

Spring 2003
 Course Syllabus for
 C & I 235: Content Area Applications of Educational Technology
 C & I 305: Introduction to Teaching Elementary Age Children
 Elementary Practicum 150

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Sections/Location:

Section A: Wednesday, 3-4:50 p.m. , 37 Ed. Bldg, Yu-Lu Hsiung

Section B: Thursday, 8-9:50, 166 Ed. Bldg, Mei-Li Shih

Section C: Thursday, 12-1:50 p.m., 192 Ed. Bldg, LaSonya Harris

Required Text:

Kauchak, D., Eggen, P., & Carter, C. (2002). Introduction to Teaching: Becoming a Professional. New Jersey: Merrill Prentice Hall. **Abbreviated (KEC)**

Howell, J.H. & Dunnivant, S.W. (2000) Technology for Teachers: Mastering New Media & Portfolio Development. Boston: McGraw-Hill. **Abbreviated (HD)**

Constantino, P.M. & DeLorenzo, M.N. (2002). Developing a Professional-Teaching Portfolio: A Guide for Success. Boston: Allyn Bacon. **Abbreviated (CD)**

Methods of Instruction

This Course C & I 235 & 305 will combine face-to-face lecture, online support and activities, discussions, and lab work. Students will collaborate with their team member(s) to develop classroom presentation material. Students will:

- Actively participate in both synchronous and asynchronous discussions using Blackboard.
- Effectively use a course management system
- Read all assigned readings and activities
- Design a presentation for an elementary classroom
- Design and Develop an Electronic Portfolio

Course Requirements:**Content and Technology**

- Attend lecture and lab sessions
- Read all assigned chapters
- Required participation in threaded discussions
- Actively participate in class discussion
- Complete assigned online and face to face activities
- Engage in course dialogues to support learning
- Complete electronic portfolio using multimedia presentations
- Active participation in online sessions
- Possible scheduled chat room sessions with teaching assistants

Relationship of this course to UIUC Teacher Education Conceptual Framework:

C & I 305 is the first course in a three-course sequence (C& I 305, C & I 306, C & I 307) that will prepare prospective teachers for teaching in the elementary school. In C & I 305, a commitment to **Community** is fostered through activities such as small and large group discussions. In addition, students experience **Community** through field placement as observers in local school and community settings. Through class discussions, students become aware of the importance of connecting to the larger **Community** (parents, neighborhood, community groups, city/town), as well as being a part of professional organizations. A commitment to **Inquiry** is evident in the method of instruction. Using a lecture/discussion format, students will be encouraged to examine their ideas and notions about teaching and learning as they begin to develop a philosophy of teaching. A commitment to **Inquiry** is also evidenced in the reflective writing assignments that are required. In C & I 305, a commitment to **Service** is evidenced in the field observation assignments during which students serve as tutors or assist classroom teachers in other ways. In addition, in their community experience as observers, students provide **Service** by providing assistance for various activities in an after school program at a local community agency. In C & I 305, a commitment to **Technology** is found in course content: students have the opportunity to develop content material and build a web site that will be used throughout the rest of their program to develop an electronic portfolio, post assignments, and communicate with educators around the nation. In addition, various technologies will be used in teaching the course and in course assignments.

This Course meets the following Technology Standards for All Teachers

Standard 1 *Basic computers and Technology: Operations and Concepts.* The competent teacher will use computer systems to run software: to access, generate, manipulate and to publish results. He or she will evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

Standard 2 *Personal and Professional Use of Technology* The competent teacher will apply tools for enhancing personal professional growth and productivity: will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

Standard 3 *Application of Technology in Instruction* The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective groups and assessment strategies for diverse populations.

Standard 4 *Social, Ethical and Human Issues*. The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher and understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.

Standard 5 *Productivity Tools* The competent teacher will integrate advanced features of technology based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

Standard 6 *Telecommunications and Information Access*

The competent teacher will use telecommunications and information access resources to support instruction

Standard 7 *Research, Problem Solving, and Product Development*

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring package; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

Standard 8 *Information Literacy Skills* The competent teacher will develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

Elementary Education Students: One significant part of this course is the opportunity to create an electronic portfolio that will be used throughout the remainder of your program to develop assignments, and communicate with educators around the nation. The electronic portfolio is manifested as a website. The WEB site that you create will be credited towards the course: C & I 235: *Content Area Applications of Technology* that will appear on your transcript during the spring semester, 2003. We will be using C & I 305 class time for a four-session tutorial that will make it possible for you to install the beginning of your portfolio. (Extra assistance will be provided for those of you who are new to electronic technology or simply find such learning takes you a bit longer than others). Other courses you take in your program will also have assignments that result in credit received in C & I 235. C & I is not a course that meets on a regular basis, but is "stranded" through your program. C & I 235 is a pass/fail course that requires you to do parts of the course throughout your program. You receive a pass/fail grade for C & I 235, which will appear on your transcript during your final

student teaching semester. **You must pass C & I 305 to pass C & I 235.** Specific questions about C& I 235 may be addressed to Dr. Sharon Tettegah, the instructor of record for the course, at stettega@uiuc.edu.

