Course Change Request

Indiana University

School of Education

1. School/Division: School of Education
2. Academic Subject Code: EDUC
3. Current Course Number: W200
4. Current Credit Hours: 1 or 3
5. Current Title: Using Computers in Education
6. Effective Semester/Year for changes listed below: Fall, 2007
7. Instructor: As Assigned

Lewandowski, Mooney, Spitzer

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: (must be cleared with University Registrar)

☐ 9. Current course title:
   Change to:
   Recommended abbreviation (optional): (Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: 3 or variable from: to
   Change to credit hours fixed at: or variable from: to

☐ 11. Current lecture contact hours fixed at: 3 or variable from: to
   Change to lecture contact hours fixed at: or variable from: to

☐ 12. Current non-lecture contact hours fixed at: or variable from: to
   Change to non-lecture contact hours fixed at: or variable from: to

☐ 13. Is this course currently graded with S-F (only) grades? Yes ☑ No ☑
   Change to S-F (only) grading? Yes ☑ No ☑

☐ 14. Does this course presently have variable title approval? Yes ☑ No ☑
   Is variable title approval being requested? Yes ☑ No ☑

☐ 15. Is this course being discontinued? For all campuses ☑ No ☑ or for this campus only ☑

☑ 16. Current course description: Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.

Change course description to (not to exceed 50 words): (P: CSCE_A106 or CLEP), Required of all students pursuing... (Same as above)

17. Justification for change: CSCE_A106 meets the IUSB general education requirement for computer literacy. W200 meets the campus gen ed requirement for computer literacy. This requires

18. Are the necessary reading materials currently available in the appropriate library?

19. A copy of every course change proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Department Chairman/Division Director
Date:

Dean of Graduate School (when required)
Date:

Approved by:

Dean
Date:

Chancellor/Vice-President
Date:

University Registrar
Date:

University Registrar Final Copy

Re-order B 81 02030 from Central Stores
Revised March, 1977
Course Syllabus

EDUC-W200 Using Computers in Education (3 cr.)
Sections: 3823, 3824, 3826

School of Education Mission Statement: Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public comprehensive university and through our service to schools we strive to make a positive difference in the community within and beyond north central Indiana.

Instructor: Dr. Bruce Spitzer
Phone: (574) 520-5074
Office: DW 2248
Office Hours: Monday: 2:00 – 4:00 PM
Wednesday: 11:00 AM – 12:30 PM
Thursday: 6:00 – 7:00 PM
All other times by appointment; please contact me with a convenient time.

E-mail: haspitzejiusb.edu
Web Site: http://w200.spitzertech.com

AIM Name: gradmanosu
Facebook Group: Spitzer's W200 Techies

COURSE DESCRIPTION
Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.

COURSE PREREQUISITES
Before taking EDUC-W 200, students must either:
Pass the CLEP Information Systems and Computer Application Exam with a score of 50 or better
OR
Pass CSCI-A106 Introduction to Computers or an equivalent course

In addition, students in Sections 3423, 3424, and 3426 must be Elementary Ed or Special Ed majors.

These are School of Education policies. If you have not met these requirements, you must withdraw from this course until the requirements have been met. Prerequisite checks are made; you will be withdrawn if you do not meet the prerequisites and will lose your right to any refund if refund deadlines have expired.

SECTION DESCRIPTION
This course is designed to provide students with the basic technology integration skills, pedagogical knowledge, and critical thinking required to appropriately utilize the power of computers and related technologies to enhance the elementary and/or special needs classroom teaching and learning. Major topics will include development of instructionally-oriented projects, integration of the computers (both Macs and PCs) into the school curriculum and teachers' professional practice.
REQUIRED COURSE TEXT and SUPPLIES

- **Full subscription to LiveText.** This is available via the IUSB bookstore or can be purchased online at www.livetext.com. This software is required by all courses within the School of Education and will serve as the mechanism for submitting student teaching lesson plans and a final portfolio. You must purchase the FULL VERSION. The temporary version which comes with some textbooks will not suffice.
- **One (1) External Storage Media:** I suggest a 128 Mb or 256 Mb USB jump drive. Students are required to bring the external storage device to each class and to perform a back-up of class files at the conclusion of each class session. **Do not purchase Jump Drives with U3 technology!**
- One 2” 3-ring binder with 8 divider tabs.
- A supplementary course CD-ROM set to be supplied by instructor at no cost to the student.

