

College of Education
Department of Professional Studies
EDM 310 Microcomputing Systems
Sections 102 TTh 11, 101 TTh 2, 402 W 6, 105 TTH 4
Instructor: Dr. John H. Strange, Professor
Office Hours: Tuesday and Thursday 10:00 – 11:00 and 12:15-1:15;
Wednesday 4:00 pm – 6:00pm (Fairhope);
AND by appointment
Contact: 251-610-2599 **Office:** 8208 The Commons **Email:** strange.john@gmail.com
Class Blog: <http://edm310fall08.blogspot.com>

Catalog Description: Basic understanding of microcomputing hardware and software for instructional purposes. Requires a special fee.

Text: NONE REQUIRED

Conceptual Framework of the College of Education: A purpose of this course will be to prepare professional educators through teaching, research, and service to become committed to lifelong learning and to facilitate the process of building better communities.

Department of Professional Studies Mission Statement: The mission of the Department of Professional Studies is to provide highly effective learning environments and to implement the most effective techniques to stimulate life long learning in order to maximize the opportunities for the professional success of its students.

State of Alabama Quality Teaching Standards Addressed in this Course

Oral and Written Communications

(3)(c) 1.(iii) Knowledge of media communication technologies that enrich learning opportunities.

Technology

(3)(c) 4.(i) Knowledge of available and emerging technologies that support the learning of all students.

(3)(c) 4.(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distant learning and online learning opportunities

Alabama-Specific Improvement Initiatives

(5)(c) 3.(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, Alabama Learning Exchange (ALEX) and the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) program and their relationship to student achievement.

Ethics

(5)(c) 5.(ii) Knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and internet-user protection policies.

NOTE: See the syllabus below (pages 8-13) for the specific assignments and classes that address the standards specified above.

Student e-Portfolio Assessment

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use the software throughout their program of study. This course requires the Foliotek assessment license.

In general the process consists of students submitting evidence/artifacts related to the knowledge, skills, or abilities taught in a course or internship. The professor evaluates the student based on a standardized scoring rubric and the results are kept in an electronic database version of the State of Alabama Department of Education Performance Assessment Templates (PAT). The progress of the student in meeting the required competencies is monitored throughout their program.

Special Notice: *You must correctly complete your Foliotek entries for this course in order to receive a grade in this course. If you do not correctly post your Foliotek entries by midnight Wednesday December 3, 2008, you will be given an I (Incomplete) for your course grade. If you do not correctly complete your Foliotek entries by midnight Thursday February 19, 2009 the I (course grade) will automatically become an F (course grade).*

Some Strange Comments on Teaching and Learning

First, a few comments about my approach to learning. I do NOT consider myself a teacher. Instead I see myself as a coach and as someone who is responsible for creating and maintaining an environment in which learning can take place. I am also a critic and an evaluator.

Second, I do not believe in “burp back education.” Research shows conclusively that facts learned are forgotten in almost exactly the same amount of time that it took to learn them *unless* you use them. Experience is a great teacher. You cannot learn to ride a bicycle without a) practice in actually riding the bicycle and b) falling off. You cannot learn to use technology unless you a) use the technology and practice it regularly and b) make mistakes (lots of them). Expect to practice AT LEAST 4 hours per week in the lab (or at home) in addition to class time.

Third, it is important to have fun. Pick projects that are fun. If you have fun you will perform much better!

Some Strange Comments on EDM 310

Students enter this course with a very wide range of skills, experiences and abilities. However, to enroll in this course you must have basic computer use skills. If you have never, or seldom, used a computer you should NOT enroll in this course until you know the basics of computer use. Instead,

take a course in basic computer skills at a junior or community college or in a continuing education course. If you have any questions about your entry skill levels, consult with me immediately!

This is the fourth semester in which I have used this approach to EDM 310 (which has now been adopted for all EDM 310 courses). I will concentrate on using Google tools throughout the course. When you enter teaching in one or two years the Google tool set will, most likely, be very valuable to you. At it will certainly have grown in size and capability!

A Summary of Course Objectives

In addition to the **Alabama Quality Teaching Standards (ATQS)** addressed in this course (see p. 1), there are ten additional objectives of the course.