Another significant part of this course is a series of three one-hour sessions devoted to introducing you to the issues, questions, and concerns of programmatic implementation of special education students in what are often referred to as “general education” classrooms. These sessions will be co-facilitated by faculty from the Department of Special Education and Dr. Rodgers.

Note: All students are required to complete a Bloodborn Pathogens exercise. Completion of this exercise is required prior to beginning your 150 field placement. More information about the exercise will be given when it is available.

***There is an extra credit assignment at the end of the syllabus, if you are interested. The assignment is worth 30 points.**

Course Calendar Spring 2003

Please upload all of your assignments to the Blackboard Site Your assignments must be uploaded to your user web folders and published under the appropriate Illinois Teaching and Technology Standards.

Session 1: Jan. 22, 23

Assignment due Jan. 29, 30

Chapter 5, “Education in the U.S., Its Historical Roots, (KEC)

Chapter 1 and 2 pp. 1-22 (CD) Complete assignments for Chapters 1 (page 8) & 2 (page 21).

Demonstration by TA’s how to use blackboard (This assignment will be completed in the PC & Mac Labs)

Portfolio Activity 5.1: Character Education, (KEC). Your assignment is located on page 176.

Relationship to Illinois Standards: El Ed 1, 10, 16; PT 1

Please upload your assignments to the Blackboard site for your section.

Note: TA’s are to convert this assignment so that it can be completed on blackboard

Points: 10

Session 2: Jan. 29, 30;

Assignment due: Feb. 5, 6

Chapters 1 & 2 “Why Teach?” (KEC)

Chapter 3 pp. 23-28 (CD)

Assignment: (KEC), Chapter 1, complete portfolio activity 1.2 (page 32); Chapter 2, complete portfolio activity 2.2 on caring (page 68) **Relationship to Illinois Standards:**

El Ed 1, 8, 9, 10, 15, 16; PT 10

Note: Portfolio activity 1.2 will be adapted to Illinois Teaching Standards and Technology Standards.

T.A.s to adapt lesson for this assignment

Points: Portfolio activity 1.2= 5points

Portfolio activity 2.2= 5 points

Total Points: 10 points

Session 3: Feb.5, 6

Assignment due: Feb. 12, 13

Guest Speaker: Alim Baken Ra on Interface Design

Chapters 3, 4 in (KEC), "Student Diversity"

Chapters 3, 4, 5 pp. 23-46 (CD)

Assignment: Complete Diversity Activity in BB and Review Chapters 3 (page 28), 4 (page 39) and 5 (page 46)

Relationship to Illinois Standards: El Ed 1, 8, 9, 10, 11; PT 3, 4, 5, 10

Points: 10

Session 4: Feb. 12, 13

Assignment due date: Feb. 19, 20

What Is A Philosophy of Education?

Lab #1: Lecture on use of HTML, Copyright and Fair Use. Complete homework **Activity 1** of your Intel module 1.32, 1.33 & 1.34. Complete **Activity 2.1 of Intel: Module 2**, Pedagogical Practice.

Introduction to User Web Folders and Creating Electronic Portfolios.

Assignment: Write your Philosophy of Education and upload it to the Blackboard Course site.

Relationship to Illinois Standards: El Ed 1, 8, 10,11,12,15,16,17; PT 1, 3, 4, 5, 6, 8, 9, 10, 11, 14

Points: 10

Session 5: Feb. 19, 20

Assignment due date: Feb. 26, 27

Getting Your Resume Together Online and understanding digital video.

You will learn how to use digital video and edit it with your partners.

Review and complete Intel Module 3.2 & 3.3 and using digital video.

Lab #2: Develop your resume in the computer labs. Post your resumes in your user web folders.

Note* Complete modules 3.4 through 3.34. The complete assignment is due by March 13, 2003.

Relationship to Illinois Standards: El Ed 16; PT 10

Points: 20

Session 6: Feb. 26, 27

Assignment due date: March 5, 6

Lab#3: Assessing Student Learning. Activity One

“Building Classroom Presentations,” p. 59-72 (HD) This section is also repeated in the Intel module 3-7 through 3.9. [Group project]. You should be well grounded in this section on storyboarding and presentation using multimedia.

