MSET 365 MICROCOMPUTERS IN THE CLASSROOM
Course Syllabus

MSET 365 004  MICROCOMPUTERS IN THE CLASSROOM
Fall 2007

Rebecca Adams, MSET 365, Instructor
Email: reada321@unm.edu
Office Hours: By appointment

THE MISSION OF THE COLLEGE OF EDUCATION
EXCELLENCE AND DIVERSITY THROUGH PEOPLE, IDEAS AND INNOVATION

Our mission is the study and practice of education through teaching, research and service. We address critical education issues; test new ideas and approaches to teaching and learning; educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces; and prepare students for participation in a complex society.

In carrying out our mission, we value excellence in all that we do; diversity of people and perspectives; relationships of service, accountability, collaboration, and advocacy; the discovery, discussion, and dissemination of ideas; and innovation in teaching, technology and leadership.

The Conceptual Framework for Professional Education

The COE at the University of New Mexico believes preservice education should help individuals develop professional understandings, practices and identities. The MSET 365 curricula addresses the following:

- Understandings
  - Human Growth and Development: how technology can be used to support learning for students of varying ages, linguistic and cultural backgrounds, and those with special needs.
  - Pedagogy: how technology can be infused into instruction grounded in the basics of effective instructional design.
  - Technology: how to use current technology both instructionally and for personal productivity.
  - Nature of Knowledge: how knowledge is constructed within social contexts and technology’s role in supporting knowledge construction and the establishment of social contexts.

- Practices
  - Learner-Centered: how technology resources and skills can support of learner-centered instructional practices.
  - Contextual: how technology resources can provide authentic social contexts for learning
  - Coherent: how instructional practices are aligned
  - Culturally Responsive: how technology resources can support learning of all students

- Professional Identity
  - Communication: how technology resources can support the sharing of ideas in a variety of formats
  - Ethical Behavior: how to use technology resources ethically

Information subject to revision as necessary.
Last updated on: 8/24/07
Class Website: http://www.unm.edu/~reada321/index.html

Course Description: Teachers need both technical skills and instructional “know how” to use computers to support student learning. Readings, activities, assignments, and discussions are designed to develop a broad professional knowledge base on teaching and learning with technology across the K-12 curriculum. Students will consider the following questions: How can computers help students learn? How can I teach with technology rather than about technology?

Goals and Objectives: The overall purpose of the course reflects and incorporates the vision statement of the College of Education, the goals and objectives included in the “Recommended Foundations” from the International Society for Technology (ISTE), and Standards for Entry Level Professionals passed by the New Mexico State Board of Education.

Specifically, there are three categories of competence in educational technology expected of entry level teachers: (1) Basic Computer/Technology Operations and Concepts; (2) Personal and Professional Use of Technology; and (3) Application of Technology in Instruction.

Content and assignments in MSET 365 are designed to satisfy the following ISTE performance indicators:

- Teachers demonstrate introductory knowledge, skills and understanding of concepts related to technology.
- Teachers use technology tools and information resources to increase productivity, promote creativity and facilitate academic learning.
- Teachers use technology to locate, evaluate and collect information from a variety of sources.
- Teachers apply technology to develop students’ higher order skills and creativity.
- Teachers plan a lesson that meets content area standards and reflects the current best practices in teaching and learning with technology.
- Teachers apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication and productivity.
- Teachers use technology to support learner-centered strategies that address the diverse needs of students.
- Teachers identify issues related to equitable access to technology in school, community and home environments.
- Teachers exhibit positive attitudes toward technology uses that support lifelong learning collaboration, personal pursuits and productivity.

Required Materials:

Student membership in the International Society for Technology in Education (ISTE).

Assignments:

Assignments are the same across all sections of MSET 365 but activities and grading may vary. For example, creating a lesson plan may be worth 15 percent, however, how that 15% is divided between the different aspects of the project is determined by the individual instructor.

- Daily / Lab Assignments. These will be recorded though not necessarily graded.
- Electronic Communications and Readings Assignments. Students will be given several assignments that require electronic responses to readings.
- World Wide Web Assignment. Students will explore educational resources on the Internet. Emphasis is on acquiring technical skills (e.g., practice using search engines and browser features such as bookmarks/favorites, etc.) as well as knowledge of how to use the Internet as a tool for classroom learning.
- Multimedia Project. Students will create a multi-media project. Technology is a tool to learn content. Select a topic you want or expect to teach. Research the topic in depth, finding and

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using information from a variety of resources. The topic should be appropriate for a multimedia project (e.g., HyperStudio, PowerPoint, WebQuest, web page construction, etc.).

- **Lesson Plans.** Students will create three lesson plans. The lesson plans must show evidence that students have substantive knowledge of the topic; that they understand how to use technology and content standards to plan instruction; that the objectives and procedures are specific and detailed; and that students can reflect and learn from their assignment (experience). Topic selection for this assignment will test what students know and understand about the importance of content in teaching: what should students learn; how can we know what students have learned; and how can technology be used to teach content to students.

- **Final Assignment.** As a form of closure, students will complete an assignment that describes and synthesizes what they understand about technology, teaching and learning based on their experiences in the course.

**Attendance / Participation.** Students are expected to attend all class sessions. Classes involve experiential elements which cannot be picked up after class through others' notes or readings. Instructors place a great deal of emphasis on discussions. Assignments are also often explained in class and missing these causes serious problems for students.

Attendance and punctuality are professional behaviors expected of educators. Attendance will be taken at the beginning of class. Those not in the room will be marked tardy. 2 tardies = 1 absence. On the third absence, excused or unexcused, you will be disenrolled from the course. Credit will also be deducted if you leave before class is over.

**Incomplete** are strongly discouraged and are only done when the conditions of the university are met (see UNM Catalog pg. 41 - 42) and after a conference with the instructor at the initiation of the student.

**Point Values for Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Electronic Communication and Readings</td>
<td>15</td>
</tr>
<tr>
<td>ISTE Email</td>
<td>5</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>5</td>
</tr>
<tr>
<td>Bell Ringers</td>
<td>5</td>
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<tr>
<td>Web Evaluation</td>
<td>5</td>
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<tr>
<td>Lesson Plan 1</td>
<td>5</td>
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<tr>
<td>Lesson Plan 2</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plan 3</td>
<td>15</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>20</td>
</tr>
<tr>
<td>Electronic Portfolio (WebPage)</td>
<td>5</td>
</tr>
<tr>
<td>Final Assignment &amp; Course Practicum</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>

**Workload.** Like all college courses, expect to spend a minimum of 2 - 3 hours out of class for each hour spent in class.

**Late work** is strongly discouraged. The grade for work turned in within one week of the due date will be reduced by one full letter grade. Work turned in more than one week late will not be accepted.

**Special Needs:** The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact me immediately to make arrangements. For additional information, contact Student Support Services at (505) 277-3506.

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Plagiarism: Plagiarism is the presentation as original work of ideas, words or thoughts belonging to someone else. You must provide a citation for any specific words, ideas, images, etc. taken from another source. Any project containing incidents of plagiarism will, at a minimum, receive no credit or grade. Plagiarism is a serious offense in any college course and can lead to failure in that course or expulsion from UNM.

Please Note: Readings should be completed before class on the days they are assigned. Written assignments should be typed and in good form, and handed in during the class session for which they are assigned. It is especially important for work to be handed in on time in this course, as one assignment builds on the next.

Another note should be made about written assignments. Your writing organization, mechanics, and style reflect on your capabilities as a prospective teacher. The written assignments in this class will be evaluated partly on your ability to communicate in writing. The instructor assumes that you can organize written thoughts as well as punctuate and spell. All written assignments should be done on a word processor and you should keep a copy on a disk. You will have your own secured folder on the COE server but anything left on the server should also be backed up. **Student work has been lost nearly every semester, so backing up is a habit worth developing in this course.** Though many of you may work on your own computer at home, we do ask that you leave a copy of all assignments on the COE server.
Syllabus Addendum for MSET 365: 004  
Fall 2007: Thursday 4:00 – 6:45  
Room: 112  

Instructor: Becky Adams  
Email Address: reada321@unm.edu or through Vista  
Phone Number: 277-6436 (w)  
Office hours: By appointment.  

Course Website: http://www.unm.edu/~reada321/index.html  

Refer to the MSET 365 Course Syllabus, available at: http://www.unm.edu/~cimte365/syllabus.html for a general overview of the course. Details that are specific to Section 4 for Fall 2007 can be found in this Syllabus Addendum.  

Required Materials  
1. Student membership in the International Society for Technology in Education (ISTE).  
2. Removable media for saving files created in class and outside of class for homework and projects.  

To complete work for this class you will need to have access to the Microsoft Office suite (Word, PowerPoint and Excel), preferably version XP or newer. Check the Technology and Education Center http://tec.unm.edu and CIRT http://cirt.unm.edu for a schedule of open labs if you do not have access at home.  

Workload  
Like all college courses, expect to spend a minimum of 2 - 3 hours out of class for each hour spent in class. Late work is strongly discouraged. The grade for work turned in within one week of the due date will be reduced by one full letter grade. Work turned in more than one week late will not be accepted.  

Reading Assignments: Subject to Revision  
Reading assignments are listed on the class website weekly schedule pages. Some readings will be handed out in class, others read on the web, while most will be accessed through the ISTE Learning & Leading With Technology database. Access to the database requires ISTE membership.  

Communication is KEY!!!  
Keep me informed about issues, concerns, excitements, challenges, problems, etc. that you're having. Remember, if I don't know, I can't help!
Assignment Due Dates and Point Values:
Subject to Revision

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Format for submission</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Ongoing</td>
<td>Active engagement in each week’s in-class activities; if you aren’t in class, you can’t participate. Attendance and punctuality are professional behaviors expected of educators. Attendance will be taken at the beginning of class. Those not in the room will be marked tardy. <strong>2 tardies = 1 absence. On the third absence, excused or unexcused, you will be disenrolled from the course.</strong> Credit will also be deducted if you leave before class is over. Participation Activities will include in-class practice assignments. Participation means active engagement in class activities, participation in discussion and group activities. These may be recorded but not necessarily graded.</td>
</tr>
<tr>
<td><strong>Electronic Communication and Readings</strong></td>
<td>Ongoing</td>
<td>Electronic Communications include the use of email (with and without attachments) and online discussions held in WebCT Vista, in which you'll reflect on the readings for the week. <strong>ISTE Email (due 9/6)– 5 pts.</strong> <strong>Reading Assignments</strong> Reading assignments come from the ISTE periodical <em>Learning and Leading with Technology</em> and other sources, all of which are listed on Vista and the course web site for each week. Changes and updates to these listings will be made throughout the semester due to the ever-changing nature of technology and how it can be used in the classroom. <strong>Bell Ringer Questions – 5 pts.</strong> These questions will be posted at the start of class. You will have 10 minutes to compose an answer post your response. Post all responses to the Discussion Area in WebCT Vista. The instructor or student moderator for the week will respond back. <strong>Reading Quiz – 1 Question per week of Reading Homework. – 5 pts.</strong></td>
</tr>
<tr>
<td><strong>Web Evaluation</strong></td>
<td>9/20</td>
<td>A thorough evaluation of web sites demonstrating your ability to evaluate content found on the Internet for its suitability in the classroom. Specific instructions, guidelines and an assessment rubric will be provided. Turn in an electronic copy in Web Evaluation in the Assignment Tool in Vista, and Publish for class.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan #1 Multimedia Project</td>
<td>10/4</td>
<td>A preliminary explanation of how your Talking Book will support instruction for a specific grade level and subject. Specific instructions and templates will be provided in class. Use COE Lesson Plan Format (provided). Turn in an <strong>electronic copy</strong> in Lesson Plan #1 Assignment in Vista.</td>
<td>5</td>
</tr>
<tr>
<td>Multimedia Project (Talking Book)</td>
<td>10/18</td>
<td>A PowerPoint presentation which includes audio recordings and navigation buttons allowing it to function as an electronic “talking book.” Guidelines and an assessment rubric will be provided in class. Turn in an <strong>electronic copy</strong> at the start of class, Multimedia Project – Talking Book, in the Assignment Tool in Vista. Publish for class.</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Plan #2 Word or Spreadsheet Integration</td>
<td>11/8</td>
<td>A lesson idea you have found demonstrating the appropriate integration of Word Processing or Spreadsheets as part of the instruction. Use COE Lesson Plan Format (provided). Guidelines and an assessment rubric will be provided. Turn in an <strong>electronic copy</strong> of your lesson, including an active hotlink to the Internet source you used, in Lesson Plan #2, in the Assignment Tool in Vista. Publish for class.</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plan #3 Group Lesson and Presentation</td>
<td>11/15</td>
<td>You and your group will design and teach a lesson which effectively integrates technology into a content area. Use COE Lesson Plan Format (provided). Guidelines and an assessment rubric will be provided in class. Turn in an <strong>electronic copy</strong> of your lesson, including any active hotlinks you used from Internet sources, in Lesson Plan #3, in the Assignment Tool in Vista. Publish for class.</td>
<td>15</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>12/6</td>
<td>Using Mozilla Composer, you will create an electronic portfolio showcasing the various projects and assignments you’ve completed during the course of the semester. It will also include a reflection on how you feel technology may best be used in support of instruction. Post on website. Turn in URL of website in Electronic Portfolio in the Assignment Tool in Vista. Publish for class.</td>
<td>5</td>
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Final Assignment & Course Practicum  

12/13  

A digital video project PSA in which you will reflect on your understanding of teaching and learning and how integrating technology can play a role in improving both. Each group will also design and create a “movie” poster using Word to advertise your upcoming production.

**Poster** – Displayed in class.

**Electronic files** - Save on TEC Class folder. Enter title of file in Video Assignment and attach digital copy of poster in the Assignment Tool in Vista. Present your movie to the class on the due date.

<table>
<thead>
<tr>
<th>TOTAL POINTS POSSIBLE FOR SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale**

Please keep in mind the following definitions of grading standards:

- **A** = Outstanding achievement; available only for the highest accomplishment
- **B** = Praiseworthy performance; definitely above average
- **C** = average; awarded for satisfactory performance...

The bottom line is this: **A+ is reserved for exemplary performance that goes beyond expectations.**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

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