FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Course Syllabus

Course Number: TEC 923
Course Title: Introduction to Computers for Teachers

☐ Online   X Distance Learning

Instructor: Steve Young **Email:** SteveYoungFPUniv@aol.com **Website:** www.steveyoungfpu.net	**Units: 3** **Grade Level: K-12**

Course Description

Tailored for the computer novice, this course provides the background, concepts and basic skills needed to become a productive and confident computer user. Easy to understand explanations, illustrations and step-by-step hands-on exercises make "Introduction to Computers for Teachers" a painless way to learn the basics.

The course progresses from "Where is the ON switch?" and "How does the Internet work?" to producing letters, graphics and spreadsheets. The presentation is logical and easy to follow. Extensive glossary, history and an educational perspective adds depth and meaning. Both Macintosh and Windows are covered in the course workbook and accompanying CD-ROM. Instructor support is readily available by email or phone. All assignments may be completed without classroom participation.

IMPORTANT NOTE: This course does not currently support Mac OS 10.7 and above. In the event your computer does not have a CD-ROM drive, the contents of the course CD-ROM can be delivered electronically via DropBox.

For information on the Fresno Pacific University Academic Policies and Procedures for Independent Study Courses go online to https://ce.fresno.edu and click the 'CE Policies and Procedures' link at the bottom of the page.

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Course Dates:

Enrollment is open and ongoing, so you may enroll at any time then have no less than three weeks and up to one year from the official date of registration to complete the course.

Primary Learning Outcomes

Upon completion of the course participants shall:

- •Value the role of technology as an instructional and learning tool.

- • Review the terms and concepts of computers and computer operations.

- • Be introduced to different types of productivity software.

- • Gain hands-on experience:

    Working with various features in word processing documents

    Manipulating simple spreadsheets

    Creating graphics utilizing basic Paint tools and techniques

- •Reflect on how computer-aided instruction can enhance teaching practices, assist in classroom management, and affect student learning and achievement.

- • Have the opportunity to link ISTE standards to technology-based curriculum.

Standards - Based Instruction

. . .To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan
(http://www.ed.gov/Technology/elearning/)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education). The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology.

For more about ISTE and the ISTE standards go to: www.iste.org/standards

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The seven Educator Standards are:

1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.

3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Each standard is broken down into several subsections (a, b, c, etc.). The relevancy of these standards to this course is one of awareness and familiarity. Later in the course you will be asked to select a number of assignments and assign an ISTE standard and subsection to them.

Course Materials

Workbook: TEC 923: Introduction to Computers for Teachers, by Steve Young.

CD-ROM: Containing supplemental readings, files and demonstration software (ClarisWorks v.4-5). The demo software is provided if you haven't access to a productivity suite, and / or it hasn't all the features or tools that are required to complete an assignment. The demo software works with the Windows operating system and Macintosh (up to OS 10.6).

The demo software has its constraints, inasmuch as the 'Help' menu is not accessible, it does not allow you to save your 'works in progress', and all documents created with the demo software, when printed, will have the watermark CLARISWORKS TRIAL appear across each page.

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Course Requirements

Hardware/Peripherals:

> Computer with a CD-ROM drive; printer (black and white will suffice); access to the Internet; an E-mail account.

Assignments (24 total for a maximum of 100 points):

- Pre-course teacher survey (5 points)

- "Parts of a Computer" (5 points)

- "Inside Your Computer" (5 points)

- "Treasure Hunt" (5 points)

- Read & respond - "The Promise of Technology for Teachers" (20 points)

- Word processing - 6 assignments (4 points each for a total of 24 points)

- Spreadsheets - 2 assignments (4 points each for a total of 8 points)

- Graphics - 4 assignments (4 points each for a total of 16 points).

- Internet / E-mail - 3 assignments (2 points each for a total of 6 points).

- Standards Survey and Correlation Chart (2 points each for a total of 4 points)

- Post-course teacher survey (2 points)

- Complete and return the course evaluation

Grading Scale

Letter grades, should one be requested, will be on the following scale:

90% -100% = 'A'   80% - 89% = 'B' or 'Credit'   79% or below = 'No Credit'

Participants striving for an 'A' should demonstrate the ability to follow directions, show neatness and pride in their work, and thoughtfulness in their responses to written assignments. Students taking the course for 'Credit' are expected to adequately complete all assignments.

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General Information

When all assignments have been completed, return your packet to the address on page 2 of the course workbook. It is absolutely imperative you label your packet with your full name; without identification I've no idea whose work I'm grading! Remember to request online grading the day you return your packet (no sooner, please). Written assignments may be word processed or handwritten (please consider word processing if your penmanship is as illegible as mine!). Return only your completed assignments, **not** the entire workbook.

I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it might happen to you. Please ensure you have affixed adequate postage to your packet; insufficiently or un-posted packets will not be accepted. I can no longer accommodate packets returned which require my signature for delivery. If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt. If you are concerned about delivery of your packet, rather than asking me to confirm receipt I ask that you please add "Delivery Confirmation" so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks for your cooperation and kind understanding.