SPECIAL STATEMENTS:

**Commitment to Professionalism**
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://www.dse.indiana.edu/Code.

**Commitment to Diversity**
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms. One evidence of this is the work we do with assistive/adaptive technology and in creating a remediation/enrichment product for students.

**Commitment to Technology**
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. There are multiple evidences of technology use in W200, a course dedicated to the integration of technology in elementary school classrooms.

UNIVERSITY POLICIES and STATEMENTS

- **Electronic mail (email) is the official means of communication with students at Indiana University South Bend.** A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.
- **Email is also the official means of communication for this section of W200.** You must supply the instructor with a valid, working email address which you will check regularly to receive messages regarding the course. The email system in OneCourse will NOT be used. Messages sent via OneCourse will be ignored. Assistance in activating your IUSB email and/or establishing an alternate email address will be provided if needed.
- If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbddss/services.shtml
- **Accommodations For Religious Observances:** If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of the determination.
# W200 Course Objectives/Performance Tasks

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<thead>
<tr>
<th>After completing this course, students will be able to:</th>
<th>As demonstrated by:</th>
</tr>
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<tbody>
<tr>
<td>1. Identify relevant educational technology resources designed for use by both educators and students.</td>
<td>• Website Evaluation for Project #2</td>
</tr>
<tr>
<td>IUSB Standards: IUSB-EC 4.1; 6.5 IUSB-MC 5.4; 6.5</td>
<td></td>
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</tbody>
</table>
| 2. Develop standards-based, age-appropriate classroom activities which utilize Internet-based resources. | • Project #1: iMovie Digital Photo Montage  
• Project #2: Integrating the Internet into Elementary Classrooms  
• Project #3: Developing Student Reviews/Remediation |
| IUSB Standards: IUSB-EC 4.1; 4.3; 4.4; 6.5 IUSB-MC 4.4; 4.5; 5.4; 6.5 | |
| 3. Manipulate common software applications (MS Excel, PowerPoint, Access, FrontPage, etc.) to promote both student engagement and professional preparation and collaboration. | • Project #1: iMovie Digital Photo Montage  
• Project #2: Integrating the Internet into Elementary Classrooms  
• Project #3: Developing Student Reviews / Remediation  
• Concept Maps  
• Project #4: Designing an Information/Communication Web Site  
• Project #5: MS Word/MS Excel Document Merge  
• Project #6: Classroom Newsletter  
• Utilization of LiveText |
| IUSB Standards: IUSB-EC 6.2; 6.5 IUSB-MC 4.5; 5.4; 6.2; 6.5 | |
| 4. Evaluate technology-based educational resources in terms of instructional design, authenticity, and overall educational value. | • Software Evaluation  
• Website Evaluation |
| IUSB Standards: IUSB-EC 6.5 IUSB-MC 4.5; 6.5 | |
| 5. Utilize and incorporate conceptual mapping software within classroom activities as a means to promote critical thinking and collaborative learning. | • Concept Maps  
• Project #4: Designing an Information/Communication Web Site |
| IUSB Standards: IUSB-EC 4.3; 4.4; 6.2; 6.5 IUSB-MC 4.4; 4.5; 5.2; 6.5 | |
| 6. Create web-based instructional resources which incorporate academic standards and address the needs of a variety of learners. | • Project #1: iMovie Digital Photo Montage  
• Project #2: Integrating the Internet into Elementary Classrooms  
• Project #3: Developing Student Reviews / Remediation  
• Concept Maps  
• Project #4: Designing an Information/Communication Web Site |
| IUSB Standards: IUSB-EC 3.1; 4.1; 4.3; 4.4; 6.2; 6.5 IUSB-MC 3.1; 3.3; 4.3; 5.4; 6.2; 6.5 | |
| 7. Utilize hypermedia to develop technology-based lessons which provide students both audio and visual methods of instruction. | • Project #1: iMovie Digital Photo Montage  
• Project #2: Integrating the Internet into Elementary Classrooms  
• Project #3: Developing Student Reviews / Remediation  
• Project #4: Designing an Information/Communication Web Site |
| IUSB Standards: IUSB-EC 3.1; 4.1; 4.3; 6.2; 6.5 IUSB-MC 3.1; 4.5; 6.2; 6.5 | |
| 8. Incorporate the use of interdisciplinary themes in the development of technology-based activities. | • Project #1: iMovie Digital Photo Montage  
• Project #2: Integrating the Internet into Elementary Classrooms  
• Project #3: Developing Student Reviews / Remediation |
