

# **Educational Applications of Microcomputers**

**Spring Semester 2004**

**January 13, 2004**

**-to-**

**May 6, 2004**

**5:00 – 7:40 p.m.**

**Course Syllabus**

**EDUC 5309: Graduate Level**

**EDUC 4321: Undergraduate Level**

**UTT at Gary Campus**

# Educational Applications of Microcomputers

## Course Syllabus EDUC 5309 EDUC 4321 UTT at Gary Campus

**Instructors:** Kenneth Cramer                    [cramerk@tyler.sprnet.org](mailto:cramerk@tyler.sprnet.org)  
Katherine Wheat-Elmore                    [wheatk@tyler.sprnet.org](mailto:wheatk@tyler.sprnet.org)  
Karen White                                    [whitek@tyler.sprnet.org](mailto:whitek@tyler.sprnet.org)  
Melissa Wynn                                   [wynnm@tyler.sprnet.org](mailto:wynnm@tyler.sprnet.org)

**Office Hours:** By appointment only

**Phone:** After 6:00 p.m.: Ken Cramer                    903.595.5478  
Katherine Wheat-Elmore                    903.569.5839  
Karen White                                    903.595.1887  
Melissa Wynn                                    903.877.9121

Emergencies **ONLY!** – 903.579.6612 or 903.579.6613

### **Course Description:**

This course was designed to provide pre-service and in-service teachers with the opportunity to acquire the skills necessary for the effective use of microcomputers for professional and personal productivity and to enable them to make educated and informed decisions when implementing technology into the curriculum. The content of this course is supported by theory and research, but the primary intent of this course is to help the student gain information that is practical, functional, and directly applicable in the educational setting. The content will come from software, handouts, lectures, demonstrations, readings, projects, and assignment completion.

Interest, desire, and active participation are important ingredients in developing greater understanding. If teachers expect students in a classroom to take increased advantage of technology, one must remember that research indicates modeling as a key element in the accomplishment of this task.

**Prerequisite:** Acceptance into the Technology Applications Readiness Grant Empowering Texas Students and Teachers (T.A.R.G.E.T.) Grant *Lab-in-a-Bag* Project

**Required Materials:** All materials to be supplied by the T.A.R.G.E.T. Grant.

### **Attendance:**

You are responsible for all material presented in class, including announcements about course procedures. Information and materials necessary for assignments and projects will be presented in class, so performance on these will be a direct reflection of your attendance.

Regular and prompt attendance at all class meetings is required. Students missing class without **prior notification** to and approval from the instructor may have as much as 10% of the points available, in this course, deducted for each absence.

Attendance at all classes is an expectation of the course and an indicator of work ethic. Absenteeism may result in an “**I**” being awarded for the class. If this occurs, the student will be afforded the opportunity to attend the missed sessions the next semester this course is offered to remove the “**I**”.

### **Academic Honesty:**

It is expected that all students will maintain the highest degree of academic honesty with regard to all matters in this course, including testing, project completion, assignments, and presentations. Matters involving student suspected dishonesty will be reported to the Department of Curriculum and Instruction for appropriate further action according to the University of Texas at Tyler policy. It should be known that all of the software used on your computer is copyrighted, and therefore it is neither legal nor honest to copy or install any software that you receive on any computer other than the computer you receive through the TARGET grant.

**Academic dishonesty will result in a course grade of an F.**

### **Evaluation:**

There will be several required projects assigned throughout this course.

There will be no excused lateness of projects for computer-related failures such as crashed hard drives, power outages, disk corruption, viruses, etc. Back up your work regularly and begin your projects in a timely manner. The maximum points awarded for late work will be 70% of the points possible for the assignment.

**All projects and assignments must be completed in order to receive credit for this course, regardless of lateness.**

### **Goals:**

1. The focus of the course will be from a practitioner’s perspective and is designed to provide the student with an overview of the integration of technology into the educational setting.
2. This course is designed to help the student become more efficient, confident, and knowledgeable in the use of microcomputers with regard to instructional and curricular tasks.

