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**Independent Study Online Course Syllabus**

**Course Number: TEC 908**

**Course Title: The Connected Classroom**

X Online       Distance Learning

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**Instructor:** Bob Jost  
**Phone/Voicemail:** 559.495.1919  
**Email:** [bojost@gmail.com](mailto:bojost@gmail.com)

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**Units: 3**  
**Grade Level: K-12**

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**Course Description**

This online course will introduce educators to the exciting world of the internet and world wide web. The focus will be on developing skills the teacher needs to fully integrate the internet/web into the classroom. A series of interactive, online activities will guide course participants through the use of Online Communication Tools, Educational Resources on the World Wide Web and Webpage Design Tools.

**Course Dates**

TEC 908 is self-paced. Course participants may enroll at any time and begin working immediately. Course participants may complete the course in a minimum of three weeks (one week per credit as per University policy) or may take up to one year from the date of registration to complete the course.

**Course Materials**

All of the TEC 908 course content is accessible on the course website. The TEC 908 course website will link you to the course tutorials and online educational resource collections. The course website is updated on a regular basis as new resources become available.

**Primary Site:** <http://www.cotwcourses.net/tec908/>

**Mirror Site:** <http://www.josts.net/tec908>

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Date of Revision 2/2/16

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## **Technology Requirements:**

The course assignments will guide course participants to mastery of online communication and internet/world wide web skills. Course participants will need world wide web access using a current web browser and a functional email account. They will also need to know how to manage simple files in a word processing program.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

## **Course Website:**

TEC 908 will be delivered totally online from a customized website that was specifically developed for this course. Mirror websites with identical content are maintained on three separate websevers on both the East Coast and the West Coast to insure 24/7/365 access.

## **Email and Web Discussion Board**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing course participants to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## **Getting Help:**

If you need help accessing the course website you can contact the instructor at 559.495.1919 or via email at bobjost@gmail.com . The instructor will respond to requests for assistance within 24 hours.

## **Course Requirements**

Course participants will maintain an on-going email dialog with the instructor throughout the course. They will share observations and reflections and will have the opportunity to request personalized assistance. They will also communicate and collaborate with other course participants via the course web discussion board.

Course participants will maintain a logbook documenting their progress through the course. This logbook will be submitted to the instructor for evaluation upon completion of the course.

Course participants will develop and submit a classroom webpage using one of the eight options detailed on the course website.

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## **Technology Proficiency Standards**

TEC 908 is in alignment with key elements of the **National Educational Technology Standards for Teachers 2008** developed by the International Society for Technology in Education (ISTE).

[http://www.cotwcourses.net/tec908/standards/t\\_standards.htm](http://www.cotwcourses.net/tec908/standards/t_standards.htm)

TEC 908 is also in alignment with key elements of the **EdTechProfile**, an assessment instrument developed by the California Department of Education State Educational Technology Service.

[http://www.cotwcourses.net/tec908/standards/ed\\_tech\\_profile.htm](http://www.cotwcourses.net/tec908/standards/ed_tech_profile.htm)

## **National Standards for the Teaching Profession**

TEC 908 is in alignment with key elements of the **National Board for Professional Teaching Standards' Five Core Propositions**.

<http://www.cotwcourses.net/tec908/standards/nbpts.htm>

## **Curriculum Content Standards**

Course participants will examine their state's elementary content standards using online content standards reference sites. They are asked to identify one or more specific curriculum content standards that will be the focal point(s) for their exploration of the educational resources websites that are included in the world wide web module of the course.

Furthermore, course participants will specifically search for additional age-appropriate and educationally relevant online teaching/learning resources in the online research assignments in that module.