| IUSB Standards: IUSB-EC 1.3; 3.1; 4.4 IUSB-MC 1.3; 3.1 | • Assistive Technology Case Studies |
| 9. Identify assistive technology resources available via multiple operating systems and software applications. | |
| IUSB Standards: IUSB-EC 2.2; 3.1; 5.4 IUSB-MC 3.1; 3.3; 5.5 | • Rubric Development Activity |
| 10. Develop performance-based assessment tools that are age-appropriate and aligned to standards. | |
| IUSB Standards: IUSB-EC 8.1 IUSB-MC 8.3 | • Copyright Tutorial  
• Assistive Technology Case Studies |
<p>| 11. Identify issues that encompass technology integration including legal responsibilities, ethical guidelines, and current advances in the field. | |
| IUSB Standards: IUSB-EC 9.1; 9.4 IUSB-MC 9.2 | |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>Integrated Thematic Projects</td>
<td></td>
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<tr>
<td>Project #1: iMovie Digital Photo Montage</td>
<td>Creation of a digital photo montage aligned to standards using multimedia software which includes the use graphics, audio, and video components.</td>
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<tr>
<td>Project #2: Integrating the Internet into Elem. Classrooms</td>
<td>Development of an age-appropriate, Internet-based, student-centered, standards-aligned learning task.</td>
</tr>
<tr>
<td>Project #3: Student Reviews/ Remediation</td>
<td>Development of an activity using software to serve as a remediation or reviewing tool for use with students. The activity will be aligned directly to academic standards.</td>
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<td>Project #4: Designing an Information/Communication Web Site</td>
<td>Creation of a information/communication web site that can be accessed by students and parents.</td>
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<tr>
<td>Project #5: Word Processor/ Spreadsheet Merge Activity</td>
<td>Development of a form letter to parents which merges to data contained in a spreadsheet.</td>
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<tr>
<td>Project #6: Classroom Newsletter</td>
<td>Creation of a classroom newsletter intended to be sent to parents highlighting classroom activities and other articles of interest to parents.</td>
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<tr>
<td>Concept Maps</td>
<td>Use of concept-mapping software to create plan and describe contents of informational/communication web site.</td>
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<tr>
<td>Utilization of LiveText</td>
<td>LiveText will be used for the development of lesson plans and a W200 project portfolio.</td>
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<tr>
<td>Website Evaluation</td>
<td>This activity provides students with an opportunity to utilize rubrics to evaluate websites in terms of quality, bias, and age-appropriateness.</td>
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<tr>
<td>Assistive Technology Studies</td>
<td>These activities provides students with an opportunity to develop strategies for meeting the technological needs of all learners.</td>
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<tr>
<td>Rubric Development Activity</td>
<td>This activity provides students with an opportunity to create and analyze rubrics via common web-based resources.</td>
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<tr>
<td>Copyright Discussion</td>
<td>This discussion provides students with an opportunity to develop an awareness and understanding of copyright laws and their role in technology integration.</td>
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<tr>
<td>Quizzes</td>
<td>5 in-class quizzes are given over 5 separate out-of-class readings. Students should read assigned articles carefully and prepare for objective question quizzes over assigned readings. Quizzes are “timed” and all students allotted the same amount of time to complete the quizzes. Quizzes are not “open book” nor “open notes.”</td>
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<tr>
<td>Miscellaneous In-class and Out-of-Class Work</td>
<td>Several assignments will be completed in class along with several assignments to be completed outside of class. Students may elect to complete out-of-class assignments on their home computers or make use of computer laboratory facilities at IUSB.</td>
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STUDENT EVALUATION

Students must attain a grade of C (a grade of C- is not acceptable) or better in all required education courses. W200 is a required education course. For W200, this means you must earn at least 248 of the 500 points and have no more than one absence.

