

Independent Study Course Syllabus

Course Number: TEC 960
Course Title: Internet: Classroom on Wire

X Online Distance Learning

Instructor: Linda Jacobsen Phone and Fax number: 559-434-1142 Cell number: 559-907-2494 Email: kljacobsen@sbcglobal.net Mailing Address: 1510 E. Fox Glen, Fresno, CA 93730	Units: 3 Grade Level: K-12
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Course Description

Classroom on Wire was designed for any teacher, technology coordinator, principal or librarian, who wants to explore the Internet. Participants will use the skills they have learned to navigate on the Internet and put them to practical use. The focus will be for participants to develop lessons and units using the Internet that they will be able to use in their own classroom lesson plans. In this course, participants will be using the Internet to complete the assignments. They will send the instructor their assignments via the Internet. In this course, participants will address the National standards by showing they are committed to their students and their learning. These teachers show they want to learn more and pass on what they have learned to their students. Through taking this course the participant will show that they can think systematically about their practice and learn from experiences. These educators are showing they are members of learning communities and know the subjects they teach and know how to teach these subjects to their students. Through this hands-on project based course, participants will be challenged to rethink their workflow and the way students search the Internet. This is a course is for all grade levels and subject areas.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Number and Title: TEC 960 Internet: Classroom on Wire
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Primary Learning Outcomes

Students will develop Internet skills

More specifically they will be able to:

1. Demonstrate their ability to be able to navigate on the Internet and find various Internet sites provided for them in the course booklet. (III, V)
2. Expand their understanding of how to use the Internet in their classroom by exploring and reporting on how they use the Internet to support student-centered standards-based units of study. (III, V)
3. Demonstrate their ability to integrate the Internet into their curriculum by creating, conducting, and reporting on student-centered web sites that addresses national, state, local and ISTE NETS student standards. (I, II)
4. Demonstrate their understanding of the logistical and social needs of their students when using the Internet through their lesson plan(s). (I, II, III, IV)
5. Identify sites that are good sites to support the curriculum in their classroom. (IV, V)

The NBPTS Standards also draw from standards for teacher preparation, licensing and curriculum developed by various disciplinary organizations (E.G., the National Council of Teachers of Mathematics and the American Association for the Advancement of Science), state departments of education and other education organizations and institutions. The committees of educators who write the NBPTS Standards interact regularly with these organizations, inviting their input, advice, and commentary.

Also applied are the National Professional Teaching Standards found at <http://www.nbpts.org>.

Teachers are committed to students and their learning.

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers are responsible for managing and monitoring student learning.

Teachers think systematically about their practice and learn from experiences.

Teachers are members of learning communities.

National Standards

The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards (NETS) for teachers. Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

- I. Facilitate and Inspire Student Learning and Creativity
- II. Design and Develop Digital-Age Learning Experiences and Assessments
- III. Model Digital-Age Work and Learning
- IV. Promote and Model Digital Citizenship and Responsibility
- V. Engage in Professional Growth and Leadership

Course Number and Title: TEC 960 Internet: Classroom on Wire

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One of the course projects ask participants to identify specific national, state or district standards for their curriculum that will be applied to the lessons presented. This project also includes identifying ISTE NETS Student Standards:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Students apply digital tools to gather, evaluate, and use information.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

Course Materials

The instructor created course packet is sent out to each student. This packet explains how to use the Internet and what the course requirements are. *Internet for Teachers*, by Bard Williams is the course textbook. Students are expected to buy this book and to thoroughly read it. They will be asked to list 10 things they learned from, *Internet for Teachers*. The Internet will also be a major resource for this course.

Course Requirements

To receive credit for this course students must earn a grade of “A” or “B”.

(Total of 6)

1. After reflecting on the course textbook, the student will use their critical thinking skills to create a document listing 10 important things they learned from the course text book about and tell how these things support their standards. Further, they will reflect on how they can use that information in their own classroom, giving at least one use for each item. (35 points)
2. Using the Internet as a research tool, the student will locate 15 web resource sites that support their curriculum or communication with other professionals using the Internet. Then they will identify how each site supports their curriculum. This document will be sent to the course instructor via email. (35 points)
3. The participant will tell how the lesson in assignment 2 supports specific student standards at their national, state, and/or local levels along with standards addressed in the ISTE NETS Standards for Students. The teacher will then reflect on how they feel the Internet helped their students learn the objective of their lesson. They will include information on: Were your students directly involved in the lesson. Did the Internet enhance what they learned? Do you feel it helped your students achieve your overall objective or not? Assignments will be sent via the Internet .(20 points)
4. The participant will so the evaluation for this course. (5points)