## **Learning Objectives / Outcomes**

The course will focus on developing the skills you will need to effectively integrate the internet and worldwide web into your classroom. You will:

- Learn how to use email and a web discussion board to communicate and collaborate with your online instructor and other course participants. (ISTE NETS for Teachers 2008 – Standards 3 & 5 | NBPTS Proposition 5)

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- Verify your mastery of online communications skills using the email skills checklist. (EdTechProfile – Email Skills Checklist)
- Read online articles on the history and development of the internet/world wide web and reflect on how the internet/web has impacted both your personal and professional life. (ISTE NETS for Teachers 2008 – Standard 4 | NBPTS Proposition 4)
- Examine appropriate curriculum content standards for your state. (ISTE NETS for Teachers 2008 – Standard 2 | NBPTS Proposition 2)
- Examine a wide range of appropriate educational resources available on the world wide web (curriculum support sites, homework helpers, reference sites, online libraries, museums and archives and online news sites, etc.). (ISTE NETS for Teachers 2008 – Standard 2 | NBPTS Proposition 2)
- Develop a collection of online curriculum support resources that are in alignment with your state content standards. (ISTE NETS for Teachers 2008 – Standard 2 | NBPTS Proposition 3)
- Read and analyze articles on the role of the web in education and reflect on how web resources and tools will enhance your ability to support your state curriculum content standards. (ISTE NETS for Teachers 2008 – Standard 5 | NBPTS Proposition 4)
- Reflect on how you plan to integrate these online resources into your classroom curriculum. (ISTE NETS for Teachers 2008 – Standard 2 | NBPTS Propositions 3 & 4)
- Learn how to locate additional web resources using search engines, web indexes and directories and parallel search engines. (ISTE NETS for Teachers 2008 – Standard 3 | NBPTS Proposition 3)
- Learn how to effectively manage the web resources you have found. (ISTE NETS for Teachers 2008 – Standard 3 | NBPTS Proposition 3)
- Learn how to create a classroom webpage/website that will allow you to share appropriate web resources and enhance your communication with students and parents. (ISTE NETS for Teachers 2008 - Standard 2 | NBPTS Proposition 3)
- Verify your mastery of internet/web skills utilizing the internet skills checklist. (EdTechProfile – Internet Skills Checklist)

## **Schedule of Topics and Assignments**

### **Online Communication Module**

1. Preliminary Email Skills Assessment
2. Introduction to Email Module
3. Email Background Information
4. Launch Your Email Client
5. Retrieve and Read Your Email
6. Compose, Edit & Send Email Messages
7. Sending Email to Multiple Recipients
8. Reply and Forward Email Messages
9. Setting Up Your Address

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10. Email Attachments
11. Email Shortcuts and Management Skills
12. Embedding Web Links in Email Messages
13. Customizing Your Settings
14. Netiquette Issues Review
15. Email Safety and Privacy Issues
16. Using Email in the Classroom
17. Listserve / Mailing Lists
18. Web Discussion Board
19. Conclusion & Reassessment of Email Skills

## **Educational Resources on the World Wide Web Module**

Preliminary Assessment using Internet Skills Checklist

1. Introduction: Educational Resources on the Web
2. Enabling Skills: Browser Basics
3. Background Information: What the Web Is | Readings
4. Background Information: What the Web Does | Readings
5. Educational Resources: Introduction | Content Standards Educational Resources | Lesson Plans Sites | Exploration
6. Kid-Safe Websites: Introduction | Exploration
7. Homework Helpers: Introduction | Exploration
8. Web Reference Sites: Introduction | Exploration
9. Online Libraries: Introduction | Exploration
10. Museums & Archives: Introduction | Exploration
11. News on the Web: Introduction | Exploration
12. Contemplation: The Role of the Web in Education | Readings
13. Enabling Skills: Finding More Resources on the Web
14. Search Engines: Introduction | Exploration
15. Web Indexes: Introduction | Exploration
16. Parallel Search Engines: Introduction | Exploration
17. Specialized Web Directories: Introduction | Exploration
18. Bonus Activities: How Search Engines Work | Refining Your Skills
19. Enabling Skills: Managing Web Resources
20. Summary and Reflections

Reassessment using Internet Skills Checklist

## **Webpage Design Module**

1. Preliminary: Review of Available Options

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- District-Provided Web Services
  - SchoolNotes
  - TeacherWeb
  - Scholastic Class Homepage Builder
  - Blog
  - Google Sites
  - Revision and Additions to Existing Classroom Webpage/Website
  - Other Options Negotiated with Instructor
2. Email to instructor discussing options
  3. Creating a Classroom Webpage/Website
  4. Reassessment using Internet Skills Checklist & Technology Proficiency Standards
  5. Reflections – final email to instructor

## **Evidence of Learning**

### **Skills Assessment Checklists**

Prior to the Online Communication and World Wide Web Modules, course participants will assess their preliminary skills utilizing a skills assessment checklist based on the EdTechProfile.