The following grade scale will be used and is programmed into Oncourse:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>488-500</td>
</tr>
<tr>
<td>A</td>
<td>468-487</td>
</tr>
<tr>
<td>A-</td>
<td>448-467</td>
</tr>
<tr>
<td>B+</td>
<td>438-447</td>
</tr>
<tr>
<td>B</td>
<td>418-437</td>
</tr>
<tr>
<td>B-</td>
<td>398-417</td>
</tr>
<tr>
<td>C+</td>
<td>388-397</td>
</tr>
<tr>
<td>C</td>
<td>368-387</td>
</tr>
<tr>
<td>C-</td>
<td>348-367</td>
</tr>
<tr>
<td>D+</td>
<td>338-347</td>
</tr>
<tr>
<td>D</td>
<td>318-337</td>
</tr>
<tr>
<td>D-</td>
<td>298-317</td>
</tr>
<tr>
<td>F</td>
<td>0 - 297</td>
</tr>
</tbody>
</table>

Project Guidelines:

- Failure to satisfactorily complete all major course projects precludes a satisfactory grade in the course. In other words, no matter what your grade at the conclusion of the course, if you did not satisfactorily complete the major projects, you will receive a failing grade.
- All work is due at the beginning of class unless otherwise noted. Do not come to class expecting time to complete a project on the day it is due.
- Course projects must be posted/attached to the appropriate project spot in LiveText. Failure to post projects to LiveText and respond to the reflection questions there by the due date constitutes late work.
- Late Work – 50% of the assignment value will be deducted for late work for any reason. No work will be accepted after the next class period following a due date.
- Mastery Rework – Assignments can be reworked for a maximum of 50% of the originally deducted points. For example, if you missed 10 points on an assignment—the most you could earn back would be 5 points. If you choose to rework a project/competency, you MUST consult with your instructor prior to doing so in order to identify the specific modifications which are needed. Rework is due 1 week after the return of project grades to students. No rework is allowed on late work.

Attendance:

Past experience has proven that attendance is the only reason a student has failed W200 as taught by Dr. Spitzer! Students who attend class regularly generally do not receive an “F” for the course.

Your involvement in computing sessions, discussions and interactive activities, your intellectual contributions, and the examples you share with the class are important components in the creation of an interesting and effective learning environment. To reinforce that importance, the following attendance policy is in effect:

- One (1) absence is allowed per semester. Please use that absence judiciously.
- At semester's end, ten percentage points will be deducted from your final grade for each additional absence beyond the one allowed. This reduction will not be registered via the Oncourse grade book, but will be reflected via your official course transcript.
- Failure to attend at least 12 class sessions will result in an automatic grade of F regardless of the student's final grade in the course. We meet only 15 times each semester and only once weekly. It is vital to your success in the course that you plan now to attend all class sessions.
- A number of points are earned via in-class activities. In-class activities cannot be made up. If you are not present (for whatever reason), you will not earn the points.
- Excessive absences (3 or more) and/or late arrivals (3 or more) warrant an IU South Bend School of Education Letter of Concern.

If you miss, you are responsible for listening to the class follow-up podcast from the instructor and/or contacting fellow class members for information. Time constraints and fairness to other students preclude repetition of instruction for those who missed class. I will, of course, be happy to answer any questions about the content or methods during office hours.
HANDOUTS/PRINTING

Due to extensive budgetary restraints being experienced across the university, faculty have been asked to their part in helping cut expenses. It is a sad fact of life that fiscal resources are often limited in educational institutions (both K-12 and post-secondary).

