

**Auburn University Syllabus**

**Course Number:** EDMD 7210  
**Course Title:** Integration of Technology Into the Curriculum  
**Credit Hours:** 3 semester hours  
**Prerequisite:** None  
**Class Time:** Monday/Wednesday 4:00-6:50pm  
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**Texts:** Roblyer, M. D. (2006). *Integrating educational technology into teaching* (5<sup>th</sup> ed.). Columbus, OH: Merrill.  
American Psychological Association (2001). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.  
Simpson, C. (2001). *Copyright for schools: A practical guide*. (4<sup>th</sup> edition). Columbus, OH: Linworth.

**4. Course Description:**

Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction

**5. Course Objectives:**

Upon the completion of this course, students will be able to demonstrate knowledge of the general objectives noted below:

- a) Effectively integrating technology into classroom instruction
- b) Use of Web 2.0 technologies
- c) Issues involved in planning and integrating technology into classroom settings
- d) Application of a variety of technologies in the classroom

Specific objectives noted below show alignment with the Alabama Quality Teaching Standards for initial certification programs (.04) and the Alabama technology standards (.42) for graduate certification programs:

**Alabama Quality Teaching Standards (.04)**

- (2)(c)2.(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
- (3)(c)1.(iii) Knowledge of media communication technologies that enrich learning opportunities.
- (3)(c)4.(i) Knowledge of available and emerging technologies that support the learning of all students.
- (3)(c)4.(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.

- (5)(c)5.(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

**Alabama Technology Standards (.42) for graduate certification programs.**

**(4)(d)1. Knowledge of:**

- (4)(d)1.(i) Strategies to identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting.
- (4)(d)1.(ii) Methods for assessing advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning.
- (4)(d)1.(iii) Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.
- (4)(d)1.(iv) Safe, responsible, legal and ethical uses of technologies including air-use and copyright guidelines and Internet user protection policies.
- (4)(d)1.(v) Characteristics of appropriate and effective learner-centered lessons and units that integrate technology.
- (4)(d)1.(vi) Technology tools (including but no limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.
- (4)(d)1.(vii) How to facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate and present information.
- (4)(d)1.(viii) The variety and application of technologies that are responsive to diverse needs of learners, learning styles and the needs of all students (for example, assistive technologies).
- (4)(d)1.(ix) Processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas.
- (4)(d)1.(x) The resources for enhancing professional growth using technology (for example, through assessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

**(4)(d)2. Ability to:**

- (4)(d)2.(ii) Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning.
- (4)(d)2.(iii) Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
- (4)(d)2.(x) Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

**6. Course Content and Schedule:**

<b>Date</b>	<b>Topic/Reading Due</b>	<b>Technology</b>	<b>Assignment Due</b>
Week 1 (6/02)	Introductions; Review the syllabus and assignments Chapter 1	Gmail and Google Gadgets	
Week 2 (6/07)	Foundations of Technology Integration Chapter 2 (TPACK) & 9	Social Bookmarking; Snagit; Google Sites	Gmail Address
(6/09)	Tools & Techniques for English/Language Arts	Voice Thread; Wordle; Wikis	Teacher Home Page
Week 3 (6/14)	Chapter 3 & 11		
(6/16)	T & T for Math/Science Image editing programs; Inspiration	Virtual Math Manipulatives; Excel	Sample Lesson Plan #1
Week 4 (6/21)	Chapter 4 & 12		Double Entry #1 Due
(6/23)	T & T for Social Studies Instruction	Blogs; Online Timelines; Inspiration	
Week 5 (6/28)	Chapter 5 & 13		
(6/30)	T & T for Music & Art	Audacity; LAME Image Manipulation	Sample Lesson Plan #2 Due
Week 6 (7/05)	Chapter 6 & 14		
(7/07)	T & T for Phys. Ed & Health	Video Educational Websites Logs	Double Entry #2 due
Week 7 (7/12)	Copyright (Simpson)		
(7/14)			
Week 8 (7/19)	Final Unit Development		Double Entry #3 Due
(7/21)	Final Unit Development		
Week 9 (7/26)	Final Unit Development		Final Unit Due

**7. Course Requirements/Evaluation:**

- Attend all scheduled class meetings and participate in all online discussions and exercises
- Complete all readings
- Complete all required assignments on time

*Instructional Unit:*

Students are expected to collaborate in the **design of** an interdisciplinary unit plan that demonstrates an effective and appropriate use of technology by both the teacher and the learners. The unit plan should include evidence that the developers understand the ethical and effective uses of technology. The instructional plan also should encompass at least three (3) technologies that you learned in this class. Include the following components:

- Environment (school location, student demographic information, classroom environment, technology environment, etc)
- Instructional Objectives
- Prerequisites
- Materials (including copies of all student handouts, samples of student products, and other items needed for lesson completion)
- Lesson plans that account for appropriate accommodations for students with varying abilities (randomly assigned by the instructor)
- Assessment that is correlated to the stated instructional objectives
- Rationale for the selection of the technologies
- Reference list for any resources used during unit development.

*Sample Lesson Plans:*

Students are expected to submit the first two of their lessons for the unit for formative feedback and evaluation purposes. Between the two lessons, students should provide evidence of the effective and appropriate use of technology by both the teacher and the learners. The lesson plans should include evidence that the developers understand the ethical and effective uses of technology. Each plan should encompass at least one (1) of the technologies that you learned in this class as well as address the specific learning needs of your assigned students from the unit. Include the following components:

- Description of the Learning Environment (include setting and materials needed for the lesson)
- Relative Advantage of the technology chosen
- Instructional Objectives & Corresponding Assessments
- Integrated instructional strategies

*Double Entry Papers*

Students are expected to submit three reflective writing papers in double-entry format in lieu of formal examinations. The specifics of this format for writing will be communicated in class. Each paper will focus on different aspects of the assigned readings:

1. Paper #1 will focus on Chapters 1-3 & 9, 11,
2. Paper #2 will focus on Chapters 4-6 & 12-14
3. Paper #3 will focus on the Simpson Copyright book

**8. Assessment:**

The final grade for the course will be based on a ratio of the points earned by the students to the points offered during the semester.

		The following grading scale will be used:	
Instructional Unit	100 pts	90-100% (180 pts)	A
Double Entry Papers (3 @ 20 pts each)	60 pts	80-89.9% (160pts)	B
Sample Lessons (2 @ 20 pts each)	40 pts	70-70.9% (140 pts)	C
		60-69.9% (120 pts)	D
		Below 60% (<120 pts)	F
<hr/> Total:		200 pts	

Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two calendar days will not be accepted and will receive a grade of 0.

**9. Class Policy Statements:*****Special notes:***

- This will be a hybridly delivered course. As such there will not always be formal face-to-face meetings. However, if you happen to be in Auburn, and need to meet with me during a week when we are not scheduled to meet, I am available for meetings as our schedules will permit. There will be an increased expectation of participation and communication between each of you as collegial classmates, and with me as a part of online discussions. Participation is notoriously difficult to assess in online class sessions where there aren't "call-in" features, but I believe that with the tools available in Blackboard, I will be able to have a good idea as to your level of participation this semester. See the note below for specifics regarding the definition of participation for this class.
- Students who elect to work in the LRC on campus should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with

the instructor using *only* their official university (TigerMail) accounts or via the Blackboard email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

***Assignment Submission:***

1. Assignments are due by 4:00 pm on the date noted in the syllabus.
2. Due to the potential incompatibility of word processing and other software programs and formats, *absolutely no work* for the course will be accepted as an e-mail and/or as an e-mail attachment or on a disk, *unless specifically indicated differently* by the instructor. All graded work must be submitted in the format indicated in the assignment sheet for each assignment.

***Data Maintenance:***

- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Floppy disks, zip disks, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer- and team-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
- The instructor may request to see a student's disk and backup copies of electronic files at any time during the semester in order to assess progress.

***Attendance Policy***

- Since this is a hybridly course, absences should not be a problem. Since we have several “out of class” weeks, I do expect your attendance at ALL scheduled face to face meetings. Extensions for deadlines will only be made in cases where the illness or reason for the inability to complete the work would fall under the “excused” category of absences.
- “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Tiger Cub by the Academic Dishonesty Committee. Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

***Participation:***

Participation is important in our classes as most of you are teachers, administrators, library media specialists or professionals in other areas relating to the educational process. Seldom do I have to remind graduate students to engage

in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: “Tush time does not equal participation.” Basically, this means that in addition to *reading* the assigned articles/chapters & completing assigned projects each week, you must *contribute in a collegial manner* to the online learning community of EDMD 7210 in order to achieve ‘participation’ status. To this end, ***Participation in EDMD 7210 is defined as:***

1. Regular, collegial contribution to class discussions (formally assigned ones as well as informal ones that crop up as the semester progresses):
  - a. Providing assistance to classmates for “troubleshooting” purposes.
  - b. Treating classmates with respect and dignity both in the “whole group” setting of online discussions and in “individual” settings of email exchanges and any group work that may be assigned.
  - c. Continuing discussions in such a manner that encourages others to participate rather than discouraging them.
2. Attending to class activities in a professional manner:
  - a. Being prepared each week with materials and any handouts that you might need to complete class activities.
  - b. Completing assigned homework activities so that you are fully able to participate the next class discussion.
  - c. Giving guest speakers your full attention.
  - d. Cooperating with your team member(s) for team projects in a professional way.
  - e. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.

**This list is by no means exhaustive.** There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

***Evacuation Policy:*** (Note: This policy is included as a standard in all syllabi for my classes)

In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to immediately leave the building. This is to ensure the safety of all class members. In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 7010.

- **Haley Center Classrooms inside the LRC**
  - Once the class has left the building, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
  - Students should check in with the instructor so that their safety is noted.
  - Students should not leave the immediate area without notifying the instructor.
- **Building Re-entry**

- If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
- If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.

***Make-up quizzes and exams:***

- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub ([http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)).
- Arrangements to take a make-up quiz or an exam must be made in advance.
- Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

***Academic Misconduct:***

- All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
- Your instructor will provide specific direction within assignment sheets regarding specific actions that are permitted or not permitted relating to that assignment.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of dishonesty in any work will result in a grade of "Pending" (PE) for the class for all parties involved. The grade will be modified at the conclusion of any hearing that might take place and the communication of sanction, if necessary, from the Office of the Provost.
- See Tiger Cub Student Handbook [http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html) for more specific information.

***Computer Security:***

- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under ***no*** circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is



considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.

- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

***Accommodations:***

- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

*The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.*