### **Course Requirements:**

<b>Final:</b>	Multi-Media/Webquest Presentation (Final Exam– week 16)	<b>100</b>
<b>Class Presentations (week 6 in class):</b>		<b>35</b>
	• Power Point Slide Show Presentation – week 9	(10)
	• Integration Article (Pre-service Teachers only) OR	(25)
	• TCEA Session (In-service Teachers only)	(25)
<b>Review of Literature:</b>		<b>100</b>
	• 10 Technology Articles/TCEA Reviews	(50)
	• 5 Reviews of Science/Math Children’s Literature (must include 3 from Science titles and 2 from Math titles)	(50)
<b>Journal:</b>		
	• Experiential journal	(45) <b>45</b>
<b>Activities:</b>		<b>70</b>
	• Internet/Webquest Assignment – due week 7	(20)
	• Power Point Project (content/organization) – due week 9	(20)
	• Graph Club Assignment – due week 10	(10)
	• Tabletop/Cruncher Assignment – due week 12	(10)
	• Kidspiration Assignment – due week 13	(10)
<b>Participation:</b>		<b>50</b>
	• Classroom Participation	(20)
	• Attendance – 2 points per class session	(30)
<b>TOTAL POINTS POSSIBLE</b>		<b>400</b>

**Grading:**

- 360 - 400 A**
- 320 - 359 B**
- 280 - 319 C**
- below 280 F**

**Name in BOLD = you are teaching**  
*Name in ITALICS = you are facilitating*

Tuesday Nights			Thursday Nights		
Jan. 13 Week 1	<b>Katherine Wheat</b> <i>Sandra/Wendy</i> <i>Pam Carey</i> Lab 1	<b>Ken Cramer</b> <i>Vicki/Amy</i> <i>Sharla/Lisa</i> Lab 21	Jan. 15 Week 1	<b>Melissa Wynn</b> <i>Sandra/Wendy</i> <i>Pam/Carey</i> Lab 1	<b>Karen White</b> <i>Vicki/Amy</i> <i>Sharla/Lisa</i> Lab 21
	Class Overview/Requirements Grant Overview & Set up Equipment Install Software			Class Overview/Requirements Grant Overview & Set up Equipment Install Software	
Jan. 20 Week 2	<b>Texas Instruments: Calculators</b> <b>Instructor: Robb Wilson</b> <i>Katherine Wheat/Ken Cramer</i> <i>Amy Moore/Wendy Short</i> Room 24		Jan. 22 Week 2	<b>Texas Instruments: Calculators</b> <b>Instructor: Robb Wilson</b> <i>Melissa Wynn/Karen White</i> <i>Amy Moore/Wendy Short</i> Room 24	
Jan. 27 Week 3	<b>Pam Ward</b> <i>Katherine Wheat</i> Lab 1	<b>Carey Weaver</b> <i>Ken Cramer</i> Lab 21	Jan. 29 Week 3	<b>Pam Ward</b> <i>Melissa Wynn</i> Lab 1	<b>Carey Weaver</b> <i>Karen White</i> Lab 21
	Internet Research			Internet Research	
Feb. 3 Week 4	<b>TCEA/RESEARCH</b>		Feb. 5 Week 4	<b>TCEA/RESEARCH</b>	
Feb. 10 Week 5	<b>Pam Ward</b> <i>Katherine Wheat</i> <i>Lisa Merrell</i> Lab 1	<b>Carey Weaver</b> <i>Ken Cramer</i> Lab 21	Feb. 12 Week 5	<b>Pam Ward</b> <i>Melissa Wynn</i> <i>Lisa Merrell</i> Lab 1	<b>Carey Weaver</b> <i>Karen White</i> Lab 21
	Web Quests			Web Quests	
Feb. 17 Week 6	<b>Katherine Wheat</b> Lab 1	<b>Ken Cramer</b> Lab 21	Feb. 19 Week 6	<b>Melissa Wynn</b> Lab 1	<b>Karen White</b> Lab 21
	Digital Video Cameras			Digital Video Cameras	
Feb. 24 Week 7	<b>Pam Ward</b> <b>Sandra Walton</b> <i>Katherine Wheat</i> Lab 1	<b>Sharla Hanson</b> <b>Vicki Bradbeer</b> <i>Ken Cramer</i> Lab 21	Feb. 26 Week 7	<b>Pam Ward</b> <b>Sandra Walton</b> <i>Melissa Wynn</i> Lab 1	<b>Sharla Hanson</b> <b>Vicki Bradbeer</b> <i>Karen White</i> Lab 21
	Scanners/Projectors (Pam, Sharla) Microscopes (Sandra, Vicki)			Scanners/Projectors (Pam, Sharla) Microscopes (Sandra, Vicki)	
Mar. 2 Week 8	<b>Katherine Wheat</b> Lab 1	<b>Ken Cramer</b> Lab 21	Mar. 4 Week 8	<b>Melissa Wynn</b> Lab 1	<b>Karen White</b> Lab 21
	Power Point			Power Point	
Mar. 9	<b>SPRING BREAK</b>		Mar. 11	<b>SPRING BREAK</b>	

### UTT Spring Class (cont'd.)

Mar. 16 Week 9	<b>Katherine Wheat</b> <b>Amy Moore</b> Lab 1	<b>Ken Cramer</b> <b>Wendy Short</b> Lab 21	Mar. 18 Week 9	<b>Melissa Wynn</b> <b>Amy Moore</b> Lab 1	<b>Karen White</b> <b>Wendy Short</b> Lab 21
	Graph Club (Amy, Wendy) Power Point (Katherine, Ken)			Graph Club (Amy, Wendy) Power Point (Melissa, Karen)	
Mar. 23 Week 10	<b>Alpha Smart: Dana Handheld</b> <b>Instructor: Janie Hale</b> <i>Katherine Wheat/Ken Cramer</i> <i>Vicki Bradbeer/Sandra Walton</i> Room 24		Mar. 25 Week 10	<b>Alpha Smart: Dana Handheld</b> <b>Instructor: Janie Hale</b> <i>Melissa Wynn/Karen White</i> <i>Vicki Bradbeer/Sandra Walton</i> Room 24	
Mar. 30 Week 11	<b>Wendy Short</b> <i>Katherine Wheat</i> Lab 1	<b>Amy Moore</b> <i>Ken Cramer</i> Lab 21	Apr. 1 Week 11	<b>Wendy Short</b> <i>Melissa Wynn</i> Lab 1	<b>Amy Moore</b> <i>Karen White</i> Lab 21
	TableTop, Jr. The Cruncher			TableTop, Jr. The Cruncher	
Apr. 6 Week 12	<b>Katherine Wheat</b> <i>Sharla Hanson</i> <i>Lisa Merrell</i> Lab 1	<b>Ken Cramer</b> <i>Sandra Walton</i> <i>Carey Weaver</i> Lab 21	Apr. 8 Week 12	<b>Melissa Wynn</b> <i>Sharla Hanson</i> <i>Lisa Merrell</i> Lab 1	<b>Karen White</b> <i>Sandra Walton</i> <i>Carey Weaver</i> Lab 21
	Kidspiration (Sharla, Sandra) CPS Basics (Lisa, Carey)			Kidspiration (Sharla, Sandra) CPS Basics (Lisa, Carey)	
April 13 Week 13	<b>eInstruction: CPS</b> <b>Instructor: Neil Bryan</b> <i>Katherine Wheat/Ken Cramer</i> <i>Lisa Merrell/Carey Weaver</i> <i>Sandra Walton/Sharla Hanson</i> Room 24		April 15 Week 13	<b>eInstruction: CPS</b> <b>Instructor: Neil Bryan</b> <i>Melissa Wynn/Karen White</i> <i>Lisa Merrell/Carey Weaver</i> <i>Sandra Walton/Sharla Hanson</i> Room 24	
Apr. 20 Week 14	<b>Lisa Merrell</b> <i>Katherine Wheat</i> <i>Sharla Hanson</i> <i>Carey Weaver</i> Lab 1	<b>Vicki Bradbeer</b> <i>Ken Cramer</i> <i>Pam Ward</i> Lab 21	Apr. 22 Week 14	<b>Lisa Merrell</b> <i>Melissa Wynn</i> <i>Sharla Hanson</i> <i>Carey Weaver</i> Lab 1	<b>Vicki Bradbeer</b> <i>Karen White</i> <i>Pam Ward</i> Lab 21
	MovieMaker 2			MovieMaker 2	
Apr. 27 Week 15	<b>Lisa Merrell</b> <i>Katherine Wheat</i> <i>Sharla Hanson</i> Lab 1	<b>Vicki Bradbeer</b> <i>Ken Cramer</i> <i>Pam Ward</i> Lab 21	Apr. 29 Week 15	<b>Lisa Merrell</b> <i>Melissa Wynn</i> <i>Sharla Hanson</i> Lab 1	<b>Vicki Bradbeer</b> <i>Karen White</i> <i>Pam Ward</i> Lab 21
	MovieMaker2			MovieMaker2	
May 4 Week 16	<b>Katherine Wheat</b> <i>Pam Ward</i> <i>Sandra Walton</i> Lab 1	<b>Ken Cramer</b> <i>Carey Weaver</i> <i>Sharla Hanson</i> Lab 21	May 6 Week 16	<b>Melissa Wynn</b> <i>Pam Ward</i> <i>Sandra Walton</i> Lab 1	<b>Karen White</b> <i>Carey Weaver</i> <i>Sharla Hanson</i> Lab 21
	<b>FINAL: Power Point Presentation</b> or <b>Webquest</b>			<b>FINAL: Power Point Presentation</b> or <b>Webquest</b>	