Once I have reviewed your work and submitted your grade I will email you notification that your grade is in FPU's hands, awaiting posting. Per FPU policy, a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet. I can not accept coursework early; **if your packet is postmarked less than three weeks from your date of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then**. Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

Final Course Grade and Transcripts

Once your coursework has been submitted, login to your account at the Center for Professional Development website (https://ce.fresno.edu/) and select "Request Final Grade" in your account settings. Once I submit your grade you will need to log back in to print off your Final Grade Report. Once your grade in this course has been posted you may proceed with ordering transcripts. Please allow at least two weeks from the date your coursework was submitted for your final grade to be posted. For more information, please refer to the Independent Studies Policies and Procedures which are available at https://ce.fresno.edu/ - under CE Policies and Procedures - at the bottom of the page.

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Schedule of Topics and Assignments

Section 1.   Survey #1 - Pre-course teacher survey
Section 2.   Computer basics
Section 3.   Parts of a computer
Section 4.   Inside your computer
Section 5.   Treasure hunt
Section 6.   Background reading
Section 7.   Short answer responses
Section 8.   Word processing
Section 9.   Spreadsheets
Section 10.   Computer graphics
Section 11.   The Internet
Section 12.   E-mail
Section 13.   Standards survey
Section 14.   Standards correlation chart
Section 15.   Survey #2 - Post-course teacher survey
Section 16.   Course evaluation

Evidence of Learning

Participants in the course will be evaluated on their ability to follow the directions, as presented in this workbook, to successfully complete all the assigned course projects. All written assignments should contain thoughtful, reflective responses applicable to their personal and/or professional experiences, indicating they have put consideration and effort in to their replies.

Instructor/Student Contact

I will email you to verify receipt of your registration and let you know that I am preparing your materials for shipping (usually the next day), and again once I have submitted your grade to FPU. I can not stress this enough - please never hesitate to contact me - that's why I'm here! When contacting me e-mail is preferred, but if you need to phone please do so after 10:00 AM PT, being mindful of time zone differences, as early morning calls wake the family. Thanks for your cooperation and understanding.

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Grading Rubric	Exemplary (A)	Passing (B or Credit)	Failing (No Credit)
Use of tools and techniques (T&T)	Followed directions concisely; consistent, appropriate and correct use of T&T. Added extra flourishes at times	Inconsistently followed directions. Shied away from using more complex T&T.	Directions not followed. Some steps omitted. Incorrect T&T(s) used.
Effort and Perseverance	Project continued until complete; effort set forth beyond that required; took pride, going beyond the basic requirements set forth. Experimented freely and frequently.	With a bit more effort & dedication projects could have improved; lacks finished quality; met just the minimum objectives of projects.	Project not seen to completion; work inadequate. Seems hurried to "just get it done" and move to the next project.
Craftsmanship and Consistency	Project completely and patiently done with great attention to detail; it was as good as hard work could make it. Tools & techniques consistently and properly demonstrated throughout the project.	Average craftsmanship but not as good as possible with more care, time, effort and attention to de- tail. Quality varied from project to project.	Below average effort. Lack of pride in work. Inconsistent use of tools/techniques from project to project.
Written Assignments	Depth of thought with thorough, candid and reflective replies. Relates personal/ professional experiences. Few, if any, errors in spelling, punctuation, grammar. Neatness and pride evident throughout. Thought provoking at times.	Replies vague, generic, superficial, abrupt. Strays away from topic. Gram- mar, spelling, punctuation errors distracting. Word processing replies is in order due to poor penmanship. Seems rushed. Not engaged.	Assignment(s) missing and/or in- complete. Failed to follow directions as set forth in materials. "Yes"- "No" re- plies without further discussion to justify response
Standards Correlation Chart	Correctly aligned any five course assignments to ISTE NETS-T standards and performance indicator.	Completed but did not chose applicable standard or performance indicator.	Failed to complete the assignment or align all 5 chosen assignments.

References & Resources

http://www.internet4classrooms.com/k12links.htm

http://wwwcoz.bham.wednet.edu/teacher/curriculum.ht

m http://www.academicbenchmarks.com/search

www.mcrel.org/standards-benchmarks

www.education-world.com/standards

www.sps3000.net/etpdp/background/standards.htm

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.

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.
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.
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.

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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.

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Course Completion Checklist

☐ Project 1: Pre-course Teacher Survey #1

☐ Project 2: Parts of a Computer

☐ Project 3: Inside Your Computer

☐ Project 4: Treasure Hunt

☐ Project 5: Read & Respond

☐ Project 6: Word Processing - Typing Skills

☐ Project 7: Word Processing - Working With Text

☐ Project 8: Word Processing - Fonts

☐ Project 9: Word Processing - Margins

☐ Project 10: Word Processing - Tabs

☐ Project 11: Word Processing - Letter to Parents

☐ Project 12: Simple Spreadsheet - The Basics

☐ Project 13: Simple Spreadsheet - Spreadsheet with Pie Chart

☐ Project 14: Graphics - Doodling in Paint

☐ Project 15: Graphics - Geometric Shapes

☐ Project 16: Graphics - Using Tools in Paint

☐ Project 17: Graphics - Import & Edit an Image

☐ Project 18: Internet Survey

☐ Project 19: Internet Site

☐ Project 20: E-mail

☐ Project 21: Standards Survey

☐ Project 22: Standards Correlation Chart

☐ Project 23: Post-course Teacher Survey #2

☐ Submit Request for Online Grading

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