1. I want you to understand, in a general way, the role that technology is playing and will play in society, especially in the educational systems of which you are a part.
2. I want you to become highly proficient in using a word processor to create papers, essays and other documents.
3. I want you to be able to use presentation software to develop a presentation of moderate complexity and to make your presentation in a formal manner to an audience of your peers.
4. I want you to be able to use graphics (yours or from other sources) in the products you develop.
5. I want you to be able to create and use a spreadsheet for record keeping and data manipulation that primarily involves numbers and calculations.
6. I want you to be able to create and develop a database that helps you organize and make use of a wide variety of data types.
7. I want you to be familiar with the acquisition of multimedia components that are part of our communications systems today, especially sounds, digital still pictures, and digital motion pictures, and to be able to use them in a variety of communications media.
8. I want you to be able to develop a web site, using Google Page Creator and to understand and be able to write the HTML tags necessary to create links, display an image, and comply with basic accessibility standards.
9. I want you to have the understanding and confidence to use both common computer platforms: Macintosh and Windows and to see their inherent similarities.
10. I want you to be able to access and make full use of the World Wide Web and to be able to create a blog that contains at least bi-weekly postings, pictures and audio.
11. I want you to always cite your sources with footnotes, alt or title tags, or other appropriate tools.

More Strange Comments

You WILL NOT be able to learn EXCEPT BY PRACTICING! You MUST plan on spending AT LEAST 4 hours per week **practicing** outside of class, either on your own personal computer or in the lab.

Individual Products to Be Produced – See Calendar for Due Dates

This course will require that you produce seven individual products and one group project due on the dates specified in the separate calendar. The specific requirements for these products will be distributed in class.

1. Your personal Blog associated with this course, with at least two weekly postings as specified in a separate handout. Most blog posts must include text, links, and images (with appropriate HTML code). You must make weekly posts through Week 16. Final Blog Due no later than 5 pm Wednesday December 3.
2. A presentation, presented to the class as an audience, created in Google Docs Presentation. Due Week 5 (Random Drawing for Presentation Order)
3. An iGoogle page containing all elements specified in a separate handout. Draft Due Week 6 and Final version due Week 12.
4. A web site created using Google Page Creator. Due Draft Week 9; Final Due no later than 5 pm Wednesday December 3.
5. A database using Google Docs (Spreadsheets) and also Excel. Due Week 12
6. You must contact a teacher, a student, or another class electronically and discuss the possibilities for interaction when you become a teacher as specified in a separate handout. You will be required to post a report on your electronic contacts on your blog. Due no later than 5 pm Wednesday December 3.
7. You must make an appointment to visit and visit one of the ACCESS labs in Mobile County (now at all high schools) or at one of the two fully functioning labs in Baldwin County (Daphne and Robertsdale). You then must write a report on this visit and post it to your blog. A separate handout will be distributed describing the requirements for this assignment. Because you must do this outside of class, and it is estimated that it will take you about 2.5 hours to do this visit, one weeks worth of classes will be cancelled to accommodate this visit. Consequently, the TTh classes will not have class on Thursday September 11 and Tuesday December 2. The W class will not have class on Wednesday October 22. Due no later than 5 pm Wednesday December 3.

Group Project

8. Students will be assigned to discussion groups that will record their discussions and distribute these discussions as podcasts. A separate handout will be distributed describing this project. Most of these will be done during class time and attendance will be required.

Number and Type of Examinations To Be Given During The Semester

1. Diagnostic examination for word processing (Week 1) (Does not count toward grade.)
2. Math diagnostic (Week 1) (Does not count toward grade. Diagnostic only.)
3. Data base, spreadsheet and HTML examinations. Final Exam times any of the times listed (with my permission in advance): TT 11 Thur 12/4 10:30-12:30; TT 2 Thur 12/4 1:00-3:00; TT 4 Thur 12/4 3:30-5:30; W 6:00-8:00 Wed 12/3.

4. Word Processing skills examination. Week 16 for TTh class. Week 14 for W class (or on T or W in Week 16 with my permission)

Attendance

I have no attendance requirement, but I do keep track of who comes to class, whether they arrive on time or not, and whether they leave early. Each student must assume responsibility for his or her learning. Instruction is offered at the specified times. If you choose to not take advantage of those opportunities, you may greatly undermine the effectiveness of this course and undermine your ability to successfully complete the required projects. Past experience leads me to advise you that students whose skills are in need of improvement cannot afford to miss class under any circumstances. **Since part of your grade is based on class participation, failure to attend class will possibly lower your course grade for that reason as well.**

Dates on Which Attendance is REQUIRED

Having said what I did about attendance, there are some dates on which you are REQUIRED to be in class unless PRIOR permission has been granted for an absence (even if prior is 5 minutes before class, it has to be PRIOR to the starting time of class). **These REQUIRED ATTENDANCE DAYS ARE:**

Diagnostic Examinations Week 1 August 19, 20, 21

Presentations Week 5 September 16, 17, 18

Podcast Development Classes Week 9 October 14, 15, 16

Database, Spreadsheet and HTML Final Exam Times (See p. 13 below)

Word Processing Exam Week 15 November 25 for TTh classes; Week 14 November 19 for Wednesday night class.