In order to do my part, I am no longer providing handouts to students. In the past, I have photocopied each and every handout that students needed in W200. There are approximately 250 pages of handouts per student each semester. In a normal semester, I teach 2 20-student sections (40 students total), and we are charged $.05 per copy. Do the math and the School of Education has been incurring a photocopy bill of $500 per semester. 10,000 copies!

On the other hand, each semester students are charged a “technology” fee on a per-credit-hour basis. The purpose of this fee is to fund the supply of paper, toner, printers, and computers in student-access labs on both the South Bend and Elkhart campuses. None of that money is allocated to the schools to fund what is becoming and increasingly large photocopy bill.

It's time you start making good use of your money.

After the first class session, it will be your responsibility to visit the course website and print the handouts for future classes.

- Handouts are already posted to http://w200.spitzertech.com/handouts.htm.
- You will be expected to print handouts before coming to Greenlawn 132 for class. Printing in Greenlawn 132 prior to class will only cause much confusion and mayhem trying to sort out printed items as there are only 2 printers in the lab.
- You may print all handouts posted. I don’t anticipate changes in handouts now posted.
- Please note handouts labeled “optional”. Generally, these are really big handouts that you might want, but will not necessarily need in class.
- Do not print at home. OK, you can, but you’re wasting (really wasting) your money. You’ve paid the tech fee for use of the campus labs; use it!
- Each handout will be marked as to its location in your course binder so you can place it properly.

Of course, if I create something new and post it without ample time for printing, I will provide photocopies.

The environmentalist in me also asks that you try your best to print on both sides of the paper. Labs in Wieckamp and Northside are equipped with printers that will do so automatically. You, too, can do your part to use less paper and save costs.

A demonstration of printing processes will be provided in class.

In short, here’s the scoop:

1. All handouts for W200 are posted online.

2. You need to make time before class to visit the online site and print each handout for class.

3. Bring each week’s handouts to class in your binder.
MISCELLANEOUS:

Cell Phones:
Cell phones are disruptive. Turn them off when you arrive at class. If you believe a call is so important as to leave class, you may consider yourself excused for the remainder of the class, and I shall consider you absent for the class.

Class Schedule:
The class schedule is tentative and may be adjusted to accommodate our pace, speakers' schedules and/or the availability of visual materials used in the classroom.

Class Start Time:
I make every effort to begin class on time. Please make every effort to be in the lab, logged in, and ready to begin at that time. Remember that it takes approximately 2 minutes to log-in (some days more; some days less); please plan accordingly.

Computer Skills and Practice
Like any other skill set, computer skills require practice. You must plan to practice the computer skills you learn. In addition, students should keep handy a pencil or pen in order to take notes. One sure way to frustrate the professor is to rely on him to be your memory.

Dress Code:
While I do not have a specific dress code, it is important the future teachers begin to think about professional dress. Please keep this in mind as prepare to come to class.

Food and Drink in the Lab:
I am not opposed to covered drinks during class; however, food is disruptive and often problematic.

Off Task Work
In the future, you will find yourself in the position of leading a group of students in classroom. Undoubtedly, you'll find students "off task" one of the more frustrating situations in your classroom. W200 class time is not the place to
- finish or augment W200 assignments unless specifically directed to do so;
- complete other course work;
- play games (online or offline);
- update/communicate via MySpace, FaceBook, Friendster, or other social networking site;

Plagiarism:
ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Never, ever attempt to pass off someone else's work as your own. If you are even slightly unsure of what constitutes plagiarism, I strongly suggest you take the plagiarism tutorial located at http://www.indiana.edu/~istd/. Ignorance of what constitutes plagiarism and/or poor documentation and citation of sources are absolutely not considered valid defenses to a charge of plagiarism. Students guilty of plagiarism and other academic misconduct will be subject to an IUSB School of Education Letter of Concern, referral to the IUSB Office of Academic Affairs, and automatic failure of this course.

OTHER NOTES: