

CIME 4116 Integrating Technology in the Middle Grades II

CIME 4116 is a required course for the IDS Education Major

College of Education

Department of Curriculum and Instruction

Spring 2018

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Office Hours:

Monday at TEC	9:30 am – 1:00 pm,	Please e-mail to schedule
Thursday at TEC	9:30 am - 1:00 pm	Please e-mail
Tuesday Wednesday	At TWC upon request or Skype (andrey.koptelov1)	Please e-mail in advance

These times may vary due to scheduling of field observation, it is best to make an appointment.

Day and time the class meets: Monday-Friday 1:00 pm - 2:50 pm. Online after companion courses time period.

Location of class: The Woodlands Center, room 341 according to the Student Teaching Schedule/Online.

Text/Readings: Online readings from digital materials, books and professional journals will be assigned.

Course Description: The purpose of CIME 4116 is to plan, develop, deliver, assess, and evaluate instruction for diverse learners in a public school, incorporating the effective integrating of technology at each level of the instructional cycle. In addition, this course incorporates the implementation of appropriate media for communication with and among colleagues, mentors, and students.

IDEA Objective(s): In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Learn to apply and *integrate* technology in the instructional process (to improve thinking, problem solving, and decision making, to motivate student's creativity)

Important:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Acquiring skills in working with others as a member of a team.

Textbook: *No Textbook required.

Course Format:

The format of the class includes lecture, activities in the computer lab, Blackboard activities, small group discussions, whole class discussion, on-line discussions/assignments, and field experience. Grades consist of professor assessment of written reports, class and online participation, webpage preparation/maintenance, appropriate implementation of technology into instruction, contribution of technology skills in a community setting, designing appropriate assessment tools, and evaluation of computational spreadsheets.

The school district administrators and SHSU faculty work together in identifying, coordinating and designing rich school-based experiences for the SHSU teacher candidates. Campus sites are selected based-on a record of excellence and willingness to partner with SHSU in this endeavor. SHSU and the partner schools seek to provide opportunities for teacher candidates to work with diverse populations. Each teacher candidate is assigned to a mentor teacher based on area of specialization.

Course Content (Brief Overview):

- Use of various forms of technology in instruction and learning
- Instructional design and the role of technology
- Review and critique of educational applications for smartphones and handheld devices
- Independently or as a group member identify and select appropriate strategies, technology tools and materials for more meaningful learning
- Develop instructional materials for students and with the students, that are focused on the content area
- Understand and analyze current and future issues in instructional technology
- Delivering technology based lessons according to the essential principals of the instructional design in a classroom setting

Course Requirements:**1) Professional Participation (Field Based)**

It is expected that teacher candidates be active, enthusiastic, and collegial participants in face-to-face and online activities during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

2) Assignments**A. Integrating Technology Tools/Apps based on Bloom's Taxonomy and Vygotsky's ZPD.**

The teacher candidate will be expected to utilize a variety of technology tools and applications during the field experience placements. Teacher candidates have to analyze amount of tools and applications. A reflection over using the tools and applications based on the principals of instructional design will be submitted for this assignment.

B. Skype Professional Learning Network

The teacher candidate will build a Professional Learning Community and collaborate with their peers and instructor via Skype or other online platform for collaboration

C. Class Website (Field Based)

The teacher candidate will develop and maintain a class website, appropriate to what the teacher candidate is teaching in the classroom. The website will be employed to enhancing instructional delivery, strengthen parental involvement in student's education, and/or promote communication with and among colleagues, mentors, and/or students.

D. Developing Instructional Materials (Field Based)

The teacher candidate will develop and evaluate technology based instructional on-line and off-line materials that can be used for each level of the instructional cycle in a way that will lead to more effective and more efficient student learning.

E. Lesson Development/ Implementation and Technology Based Assessment(Field Based)

The teacher candidate will plan, develop, deliver, assess, and evaluate instructional materials with advanced use of technology tools or applications and compare it to traditional lesson based on analysis of students learning. Developing and implementing technology based assessment tools e.g. Nearpod, Plickers etc.

F. Constructing Student Survey (Field Based) Optional

This assignment provides the opportunity to develop a survey for students and analyze data accumulated regarding student technology implementation. The teacher candidate can use Google Forms. With approval by the Office of Research and Sponsored Programs data can be collected and analyzed.

G. Analysis of Student Learning (Field Based) Optional

This assignment provides the opportunity to analyze data accumulated regarding student performance related to learning objectives. The teacher candidate will use various forms of data such as results of pre-assessments, formative assessments, post-assessments, and graphic representations in this analysis. Data can be analyzed on three levels: whole class, subgroups, and individual students.

Dispositions

In addition to the requirements for this course, in order to be eligible to register for graduation from your program, you must demonstrate the dispositions listed for the "Competent Competence" level.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Disabled Student Policy #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if*

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

the DDP is administered during your course).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

<i>Course Objectives</i>	<i>Activities</i>	<i>Performance Assessment</i>	<i>Conceptual Framework SHSU COE</i>	<i>Standards</i>			
				<i>SBEC</i>	<i>ISTE</i>	<i>NMSA</i>	<i>ACEI</i>
				Technology Applications Standards			
Demonstrate the knowledge and proper application of technology-related terms and concepts	Complete classroom activities appropriately incorporating terms and concepts	Skype/Zoom professional learning network; Technology integrated lesson plans; Analysis of student learning Use of technology tools and applications	CF1, CF2, CF5	1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s	3	3.5k, 3.9p, 4.4k, 4.5p, 5.7k, 7.10k	2a
Meaningful application of data input strategies	Review & critique of various software, and hardware for integrating technology; Analysis of Student Learning	Technology integrated lesson plans; Software and hardware evaluation; Analysis of student learning Technology tools/apps evaluation and implementation	CF2, CF5	1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s	5	3.5k, 3.8k, 5.9p, 7.9k	2a, 3e
Develop a working knowledge of the ethical practices in making informed decisions regarding current technologies and their applications	Discuss and present conclusions. Develop technology integrated lessons. Develop student survey.	Technology integrated lesson plans; Online interactive activities development; Educational website development; Technology based educational activities development	CF1, CF2	1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s	4	2.2p, 3.5k, 3.9p, 5.6k, 5.6p, 7.9k, 7.10k	2a, 3e
Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and evaluate a variety of digital information	Hands-On technology based activity; Discuss and present conclusions. Develop technology integrated lessons. Develop, implement and maintain class website.	Student response applications analyses. Professional learning network; Developing interactive online and offline activities and educational website	CF1, CF2, CF5	2.2k, 2.3k, 2.3s, 2.8s	3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 3e

		of Student Learning					
Apply search and research strategies in the efficient acquisition, analysis, and evaluation of electronic information	Hands-On Computer and mobile devices activities; Search, review & critique of various applications, software, and hardware for integrating technology in educational process. Discuss and present conclusions	Skype professional learning network; Technology integrated lesson plans; Class website development and maintaining; Analysis of student learning; Technology tools and applications analyses and developing.	CF2, CF5	2.1k, 2.1s, 2.2s	4, 5	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e
Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating electronic information	Hands-On computer lab activity; Developing instructional materials and students activities. Discuss and present conclusions	Technology Integrated lesson plans; Class website; Analysis of student learning; Tech tools/apps. Student response systems. Technology tools for assessment. Student survey.	CF2, CF5	2.3s, 2.4s, 2.5s, 2.6s, 2.7s	4, 5	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e
Utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations.	Student projects for Classroom; Discuss and present conclusions; Use of various production software, hardware, Web 2.0 tools and applications for mobile devices	Zoom/Skype, Professional learning network; Technology integrated lesson plans; Analysis of student learning Technology based materials development	CF1, CF2	3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	2.2p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Create and Modify solutions that support the work of individuals and groups in problem-solving situations.	Hands-on technology based activities; Student projects for classroom; Discuss and present conclusions; Use of various educational software and applications for different mobile devices	Technology integrated lesson plans Interdisciplinary materials and handouts development; Class website; Educational game development; Application development; Analysis of student learning	CF1, CF2, CF5	3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Evaluate the results of using task-appropriate tools to support work in problem-solving situations.	Student assignments using various software and hardware; Hands-on computer lab activities; Use of various production software and variety of applications	Technology integrated lesson plans; Analysis of student learning; Software and educational web resources evaluation.	CF1, CF2, CF4, CF5	3.3k, 3.14s, 3.15s, 3.16s, 3.17s	2	1.2k, 1.3k, 1.4p, 1.5p, 2.1p, 3.10k, 7.10k	2a, 2i
Demonstrate communication of information in different formats and for diverse audiences	Use of various software and hardware; Hands-on technology based activities development and implementation	Zoom/Skype Professional learning network; Technology integrated lesson plans; Educational website; Analysis of student learning	CF1, CF3, CF5	4.1k, 4.2k, 4.3k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s	5	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 6.4k, 6.1p, 7.10k	2a, 2i, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
Plan and Organize instruction for students that incorporates effective use of current technology for teaching and learning	Plan for delivery of instruction and assessing students knowledge	Development technology integrated lesson; Educational website; Analysis of student learning; Technology tools and applications for instruction and assessment;	CF1, CF2, CF5	5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s	2,	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d

