Course Description

The computer is treated as a foundational tool integrated into a teacher’s daily professional work and classroom activities. Topics covered include, but are not limited to, the authoring and use of standard software applications and the initiation of a professional site for use both in current academic studies and professional school-based activities.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students.(NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives
Course Outcomes

This course supports the New Jersey Professional Standards for Teachers (NJPST), the National Educational Technology Standards (NETS) for Teachers and the NJCCS.

All teaching candidates must be familiar with and use the new Common Core State Standards in English Language Arts and Mathematics, and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/

Candidates will be assessed on these standards at the completion of this class using the rubrics provided.

In addition, candidates will be assessed on the following outcomes:

1. The student will use features of Microsoft Word to create a custom publication that focuses on a content area or school function which could be sent home to parents or distributed to the rest of the class/school. (NJPST 1.7, 49, 4.10, 4.12, 8.4-8) (NETS Standard 1, 3, 4) (NJCCCS 1.1, 1.4, 8.1)

2. The student will use features of Microsoft Word to create a custom publication (newsletter) that focuses on a content area for use in a classroom or as a communication tool which could be sent home to parents or distributed to the rest of the school. (NJPST 1.7, 4.9, 4.10, 4.12, 8.4-8) (NETS Standard 1, 2, 3, 4, 5) (NJCCCS 1.1, 1.4, 8.1)

3. The student will read an article in an area of interest as to how technology is impacting the field of education and synthesize the research. (NJPST 1, 2, 3, 4) (NETS 1, 2, 3, 4, 5) (NJCCCS W.5.1, W.5.2, W.5.4, W.9-10.9)

4. The student will use Microsoft Excel to develop and maintain data collection files (class roster information, grades, and attendance roster) and generate a graph to analyze data. (NJPST 5) (NETS Standard 1, 2, 3, 4) (NJCCCS 7.NS.3, 7.SP.1, 7.SP.2)

5. The student will use Microsoft Word and Excel to create a mail merged document. (NJPST 1.7, 49, 4.10, 4.12, 8.4-8) (NETS Standard 1, 2, 3, 4, 5) (NJCCS 8.1)

6. The student will use Google forms to create a directory of hyperlinked educational websites including electronic research sources and content area sites that can be used in the classroom. The students will also use Google forms to create a survey or assessment. (NJPST 1.7, 1.8, 1.9) (NETS Standard 1, 2, 3, 4, 5) (NJCCCS 7.NS.3, 7.SP.1, 7.SP.2, 9.1)

7. The student will develop a multimedia presentation using Microsoft PowerPoint which will enhance a lesson in one content area. (NJPST 1, 2, 3, 4) (NETS Standard 1, 2, 3, 4, 5) (NJCCCS 1.1, 1.4, 8.1)

8. The student will develop a web presence for use both in current academic studies and professional school-based activities. (NJPST 5) (NETS Standard 1, 2, 3, 4, 5) (NJCCCS 1.1, 1.4, 8.1)

9. The student will continue to develop a philosophy of education that incorporates the integration of instructional technology as an integral component of the educational process and addresses ethical and social issues related to the use of technology. (NJPST 10) (NETS Standard 1, 2, 3, 5) (NJCCCS 8.1)
### Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Class Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/ Student Questionnaire/ Class overview/ Assignments/ Policy/ Review projects and assignments/Edmodo sites/ISTE Technology standards/NJCCCS 8.1</td>
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<tr>
<td>2</td>
<td>MS Word overview/ MS Word project/ Intro to <a href="#">Graphic Design</a>/ Intro to Elements of <a href="#">Visual Literacy</a> and Assessment Criteria of Visual Elements</td>
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<tr>
<td>3</td>
<td>Posting of assignments in Edmodo; Newsletter as a teaching or informational tool</td>
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<td>4</td>
<td>Continuation of newsletter; Poster evaluation</td>
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<tr>
<td>5</td>
<td>Microsoft <a href="#">Excel</a> for Educators (tutorial)/Begin the use of Excel as data collection tool</td>
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<tr>
<td>6</td>
<td>Excel continued</td>
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<td>7</td>
<td>Use of Mail Merge in an educational setting; What makes a quality web resource</td>
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<td>8</td>
<td>Introduction to the SmartBoard (Prototype Classroom, second floor of the library)</td>
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<td>9</td>
<td>Web literacy and Internet safety</td>
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<td>10</td>
<td>Web resources (Thinkfinity)</td>
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<td>11</td>
<td>Cloud Computing - Google Docs and forms</td>
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<tr>
<td>12</td>
<td>Using the SmartBoard as a presentation tool. Presentation of websites. (Prototype Classroom, second floor of the library)</td>
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<td>13</td>
<td><a href="#">PowerPoint</a> for Educators – Creating Effective Presentations/PowerPoint Tips Customizing PowerPoint – Creating nonlinear presentations/adding audio and video/saving and printing presentations</td>
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<td>14</td>
<td>Class Presentations/ posting assignments</td>
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<tr>
<td>15</td>
<td>Class Presentations/ Last Day to post assignments</td>
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</tbody>
</table>
**BASIS FOR GRADE**

Your grade will be based upon an accumulation of points that you earn through completing the following course requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Task Description</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Web Presence</td>
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<td>2</td>
<td>Custom Publication using Word</td>
<td>5</td>
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<tr>
<td>3</td>
<td>Custom Publication using MS Publisher</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Review one scholarly article (ongoing)</td>
<td>10</td>
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<tr>
<td>5</td>
<td>Data book using Excel</td>
<td>10</td>
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<tr>
<td>6</td>
<td>Mail merged document</td>
<td>10</td>
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<tr>
<td>7</td>
<td>Google form</td>
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<td>8</td>
<td>Web Resource Directory</td>
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<tr>
<td>9</td>
<td>Multimedia Presentation</td>
<td>20</td>
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<td></td>
<td>Class participation/In Class assignments</td>
<td>5</td>
<td>Ongoing</td>
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Total Possible Points: 100 Points

**Due dates are subject to change.**

Your total number of points will be converted into the following grade:

- 95-100: A
- 90-94: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C
- Any grade below C is considered unacceptable in graduate programs and considered failing.

**STANDARDS FOR WRITTEN WORK**

- All work submitted should be well written. PLEASE PROOFREAD carefully; correct your errors and then proofread it again. Any errors will be reflected in your grade.
- All work will be submitted electronically. Only in the case of a problem with electronic submission will a hard copy be accepted.
- Make sure that all assignments contain your name, either on the document or in the file name.
- All assignments should be in on time. Late submissions will be reflected in your grade.

**STANDARDS FOR ALL VISUAL PROJECTS**

- All work submitted will promote visual literacy. Visual elements are an integral part of the communication process and convey information while being aesthetically pleasing. Visual elements should not be decorative additions.
- Some of the criteria you should attend to in selecting visual elements are:
  - Does it have a center of interest?
  - Is the color scheme pleasing Is it easy to read?
  - How is the quality of the image?
  - Is the image the correct scale and proportionality?
  - Does the element support the text and contribute to the overall message?
  - Is the element well-placed within the project? Is it distracting?
ATTENDANCE POLICY

Students are required to attend all classes. However, two absences for legitimate and approved reasons will not affect your grade. Additional absences will result in a lowering of the grade. If there are three (3) absences the grade will be lowered ½ a grade. Four (4) absences and the grade will be lowered one full grade. Extenuating circumstances such as serious illness, death in the family, and other contingencies may be excused based upon the instructor’s decision.

ASSIGNMENTS

ASSIGNMENT 1: Web Presence: Creating a Web page (10 points)

Using Edmodo, create a web page which incorporates all the features and links required for this course. (NETS standard 4) (NJCCCS 1.1, 1.4, 8.1)

ASSIGNMENT 2: Educational Poster: Creating a Flyer in Word (5 points)

Using Microsoft Word, promote a school event by creating a poster that could be displayed in school hallways and classrooms, sent home to parents or distributed to the rest of the school. (NJPST 1.7, 4.9, 4.10, 4.12, 8.4-8) (NETS-T Standards 1, 3, 5) (NJCCCS 1.1, 1.4, 8.1)

ASSIGNMENT 3: Newsletter: Newsletters as a Communication Tool (10 points)

Using Microsoft Word, create a two-page newsletter for your classroom. This will be an informational newsletter focused on a content area that you would teach in the classroom and should contain information about the field that students and parents would find helpful. It should be based on current research in the field and reflect solid foundational knowledge of the content area. For example, if you choose the field of reading for first grade, you can focus on phonemic awareness and discuss the importance of this for beginning readers, providing specific examples of phonemic awareness activities. The choice of template should correspond to the grade level/subject area. The newsletter must include a masthead, graphics, headlines, and volume and date information. (NJPST 1.7, 4.9, 4.10, 4.12, 8.4-8) (NETS-T Standards 1, 2, 3, 5) (NJCCCS 1.1, 1.4, 8.1)

ASSIGNMENT 4: Article Review (10 points)

Choose an area that interests you concerning technology and its use in the classroom and write a two to three page reaction paper. The journal article must be approved by the instructor. (NJPST 1, 2, 3, 4) (NETS 1, 5) (NJCCCS W.5.1, W.5.2, W.5.4, W.9-10.9)

ASSIGNMENT 5: Data Book (10 points)

Using Microsoft Excel, develop a grade book which will enable you to maintain records for 10 students. The records will include general information on the student, attendance and grades. Each student must add a column to the General Info sheet containing information appropriate for their grade level/subject area. Grades will include standard and weighted assessments. The attendance roster should track attendance for a two week period. Conditional formatting must be applied to at least one column. A chart to analyze grades/attendance must be included. (NJPST 5) (NETS-T Standards 3, 5) (NJCCCS 7.NS.3, 7.SP.1, 7.SP.2)
ASSIGNMENT 6: Mail Merge (10 Points)

Using information from your Excel Data Book, create a certificate for your class and address label to mail the certificate to the child’s home. (NJPST 5.6, 9) (NETS-T Standards 3, 5) (NJCCS 8.1)

ASSIGNMENT 7: Google Forms (10 points)

Using Google Forms, develop a survey or assessment which could be used in your classroom/school. Invite your classmates to take the survey. Export the results to Excel for further examination. (NJPST 5.6, 9) (NETS-T Standards 3, 5) (NJCCCS 7.NS.3, 7.SP.1, 7.SP.2, 9.1)

ASSIGNMENT 8: Web Site Directory (10 points)

Using the Google form provided, develop a directory or database of at least 10 recommended content area websites. Be sure to include at least one site with an interactive component and present that site using the SmartBoard. On the form, be sure to include the site name, URL, grade level, subject area, a short description of each site and one NJCCCS to which the site corresponds. Be certain you have working hyperlinks for each website to allow users to quickly access your reference list. (NJPST 1.7, 1.8, 1.9) (NETS-T Standards 1, 2, 3, 5) (NJCCCS 8.1)

ASSIGNMENT 9: Multimedia Project: PowerPoint in the Classroom (20 points)

Using Microsoft PowerPoint develop a short presentation (at least eight slides) which will be presented to the class. The presentation should include at least three of the following: photographs, clipart, maps, charts, music, video and sound. The PowerPoint must include at least one internal and one external hyperlink as well as action buttons as navigational tools. The presentation should be based upon a lesson you might teach in a specific content area in the classroom to your students. You will choose a specific grade level, content area and Core Curriculum Content Standard and develop a presentation which will enhance the lesson. (NJPST 1, 2, 3, 4) (NETS-T Standards 1, 2, 3, 4, 5) (NJCCCS 1.1, 1.4, 8.1)

Class Participation (5 points)

Peer feedback is an integral part of any position. Nowhere is it more important than in the field of education. The classroom can be a very isolated place. The ability to interact with one’s colleagues and act upon constructive comments is a vital skill for an educator to develop. Interaction within the class will be judged on a weekly basis.
Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. Academic dishonesty includes, but is not necessarily limited to, the following:

1. **Cheating**—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.
2. **Plagiarism**—Representing the ideas or language of others as one’s own. A more complete description is listed below in the section titled “Plagiarism Described.”
3. **Falsification**—Falsifying or inventing any information, data, or citation in an academic exercise.
4. **Multiple Submission**—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. **Complicity**—Facilitating any of the above actions or performing work that another student then presents as his or her assignments.
6. **Interference**—Interfering with the ability of a student to perform his or her assignments.

**Plagiarism Described**

As defined by the Council of Writing Program Administrators, plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism can occur in the following ways:**

- Using text from another source (e.g. websites, books, journals, newspapers, etc.) without documenting the source;
- Using direct quotation from a text without quotation marks, even if the source has been cited correctly;
- Paraphrasing or summarizing the ideas or text of another work without documenting the source;
- Substituting a word or phrase for the original while maintaining the original sentence structure or intent of the passage;
- Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source;
- Translating text from one language to another without citing the original work;
- Obtaining packaged information, foreign language translation or a completed paper from an online source and submitting it as one’s own work without acknowledgment of the source; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

Fairleigh Dickinson students are responsible for authenticating any assignment submitted to an instructor should the instructor request it. Students must be able to produce proof that the assignment they submit is actually their own work. Therefore, students must engage in a verifiable work process on all assignments:

- Keeping copies of all drafts of work;
- Making photocopies of research materials (including downloads from websites);
- Writing summaries of research materials;
- Keeping Writing Center receipts;
- Keeping logs or journals of their work on assignments and papers; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

In addition to requiring students to authenticate their work, Fairleigh Dickinson University instructors may employ various other means of ascertaining authenticity—such as using search engines to detect plagiarism, using external plagiarism detection services, creating quizzes based on student work, and requiring students to explain their work and/or process orally. The inability to authenticate work is sufficient grounds for a charge of plagiarism.

If subsequent evidence of plagiarism should be found after a grade has already been assigned, instructors have the right to lower the grade and/or apply one of the sanctions listed below.

**Sanctions:** Any student violating academic integrity will, for the first offense, receive one or a combination of the following penalties imposed by the faculty member:

1. **No credit (0) or Failure** for the academic exercise.
2. **Reduced grade** for the course.
3. **Failure** in the course.
4. Recommendation for **Academic Probation** to the dean of the college in which the student is registered.

The instructor shall file a notice of the penalty in the student’s file maintained in the campus Office of Enrollment Services. In cases of interference and complicity, whether or not the student is registered in the affected course, the incident and penalty shall be EDUC 6584 Computer as a Teacher’s Aide - revised 6/12/2012 r/k
recorded in the student's file maintained in the campus Office of Enrollment Services.

For a subsequent violation of academic integrity, a student will be subject to any combination of the above sanctions, and, after due review by the academic dean according to the procedure below, one of the following:
1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the University.
3. Dismissal from the University identified on the student’s academic transcript as a result of a violation of the Academic Integrity Policy.

For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs: