

AEDC442Spring2009Syllabus
AEDC 442 – Resources for Teaching – Spring 2009

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Description

This course is designed to familiarize Education majors with a variety of non-print media resources available for supporting instruction. These include computer technology (including CD-ROM, video laserdiscs), educational computer software, telecommunications (including use of the Internet), and other resources for preparation of instructional materials. A primary focus of this course is on utilizing resources which most effectively enhance the learning process.

Instructor

Mrs. Mandy Senn
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Office Hours: By Appointment
641-3752

Course Materials

This is a paperless course. All materials for this course may be accessed electronically. Experience has shown that you will find this

to be especially convenient: you won't have to carry a bunch of papers around with you; you can turn in work any time (including late at night); and if you happen to be absent from class (due to dire circumstances, of course), you can access handouts and returned papers at any time.

Course materials, including the syllabus, handouts, and articles, may be found on the blackboard. You may access this from any computer on campus. [Actually you can access it from anywhere in the world, but more on that later...]

Your written work should be submitted electronically.

Course Goals and Objectives

A. The student will develop the skills and strategies appropriate to the use of computer-assisted and computer-managed instruction.

- * The student will be able to demonstrate the basic operations of the computer and the ability to explain these operations to others.
- * The student will be able to use word processing to enhance instructional experiences for students with particular focus on the writing process approach.
- * The student will be able to select, evaluate, and use instructional software and other developmentally appropriate materials and resources appropriate to his/her area of specialization.
- * The student will be aware of a variety of telecommunications resources and techniques for retrieving, analyzing, interpreting, evaluating, synthesizing and communicating information and ideas.

B. The student will become familiar with the various aspects of instructional design and apply them to the production of instructional materials.

- * The student will be able to create instructional software and multimedia presentations for use at suitable grade levels and subject areas.

Required Activities

1. Prepare all written work using a word processor which will result in a well-formatted and error-free document.
2. Summarize five (5) journal articles provided by the instructor. The purpose of this assignment is: 1) to make you more familiar with the different educational journals available to you in the library or over the internet, and 2) provide practice in reviewing and summarizing published articles. Your review should be no more than one page in length. The review articles have been chosen by the instructor and deal with computers in the classroom. The review should be typed using Microsoft Office and turned in electronically.
4. Prepare Power Point presentations (of appropriate length) with
 - * buttons
 - * anchors
5. Prepare a WebQuest which will present a topic relevant to your teaching.
6. Prepare a spread sheet for keeping student grades (3 assignments).
7. Prepare a portfolio of works completed in this course.

All assignments should be turned in on time; a letter grade (-10%) will be subtracted for each day an assignment is late.

Attendance

This course will be taught as a hybrid course. What does that mean? There will be set, mandatory class days assigned. These class days cannot be missed without a University accepted excuse. During these class periods new topics and techniques will be taught.

Following this there will be non-classroom days where students will work on assignments and/or projects. The computer classroom will be available during these times however attendance is not mandatory and the instructor will be available only by a scheduled appointment. Attendance during instructional meeting days is not only vital for the professional development and education of pre-service teachers, but also models the kind of teacher behavior we expect them to have. This policy also provides the School of Education with valuable accountability data, which is critical in the licensing and certification of professionals.

You are permitted a maximum of one (1) absence from scheduled class meeting times. Each absence beyond that will result in the deduction of a letter grade.

Evaluation

Bio Post 10 points

Search Engines 25 points

Tips for Microsoft Word 25 points

Word: Multiple Tabs 25 points

Quiz: Word 50 points

Ten Question Multiple Choice Test: 40 points

Spread Sheet #1 20 points

Spread Sheet #2 40 points

Spread Sheet #3 100 points

Quiz: Spread Sheets 40 points

Personal Web Page 25 points

Web Quest 200 points

Quiz: WebQuest 40 points

Power Point #1: Personal 40 points

Power Point #2 150 points

Quiz: Power Point 40 points

Journal Review (5) 25 points each

Portfolio 150 points

GRADING

A

93 – 100

B+	90 – 92
B	86 – 89
C+	83 – 85
C	79 – 82
D+	75 – 78
D	70 – 74
F	0 – 69

Other Student Resources

1. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

2. USC provides a Writing Center (CLAS 201) to assist you in your writing. The Writing Center is staffed by friendly USCA students who are expert writers and who have been trained as writing consultants. If you need extra assistance on any writing assignment for this class or any other class you are taking, please try the Writing Center. You may make an appointment or just drop in. Operating hours are posted on the door.

3. If you have a learning or physical disability which might affect your performance in this class, please inform the instructor as soon as possible and Betty Cheatham, Coordinator of Disabled Student Services in order to verify your status and provide you with appropriate assistance.

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