Deliver and Evaluate instruction for students that incorporates effective use of current technology for teaching and learning	Review of software; Developing technology based educational activities; Student demonstrations and presentations.	Technology integrated lesson plans; Analysis of student learning; Educational materials development; Technology tools and applications evaluation and implementation.	CF1, CF2, CF5	5.7k, 5.3s, 5.4s, 5.10s, 5.11s, 5.12s, 5.13s, 5.14s, 5.15s, 5.16s, 5.18s	2, 3	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.10k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 2i, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
				PPR Standards			
Design instruction for all students that reflects relevant content and appropriate assessment	Planning technology based lessons related to TEKS objectives	Technology integrated lesson plans; Handouts and worksheets development; Analysis of student learning; Implementation of appropriate technology tools and applications.	CF1, CF4, CF5	1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24,	2	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.9p, 5.6k, 5.7k, 5.1p, 5.6p, 6.2k, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
Create classroom environment of respect and rapport, fostering positive climate	Designing lessons with use of technology;	Technology integrated lesson plans; Class website; Analysis of student learning; Constructing student survey (optional)	CF1, CF5	2.10k	2	5.6p, 6.4k, 6.1p, 7.1p	1
Create instruction that makes use of effective communication techniques, engaging instructional strategies, and efficient feedback and assessment	Designing technology based lessons. Designing and facilitating student projects for classroom and homework activities	Technology integrated lesson plans; Educational website; Analysis of student learning; Online and offline interactive activities for instruction	CF3, CF4, CF5	3.7k	2,3	1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 2i, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d

NCATE Accreditation: The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Standards Cited (Follow links below for Standards related specifically to this course):

Association for Childhood Education International (ACEI)

[Elementary Education Standards](#)

National Middle School Association (NMSA)

[Performance-Based Standards for Initial Middle Level Teacher Preparation](#)

International Society for Technology in Education (ISTE)

[National Education Technology Standards \(NETS-T\)](#)

Texas State Board of Educator Certification (SBEC)

[Technology Applications Standards for All Beginning Teachers](#)
[Pedagogy and Professional Responsibilities \(PPR\) \(4-8\) Standards](#)
[Texas Examinations of Educator Standards \(TExES\) PPR 4-8 Test Framework](#)

Although all assignments in CIEE 4116 address a variety of the aforementioned [PPR Competencies](#), the four Competencies specifically addressed in CIEE 4116 are as follows:

<i>Competency</i>	<i>Assignments</i>
3. The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.	Technology Integrated Lesson Plans. Handouts for Students and Parents Development;
7. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.	Technology Integrated Lesson Plans Class Website Analysis of Student Learning. Constructing Student Survey
9. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.	Technology Integrated Lesson Plans. Analyses and implementation technology tools and applications for smartphone and handheld devices. Analysis of Student Learning
10. The teacher monitors student performance and achievement ; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students.	Technology Integrated Lesson Plans. Constructing Student Surveys. Analysis of Student Learning
13. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.	Copyright & Fair Use policy implementing. Using TEKS for instruction.

Course Evaluation:

Assignment	Points
Creating Updated Personal Wiki Homepage	50
Together with your students develop interactive instructional materials and technology projects focused on your content area based on the essential elements of instructional design and important digital skills for teachers and students.	200
Reflection and students work evaluation on designing and developing interactive instructional materials and technology projects	100
Educational Website Design and Development	150
<i>Optional research projects and technology based materials design and development that can substitute other assignment(s) (discuss it with your professor first)</i>	
Professionalism during the course	50
Total:	550

Professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Electronically submitted assignments will be considered “on time” **if submitted by midnight on the due date**, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Late assignments will receive a 10% deduction in points for each day late. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed in order to pass this course.

Letter Grades

Grade Policy

500 +	:	A	
450-499	:	B	
399-449	:	C	
Below 399	:	D	A grade of D or below will result in the candidate taking the course again.

*A grade in any student teaching course of “D” or lower will result in the candidate repeating the course before they are eligible for graduation.

Expectations:

Time Requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Attendance

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate’s file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in EED 467 for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

It is the student’s responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student’s responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

Tardies

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

This course is a 1 hour credit course, which is 15 clock hours. The class format will be 8 hours face to face and 7 hours of online and/or face to face during the course of the semester. Therefore, regular and punctual attendance is required! Your course grade may be lowered one letter grade for each absence.

Final Grades

To receive your final grade for this course: **All assignments must be completed in order to pass this course.**

Professionalism

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

Student Interaction Policy

- Do NOT Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
 - Do NOT text, e-mail, or access student My Space or Facebook pages.
 - Do NOT call students on their cell phones or home phones.
 - Do NOT give students rides or socialize with them or their families.
 - Contact with students outside of school is prohibited.

Additional Information:

Please visit the following website (<http://www.shsu.edu/syllabus/>) for additional [Sam Houston State University syllabus information](#) regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Academic Dishonesty Policy**1. GENERAL**

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection

5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

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Additional resources will be provided during the semester.