strategies*
5. Listen to and reflect upon guest speakers from various educational settings to discover demands of teaching profession. *Communication Outcome, Problem Solving and Decision Making Outcome, Culture Diversity and Social Adaptation Outcome, Transitional Strategy*
6. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
7. Compare and contrast text and classroom observations. *Communication Outcome, Problem Solving and Decision Making Outcome*
8. Conduct an interview with a currently practicing teacher. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
9. Compare and contrast differing electronic student portfolios. *Communication Outcome, Personal Development Outcome, Technological Literacy Outcome*
10. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Discuss the communication theory. A,D
2. Discuss the ASSURE model for designing technology enhanced lessons. A,B,C,D,E
3. Understand the role of media and instruction. A,B,C,D,E
4. Access resources for planning instruction available via the net. A,B,C,D,E
5. Use webmail or online mail server. A
6. Search the net effectively and efficiently. A
7. Define, the following: telecommunications, direct access, dial-in access, modem, Internet, and World Wide Web. A
8. Locate, evaluate, and select appropriate teaching/learning resources and curriculum materials for the content area and target audience. A,B,C,D,E
9. Create and use distribution list for electronic mail. A
10. Demonstrate proficiency using: dry-mount press/lamination, overhead projectors, data video projectors, document presenters, projection type screens, ink-jet/laser printers, audio/video players, compact/laser/DVD disc players, and digital cameras. A,B,C,D,E
11. Demonstrate ability to integrate data, images, and information from diverse technologies for inclusion in instructional materials. A,B,C,D,E

12. Connect a video output device. A
13. Start up and shutdown computer system and peripherals. A
14. Start an application and creat a document. A
15. Insert and eject a Zip disk. A
16. Create and rename subdirectories and folders. A
17. Setup computer system and connect peripheral devices. A
18. Demonstrate proficiency in the following areas using a word processor:
  - enter and edit text
  - copy and paste material
  - change text format and style
  - check spelling and grammar
  - create headers and footers
  - add columns to document
  - insert clip art into document. A
19. Demonstrate proficiency in the following areas using a spreadsheet application:
  - create a spreadsheet with rows, columns, and headings
  - create formulas to perform calculations
  - create graph from data
  - define cell, data entry bar, formula, function. A
20. Demonstrate proficiency in the following areas using a database application:
  - create database with multiple fields and records
  - create custom layouts
  - sort database by specific fields
  - define field, record, layout, sort. A
21. Produce print-based products. A
22. Produce electronic slides. A
23. Use painting and drawing tools. A
24. Define painting tool, drawing tool, medium, and media. A
25. Establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection. F
26. Ensure equal access to media and technology resources for all students. F
27. Understand social, legal, and ethical issues related to technology. F
28. Use observation as a learning tool. G
29. Function as an aide for the co-operating teacher. G, H,
30. Observe experienced teachers modeling "best practices" in public school classrooms. G, H
31. View their choice of teaching as a career objectively. J,K, L, M, N, O
32. Internalize teaching terminology. J, K, L, M, N

33. Develop an electronic portfolio. G
34. Identify a variety of variables that affect how students learn. K, M, N
35. Integrate text, personal observation and teacher interview into reflective analysis. M
36. Use interviewing as a learning tool. M
37. View their choice of teaching as a career objectively. J, K, L, M, N, O
38. Identify professional organizations and examinations in the educational profession. J, K, L, Q
39. Examine the concepts of equal educational opportunity and multicultural education. K, L, M, N, O
40. Explore various teaching fields and the roles and responsibilities of teachers in these fields. J, K, M
41. Identify the characteristics of an effective teacher. K, L, M
42. Develop an understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds and students with disabilities. O

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Electronic Portfolio:

Exceeds Expectations: 50 points  
 Meets Expectations: 40 points  
 Below Expectations: 0 points

##### B. Video Critiques: 20 points

##### C. Field Work: 20 points

Teacher Interview: 10 points  
 Attendance Log: 5 points  
 Cooperating Teacher Evaluation: 5 points  
 Attendance: 10 points

##### D. Final Evaluation: 10 points

All students with 90 points or above by the last class meeting will be exempt from the final evaluation.

##### E. Grading Scale:

90-100 A  
 80-89 B  
 70-79 C  
 60-69 D  
 00-59 F

## **VI. Policies:**

### **A. Attendance Policy:**

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

### **B. Academic Dishonesty:**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

### **C. Other Policies:**

#### Late assignments:

Late assignments will be graded only if they are turned in within one week of the due date. Late work will receive half credit.

#### Attendance Log:

Each student is responsible for keeping a record of school visits as well as getting the teacher's signature for verification of the schools visits.

#### Cooperating Teacher's Assessment Form:

These forms must be completed and turned in by students at the end of the semester. Students are responsible for the return of these materials and will not be given course grades until they are turned in.