Relationship to Illinois Standards: El Ed 16; PT 10

Points: 25

Session 7: March 5, 6

Assignment due date: March 12, 13

Lab #4: Module 9 (Intel) “Putting Unit Portfolios Together” Activities 1 and 2.

Relationship to Illinois Standards: El Ed 1, 2, 16, 17; PT 10

Points: 20

Session 8: March 12, 13:

Assignment due date: April 2, 3

Student Diversity

Reading assignment to be distributed

Session 9: March 19, 20

Assignment due date: March 19, 20

Chapter 11 (KEC), “Classroom Management”

Assignment: Portfolio activity 11.1 and 11.2 in (KEC)

Note: Activity 11.2 is based upon Activity 11.1

Complete Activities in (HD) on Pages 41-49

Relationship to Illinois Standards: El Ed 8, 9, 11, 15; PT 5, 9

Points: 10

Session 10: April 2, 3

Assignment due date April 9, 10

Chapter 9 in (KEC): “Ethical and Legal Issues”

Assignment: Portfolio Activity 9.1 (KEC)

Note: Need NEA Code of Ethics

Relationship to Illinois Standards: El Ed 16, 17; PT 10, 11

Points: 10

Session 11: April 9, 10

Assignment due date: April 16, 17

Chapters 7, 10 (KEC), “Reforming Education”

Assignment: Portfolio Activity 7.1 & 10.2 (KEC)

Points: Activity 7.1=5 points **Activity 10.2= 5 points**

Relationship to Illinois Standards: El Ed 16, 17; PT 10, 11

Total point = 10 points

Session 12: April 16, 17

Assignment due date: April 23, 24

Chapter 6 (KEC), "My Philosophy of Education" (refined)

Assignment: Portfolio Activity 6.1, 10.1 (KEC) [use to refine your Philosophy of Education, and incorporate into your paper]

Points: Activity 6.1=10 points

Activity 10.1=10 points

Relationship to Illinois Standards: El Ed 1, 8, 10, 11, 12, 15, 16, 17; PT 1, 3, 4, 5, 6, 8

Total Points = 20 points

Session 13: April 23, 24

Chapter 13 in (KEC), "Finding a Job"

Relationship to Illinois Standards: El Ed 16, 17; PT 10, 11

Session 14: April 30, May 1

Classroom Instruction

Chapter 11 (KEC)

Relationship to Illinois Standards: El Ed 1, 8, 9, 10, 11, 12, PT 10

Session 14: May 7, May 8: Student questions and discussions

Grading /Scoring System HIGHEST POSSIBLE POINTS = 155

A+ = 155

A = 154-147

A- = 146-140

B+ = 139-134

B = 133-130

B- = 129-124

C+ = 123-119

C = 118-115

C- = 114-109

D+ = 108-104

D = 103-99

D- = 98-93

F = 92 and below

Grading Rubric

A	Superior	All work is completed as assigned on time and superior. This includes class participation
B	Adequate	All work is submitted by due date. Class participation is significant
C	Substandard	Minimal requirements are met on time. Class participation is minimal
D	Unacceptable	Due dates are not always met and class participation is not consistent.
F	Failed	Not all required assignments are completed.

Attendance:

Attendance is expected in your university classes. Attendance will be taken at the beginning of each class. If you arrive late for class, see me after class to make sure your attendance is recorded. If it is not recorded, even if you were in class, it will count as an unexcused absence. Unexcused absences beyond two will result in losing 10 points off your total points for each absence. For example, if you are absent two times beyond your two unexcused classes, you will lose 20 points off your total points. Excused absences are those that are **accompanied by a statement from an appropriate health care worker**, or in the case of a funeral, **documentation will be required**. You are granted up to two unexcused absences for this course before your grade will be affected. We encourage you to save these up for reasons such as special family occasions or illnesses that do not require a health care clinic/office visit. Since there are, only four lab sessions and they are almost impossible to make up, please be sure to attend the four full lab sessions. The only exception to lab absence is extreme illness and will require a physician's statement.

You may earn 30 extra credit points if you complete the following exercise. Please log onto the following URL <http://icctp.ed.uiuc.edu> Register, view the animated vignette, respond to the vignette. Submit your response, and then visit the appropriate discussion forum. Engage in dialogue, about your ideas regarding the vignette, with a fellow classmate or any one else who is visiting the discussion forum on the site. Next, go to submit your story and tell about an experience you had in school as a child. The story maybe a positive or negative experience you had as a child in school. Submit your story under “Web Words for Educator’s Consciousness.”