## UTT Spring Class Assignments

Class Content		Assignments
Week 1	Class Overview/Requirements Grant Overview & Set up Equipment Install Software	Classroom Schedule 5:00 – 6:15      Lecture/Demonstration TARGET Pre-Test 6:15 – 6:30      Break 6:30 – 7:30      Lecture/Demonstration 7:30 – 7:40      Debrief
Week 2	Texas Instruments: Calculators Instructor: Robb Wilson	Journal entry #1 due
Week 3	Internet Research	Journal entry #2 due
Week 4	TCEA/RESEARCH	No classes held at Gary
Week 5	Web Quests	TCEA/Article Review #1 due Journal entry #3 due
Week 6	Digital Video Cameras	TCEA/Article Review #2 due TCEA/Article Presentation (2 persons) Journal entry #4 due
Week 7	Scanners/Projectors Microscopes	Internet/Webquest Assignment due TCEA/Article Review #3 due TCEA/Article Presentation (2 persons) Journal entry #5 due
Week 8	Power Point	TCEA/Article Review #4 due Review of Children's Literature #1 due TCEA/Article Presentation (2 persons) Journal entry #6 due
Week 9	Graph Club Power Point	Power Point Presentation due TCEA/Article Review #5 due TCEA/Article Presentation (2 persons) Journal entry #7 due
Week 10	Alpha Smart: Dana Handheld Instructor: Janie Hale	Graph Club Assignment due TCEA/Article Review #6 due Review of Children's Literature #2 due Journal entry #8 due
Week 11	TableTop, Jr. The Cruncher	TCEA/Article Review #7 due Review of Children's Literature #3 due TCEA/Article Presentation (2 persons) Journal entry #9 due
Week 12	Kidspiration (Sharla, Sandra) CPS <i>Basics</i> (Lisa, Carey)	TableTop Jr./Cruncher Assignment due TCEA/Article Review #8 due TCEA/Article Presentation (2 persons) Journal entry #10 due
Week 13	eInstruction: CPS Instructor: Neil Bryan	Kidspiration Assignment due TCEA/Article Review #9 due Journal entry #11 due
Week 14	MovieMaker 2	TCEA/Article Review #10 due Review of Children's Literature #4 due TCEA/Article Presentation (2 persons) Journal entry #11 due
Week 15	MovieMaker 2	Review of Children's Literature #5 due TCEA/Article Presentation (2 persons) Journal entry #12 due
Week 16	FINAL: Power Point Preso. or Webquest	Final Exam TARGET Post Test

# Educational Applications of Microcomputers Assignment Guidelines

## Review of Literature Pre-service Teachers Only

**Selections:** Read **ten** articles from current Technology or Education related magazines, research, or journals.

**Purpose:** To provide the student an opportunity to read, analyze, and apply current research and/or thought in technology and curriculum integration.

