

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS
INTRODUCTION TO TEACHING & TECHNOLOGY
EDU 2010

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Spring 06

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. The course combines classroom discussion with field observations as a means to analyze the teaching profession.

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:

Data Storage Device
INTASC <http://www.ccsso.org/intasc.html>
Tennessee State Department of Education Curriculum Standards
<http://www.state.tn.us/education/ci/standards/index.php>

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction to the course Self-Assessment Inventory Multiple Intelligences Copyright and Media
2	Program Planning Teacher Education Candidacy Requirements Praxis I & II PowerPoint
3	Historical Perspectives of Education Philosophy of Education Excel
4	Diversity Issues Dispositions Summary Rubric in EXCEL Discussion of Field Experience Assignments and Expectations Electronic Portfolios HTML
5	Legal Issues Ethical and Legal Responsibilities/Fair Use HTML

	Electronic Portfolios
6	Tennessee Curriculum Standards HTML
7	Lesson Plan: TN Instructional Model Technology Integration: Electronic Portfolio Preparation
8	Instructional Modifications
9	Assessment and Evaluation Field Experience
10	Lesson Plan Rubric Field Experience
11	Professional Growth & Development: TN and INTASC Professional Education Standards Field Experience
12	Electronic Portfolio Preparation Field Experience
13	Showcase Portfolio Field Experience
14	Showcase Portfolios
15	Final Exam

II. Course Objectives*:

- A. Demonstrate a sound understanding of technology operations and concepts. VII.1, 2, 3, 4, 5, 6
- B. Implement curriculum plans that include methods, materials and strategies for applying technology to maximize student learning. I.5; VII.3, 4, 5
- C. Apply technology to facilitate a variety of effective assessment and evaluation strategies. VII.3, 4, 5
- D. Use technology to enhance productivity and professional practice. VII.1, 2, 3, 4, 5, 6
- E. Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and apply that understanding in practice. II.3; III.1, 2
- F. Develop an appreciation for the “process” of teaching. III.3
- G. Develop an awareness of the daily routine in teaching. III.1
- H. Develop and employ “reflective inquiry” thinking strategies. II.6
- I. Develop an understanding of local teacher education programs. III.1
- J. Explore current trends and issues in education. III.1, 4
- K. Discover some of the realities of a teaching career and evaluate the teaching profession as a possible career choice. III.3
- L. Develop a personal philosophy of education. III.2
- M. Explore diversity within the educational setting. II.3
- N. Begin the development of an electronic portfolio. VII.1, 3, 4, 6

- O. Explore various educational organizations and examinations. III.1, 4

*Roman numerals after course objectives reference TBR' S general education goals.

III. Instructional Processes*:

Students will:

1. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome, Transitional Strategy*
2. Discuss classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
3. Examine different technology-based aids for curriculum-based, age-appropriate activities in K-12 classrooms. *Problem Solving and Decision Making Outcome, Active Learning Strategies*
4. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
5. Compare and contrast text and classroom observations. *Communication Outcome, Problem Solving and Decision Making Outcome*
6. Compare and contrast differing electronic student portfolios. *Communication Outcome, Personal Development Outcome, Technological Literacy Outcome*
7. 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 T.I.M. model for designing technology enhanced lessons. A,B,C,D
2. Understand the role of media and instruction. A,B,C,D
3. Access resources for planning instruction available via the net. A,B,C,D
4. Use webmail or online mail server. A
5. Search the net effectively and efficiently. A
6. Locate, evaluate, and select appropriate teaching/learning resources and curriculum materials for the content area and target audience. A,B,C,D,E
7. Demonstrate ability to integrate data, images, and information from diverse technologies for inclusion in instructional materials. A,B,C,D
8. Start an application and create a document. A
9. Demonstrate proficiency in using a word processor. A
10. Demonstrate proficiency using a spreadsheet application. A
11. Demonstrate proficiency using a database application. A
12. Produce print-based products. A

13. Produce electronic slides. A
14. Establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection. E
15. Ensure equal access to media and technology resources for all students. E
16. Understand social, legal, and ethical issues related to technology. E
17. Use observation as a learning tool. F
18. Function as an aide for the co-operating teacher. F, G
19. Observe experienced teachers modeling "best practices" in public school classrooms. F, G
20. View their choice of teaching as a career objectively. I, J, K, L, M
21. Internalize teaching terminology. I, J, K, L
22. Develop an electronic portfolio. F
23. Identify a variety of variables that affect how students learn. J, L
24. Integrate text and personal observation into reflective analysis. F, G, H
25. Identify professional organizations and examinations in the educational profession. I, J, K, O
26. Examine the concepts of equal educational opportunity and multicultural education. J, K, L, M
27. Identify the characteristics of an effective teacher. J, K
28. Develop an understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds and students with disabilities. M

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

V. Evaluation:

A. Electronic Portfolio: 20 points

B. Online Quizzes: 20 points

C. Current Issues: 15 points

D. Lesson Plan: 20 points

E. Attendance Log: 5 points

F. Professional Development Activities: 10 points

G. Attendance: 10 points

Absences from lecture and lab are totaled to determine the number of absences.

0-1 absences	10
2	8
3	6
4	4
5 or more	0

H. 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. Students must complete a minimum of 15 hours in the field to receive a passing grade in 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. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

D. Other Policies:

Late Assignments:

Any work turned in after the first five minutes of the class period the day it is due is considered late. 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.

Cell Phones:

Cell phones are to be either turned off or put on vibrate mode while in class. Penalties determined at instructor's discretion.

Posted: October 23, 2006