#### **EdTechProfile Email Skills Checklist (Pre/Post)**

[http://www.cotwcourses.net/tec908/standards/em\\_skills\\_checklist.htm](http://www.cotwcourses.net/tec908/standards/em_skills_checklist.htm)

#### **EdTechProfile Internet Skills Checklist (Pre/Post)**

[http://www.cotwcourses.net/tec908/standards/internet\\_skills\\_checklist.htm](http://www.cotwcourses.net/tec908/standards/internet_skills_checklist.htm)

Upon completion of the Online Communication and World Wide Web Modules, course participants are directed to reassess their skills utilizing the checklists. Results of both the pre and post assessments will be reported to the instructor via email messages.

### **Email Messages and Web Discussion Board Postings**

Throughout the course, participants will correspond with the instructor via email and web discussion board postings. Messages and postings will validate the participant's mastery of online communication skills. These messages and postings will provide documentation of the participant's progress through the course as well as thoughtful observations and reflections on the course content.

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## **Logbook**

Course participants will maintain a logbook that will be returned to the instructor upon completion of the course. Logbook entries will provide documentation of the participant's successful completion of the course assignments and will include thoughtful reflection on how standards-based, age-appropriate and educationally relevant online teaching/learning resources will be of use in the course participant's classroom.

The logbook is available and may be completed in either digital and hard copy formats. Course participants may select which option they prefer to use.

Course participants who utilize the digital logbook will submit it as an email attachment upon completion of the course and will immediately submit the online grade form.

Course participants who utilize the hard-copy logbook will mail the logbook back to the instructor upon completion of the course. They will submit the online grade form after the instructor acknowledges receipt of the logbook.

## **Website**

Course participants will develop and submit a classroom webpage or website for review upon completion of the course. In addition to personalized content, this website will include multiple hyperlinks to standards-based, age-appropriate and educationally relevant online teaching/learning resources that have been evaluated by the course participant in previous modules of the course.

## **Grading Policies and Rubrics**

Course assignments will have the following point value:

- Course Online Communication and web board postings: 25 points
- Logbook: 50 points
- Classroom Webpage/Website: 25 points

Assignments will be evaluated by the instructor and the course participant's final grade will be calculated using the following scale:

- 90 – 100 points: Letter grade of "A"
- 75 – 89 points: Letter grade of "B" or grade of "Credit"

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- 74 points or below: Grade of “No Credit”

Note: Students who enroll in the course for a letter grade will only earn credit for the course if they achieve a letter grade of “A” or “B”.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the triplicate or online grade form. Students will submit grade form when coursework has been completed. (Instructions for utilizing the for online grading option will be provided by the instructor when course participants reach the end of the course.)

### **Instructor/Student Contact**

The TEC 908 online course offers multiple venues of online communication between the instructor and course participant as well as opportunities for course participants to communicate with other course participants via the course web discussion board.

A minimum of fifteen email “conversations” are built into the course. In addition to verifying the course participant’s mastery of online communication skills, these conversations provide evidence of the thoughtful reflection as well as an opportunity to provide further instruction, recommend additional age-appropriate and educationally relevant web resources and request further clarification if the initial message has not met instructor expectations.

A minimum of three web discussion board postings is built into the course. Opportunities for additional interaction with other course participants via the web discussion board are provided throughout the course.

The course instructor will respond to all email messages, typically within 24 hours. Responses will directly respond to the comments submitted by the course participants and will include personalized content.

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Course participants are encouraged to contact the instructor via email or call the instructor on the telephone if further assistance or clarification of assignments is needed. The instructor will call participants if deemed necessary to provide adequate instructional contact

### **References/ Resources**

Additional readings to expand the course content are provided at multiple points throughout the course. In addition to hyperlinks to national curriculum content standards clearinghouse sites, course participants are assigned readings from the sites of Marc Prensky, widely recognized as an expert in technology integration practices, and the George Lucas Foundation's Edutopia website, a premier forum for current thought and practice. The Edutopia website is updated on a monthly basis insuring that course participants will have access to the latest in educational technology integration theory and best practices.

<http://www.marcprensky.com/writing/>

<http://www.edutopia.org/>

### **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.
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CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
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

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

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