**Rationale:** To make the student aware of the current trends in the integration of technology into the curriculum.

**Logistics:** The student will write a synopsis of each article (magazine, journal, or research) in the fields of Technology and/or Instructional Technology (see editorial suggestions 2, 3, 4).

**Specifications:** Articles should adhere to the following guidelines:

1. 100-125 words in length (points deducted for reviews over 125 words)
2. Word Processed, one article per page
3. Font: Times or Times New Roman, size 12
4. Double spaced

**Editorial Suggestions:**

1. Audience: practitioners (who are you talking to?)
2. Review: what is the article about?
3. Response: how do you feel about the information given;  
how does this information impact you as a teacher?
4. Sources: Education or Technology magazines or journals

**Citations:** APA

**Date Due:** See Syllabus p. 7: UTT Spring Class Assignments



**TCEA Sessions**  
**In-Service Teachers Only**

- Selections:** Attend the following sessions at the TCEA conference in Austin, Texas during the week of Feb. 3-6, 2004:
- ◆ Opening Session
  - ◆ Closing Session
  - ◆ Four Workshop Sessions (your choice)
  - ◆ Initiate Four Vendor Contacts
- Purpose:** To provide the student an opportunity to be exposed to a variety of educational technology specialists.
- Rationale:** To make the student aware of the current trends in the integration of technology into the curriculum.
- Logistics:** The student will write a synopsis of each session/contact attended (see editorial suggestions 2, 3, 4).
- Specifications:** Articles should adhere to the following guidelines:
1. 100-125 words in length  
(points deducted for reviews over 125 words)
  2. Word Processed, one session per page
  3. Font: Times or Times New Roman, size 12
  4. Double spaced
- Editorial Suggestions:**
1. Audience: Practitioners (who are you talking to?)
  2. Review: Sessions - What is the session content?  
Vendors - Identify the vendor and briefly describe the product or service he represents.
  3. Response: How do you feel about the information given; how does this information impact you as a teacher?
  4. Sources: Identify sessions by number, title and presenter.  
Identify vendor by booth number, product, company represented, and get a business card.
- Date Due:** See Syllabus p. 7: UTT Spring Class Assignments

## **Review of Children's Literature**

- Selections:** Read **five** of the children's literature books that will be provided (3 must be science books, 2 must be math books).
- Purpose:** To provide the student an opportunity to read, analyze, and review current children's literature that relates to the science and math curricula.
- Rationale:** To develop an awareness of the use of science and math in children's literature.
- Logistics:** The student will write a review of each book.
- Specifications:** Articles should adhere to the following guidelines:
1. 200 - 500 words in length (points deducted for reviews over 500 words)
  2. Word Processed, one review per page
  3. Font: Times or Times New Roman, size 12
  4. Double spaced
- Editorial Suggestions:**
1. Audience: practitioners (who are you talking to?)
  2. Review: what is the book about?
  3. Response: how do you feel about the information given?
  4. Application: how could you use this book in a classroom setting?
- Citations:** APA
- Date Due:** See Syllabus p. 7: UTT Spring Class Assignments

## Weekly Learning Reflections Journal

- Purpose:** To provide the student an opportunity to review each week's learning experience and reflect on its application in a technology-rich classroom.
- Rationale:** To develop an understanding of (1) the use of a reflection journal and (2) how this class could impact my classroom and teaching.
- Logistics:** The student will write a weekly reflection journal entry.
- Specifications:** Journal entries should adhere to the following guidelines:
1. Less than 250 words in length (points deducted for entries over 250 words)
  2. Word Processed, one entry per page
  3. Font: Times or Times New Roman, size 12
  4. Double spaced
- Editorial Suggestions:**
1. Audience: The instructor
  2. Format: Student's name and date  
Title of the experience 3.
  - Response: What did I learn tonight?
  4. Application: How will this impact my teaching?
- Date Due:** See Syllabus p. 7: UTT Spring Class Assignments