Course Number and Title: TEC 960 Internet: Classroom on Wire

Instructor: Linda Jacobsen

Date of Revision 2/4/17

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5. The participant will do a reflective summary of the course. (5 points)

Schedule of Topics and Assignments

1. The course instructor will observe evidence of understanding of course objectives as demonstrated by sending the 10 items they learned from the course text book.
2. The student will demonstrate their understanding of how important it is to have everything they teach address their state content standards by listing the specific standard(s) that goes with the activity. Participants will also need to include how they might be able to use the strategy, techniques, or course content in their curriculum in the future.
3. The student will demonstrate their understanding of appropriate hands-on methods of teaching through their Internet sites they will take their students to.
4. Using the Internet as a research tool the student will locate 15 web sites to support their curriculum. \
5. The course instructor will observe evidence of understanding of course objectives as demonstrated by sending the standard(s) of each Internet site they research.

References

<http://www.wmich.edu/teachenglish/subpages/technology/classwebsite.htm>

<http://www.wmtps.org/techini/bestsite/bestsite.html>

<http://eduscapes.com/tap/topic60.htm>

<http://www.ezclasssites.com/>

<http://www.sitesforteachers.com/>

<http://www.classjump.com/>

<http://www.internet4classrooms.com/teacher.htm>

<http://www.wmtps.org/techini/bestsite/bestsite.html>

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/internet/exploring_the_internet.cfm

<http://exploringtheinternet.com/>

<http://www.amazon.com/Exploring-Internet-Travelogue-Carl-Malamud/dp/0132968983>

Grading Policies and Rubrics

The final grade is based on points accumulated from the six course projects as follows:

90-100 points (90-100%) = letter grade A

80-89 points (75-89%) = letter grade B

To earn a grade of “Credit” a minimum of 80 points (80%) must be earned. Course work falling short of 80 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted.

Course Number and Title: TEC 960 Internet: Classroom on Wire

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See the grading rubric.

The course projects are to be submitted either via e-mail. If the files get too big then the student may burn their work to a CD and mail it via the US mail. Work that is not digital may be mailed. Keep a copy of your coursework in the event something gets lost in the mail. If you would like your mailed assignments returned, include a stamped, self-addressed envelope for this purpose.

Assignments	No Credit	To Earn a B or credit	To earn an A
<p>Read the <i>Text book, Internet for Teachers, by Bard Williams</i></p> <p>35 points possible</p> <p>_____ earned points</p>	<p>Student completed less than 80% of the first assignment as described in the course syllabus. Assignment was not completed in a clear and organized format listed less than 8 things they learned from the textbook.</p>	<p>Student completed 80% of the first assignment as described in the course syllabus. Assignment was completed in a clear and organized format and listed 8 things they learned from the textbook.</p>	<p>Student completed 100% of the first assignment as described in the course syllabus. Assignment was completed in a clear and organized format and listed 10 things they learned from the textbook.</p>
<p>Exploration of web sites</p> <p>35 points possible</p> <p>_____ earned points</p>	<p>Student completed less than 80% of the second assignment as described in the course syllabus. Assignment was not completed in a clear and organized format and/or not emailed to the instructor.</p>	<p>Student completed 80% of the second assignment as described in the course syllabus. Assignment was completed in a clear and organized format and emailed to the instructor.</p>	<p>Student completed 100% of the second assignment as described in the course syllabus. Assignment was completed in a clear and organized format and emailed to the instructor.</p>
<p>How does the web site support standards</p>	<p>Student did not complete this assignment. Documents demonstrated only</p>	<p>Student completed 80% of listing the standard for the websites with listing the standard that</p>	<p>Student completed all the web sites with listing the standard that supports that standard.</p>

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20 points possible ____ earned points	minimal competency.	supports that standard.	
Evaluation of the course. 5 points possible ____ earned points	Students submitted the course evaluation.	Students submitted the course evaluation.	Students submitted the course evaluation.
Student: _____ Total Earned Points _____ Final Grade B/credit = 80-89 points A = 90-100 points		Enrollment Date: _____ Due Date: _____ Course Assignments Received Date: _____	Instructor Comments

Course Number and Title: TEC 960 Internet: Classroom on Wire

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Instructor/Student Contact

A minimum of six contacts between the instructor and student are required as part of the course assignments. Teacher will respond within 48 hours of the student's email. These contacts will be designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contact will be via email. These contacts will take place after each assignment at the very minimum. Specifically,

1. After assignment 1, sending in their biography.
2. After, assignment 2 – what did you learn from the text book
3. After, assignment 3 – exploring web sites
4. After, assignment 4 – how the web sites support your standards
5. After, assignment 5 –your evaluation
6. After, assignment 6 –your reflection

Student's emails are welcomed by the teacher at any time with questions, comments or concerns about the class.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
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CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.