Tools

Word Processing - Google Docs and Word

Spreadsheets/Data Base - Google Docs (Spreadsheet) and Excel

WWW Browser - Firefox

Graphics - Picasa (iPhoto for Mac users) and Photoshop Elements

Presentation Software – Google Docs (Presentation)

World Wide Web Search – Google

iGoogle Home (Start) Page – Google Tool Bar, Google Start Page and Google Gadgets

Web Site Development – Google Page Creator, Google Apps and Tools

email – gMail

Textbook, USB Drive

No textbook required.

*******USB Pen Drive (minimum size of 512 mg) is REQUIRED*******

You are required to have your own 512 megabyte (or larger) USB Flash Pen Drive that can be purchased at the University Book Store, Best Buy, Office Depot, Walmart, Target, Staples or by mail order from any computer supply store. USB Flash Pen Drives range in price from \$ 5 to \$ 25. Buy the largest you can afford.

Penalty for Late Work

Failure to complete your projects on time and to present them as specified above opens the possibility for an F in the course. You will definitely have your grade reduced if you are late in maintaining, submitting and completing your projects, in taking examinations, and in making presentations.

Policy on Making Up Examinations or Presentations

Only under the most unusual emergencies will an alternate examination or project presentation date and time be arranged on an individual basis.

Determination of Final Grade

Your grade is based on the examinations you take, the eight projects you produce or in which you participate, the formal presentation you make, and the critiques you provide of other students' products and presentations, and your class participation. An A represents Outstanding work; B Above Average; C Average; D Below Average; F Unacceptable. **You must be able to use word processing software, presentation software, spreadsheets, web based programs, and data bases at a level required for effective use in other classes at the University of South Alabama to get a grade better than an F. This means, to put it bluntly, that you must complete the final word processing examination with no errors. You will have had the exam for 14 weeks so there is no excuse for not making a perfect score.** The spreadsheet exam must be completed with no evidence that you are unable to do any parts of the spreadsheet exercises which we will do in class and which you will practice for at least 3 weeks. You must complete all projects ON TIME. Late projects will negatively affect your grade!

Special Notice: You must correctly complete your Foliotek entries for this course in order to receive a passing grade in this course.

Statement Regarding Students With Disabilities

In accordance with the Americans with Disabilities Act, students with *bona fide* disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please provide the professor with certification from Disability Services (Office of Special Students Services). The Office of Special Students Services is located in Student Center Room 270, Phone 460-7212.

Changes in Course Requirements

Since all classes do not progress at the same rate, the professor reserves the right to modify the above requirements or their timing as circumstances dictate. The instructor may wish to change the number and frequency of presentations, or the number and sequence of assignments. If such changes occur, all students will be given adequate notification through one or more of the following: announcements made in class; printed notices distributed in class; email to your USA email address; email to another email address; notices posted to the class blog:

<http://edm310fall08.blogspot.com/>

Plagiarism and Academic Misconduct

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, The Lowdown, defines plagiarism as one form of academic misconduct which is "subject to investigation and disciplinary action through appropriate university procedures."

Plagiarism is using somebody else's ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the instructor may be penalized or may not be accepted at all.

Plagiarism is not restricted to written work. Cheating on a test, or submitting or otherwise presenting the work of others as if it were yours in any project or presentation in this course will result in an F for this course. In addition, you will face formal charges of violating the University Academic Code. **DO NOT CHEAT! And DO YOUR OWN WORK!**

An additional comment concerning plagiarism: I have found that most students taking this class do not have a good understanding of what constitutes plagiarism. I suggest you consult the following web sites to begin to improve your understanding of plagiarism in its many forms and how to avoid it.

<http://owl.english.purdue.edu/owl/resource/589/02/>

<http://owl.english.purdue.edu/owl/resource/589/03/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://abacus.bates.edu/pubs/Plagiarism/plagiarism.html#1a>

We will also discuss plagiarism in class after taking a short survey to see what you know and don't know about plagiarism. You will also post material relating to plagiarism in one of your required blog postings. (See separate list of assignments for Blogs).

These activities are part of the way in which **ATQS (5)(c) 5.(ii)** will be addressed in this course.

Syllabus

Week 1 – August 19, 20, 21 - Class Procedures; Introductions; Using a Digital Camera; Class Pictures and Contacts; Computer Basics; Using an Hierarchical File System; Diagnostic Exams; Creating a Google Account; Creating a Blog, Posting to a Blog

Introductory Material

The syllabus will be reviewed.

Your picture will be taken and posted to the world wide web.

You will complete a survey form using Google Docs (Spreadsheet) and be introduced to Google Docs, Spreadsheets, Data Bases and Forms

You will take a diagnostic word processing examination which does NOT count toward your class grade. It is intended to provide me with information about what you already know and can do so that I will not waste time covering material that has already been mastered.

You will also take a diagnostic math exam to help me determine what I need to cover in spreadsheets. It also is PURELY DIAGNOSTIC and has no bearing on your grade.

You will take a survey regarding plagiarism. A discussion will follow. **ATQS (5)(c) 5.(ii).**

You will create a Google account.

We will discuss the Presentation Project and demonstrate how to prepare a storyboard for that presentation.

Project 1 [ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)]: You will create a blog and learn to post text to your blog. (You must make at least two posts a week to your blog. The first must be completed by Thursday night at midnight. The second must be posted by midnight Sunday). A separate handout will be distributed with blog assignments. **Your completed blog is due no later than 5:00 pm Wednesday December 3.**

Assignment: Add at least two posts to your blog as specified in a separate handout. Develop a storyboard for your presentation. Bring the pictures (digital or prints) you will need for your presentation in Week 5.

Week 2 – August 26, 27, 28 - Introduction to Presentation Software (Google Docs Presentation); More About Blogs – Adding Comments, Pictures and Links; Scanning; Basic Resizing of Images in Photoshop Elements; Searching the Web using Google Search Techniques; An Overview of Google Gadgets; iGoogle Home; Discussion of Project 6

Project 2: You will learn how to use Google Docs (Presentation) to create a presentation about YOU!

You will develop a presentation of moderate complexity for presentation in class during Week 5. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** The subject of your presentation will be YOU. Who are you? What are your interests? What do you do? Who are members of your family? What are your likes? Dislikes? adventures? aspirations? pets? favorite movies, songs or places?

The presentation must contain at least 14 slides. It must also include at least eleven or more photographs or graphics (not exceeding two graphics). Since it is a presentation, emphasis will be on limiting the use of aspects of presentation software that are more suited to stand alone presentations or multimedia “events”. You will be required to make a FORMAL presentation. Your audience will evaluate you using instruments that will be provided to you in advance. **This presentation is due in Week 5.**

We will cover Google searches of the web.

Each student will add their picture to their Blog and create links on their blog to the master class blog. We will begin to use the comment feature of Google (Blogger) blogs. We will cover the basics of resizing images using Adobe Photoshop Elements

Project 6 – We will discuss how to complete Project 6 that involves a visit to an ACCESS lab. A separate handout will be provided.

Assignment: Work on your presentation. Post to your blog following the separate instructions.

Week 3 – September 2, 3, 4 – Google Home Pages; iGoogle Pages; Google Gadgets; RSS Feeds; Word Processing Using Word and Google Docs.

We will review Google Gadgets.

Each student will start their own iGoogle Home Page (**Project 3**). Draft Due Week 6, Final Due Week 12. This will require you to establish another Google account, this one your “class” account rather than your personal account.

You will also be shown how to add RSS feeds to your iGoogle Page and how to use Google Reader to monitor changes to all blogs that you select to watch.

We will make some posts to Foliotek (Blog, Evaluation Document, iGoogle Page).

We will thoroughly cover all aspects of the word processing examination that you must complete at the end of the semester.

Some time will be available for assistance with the development of your presentation.

Assignment: Complete your Google Docs presentation. Post to your blog following the separate instructions that will be distributed in class.

Week 4 - September 9, 10 - Google Talk; Google Maps; Google World; Other Google Tools; Introduction to Videocasting, Podcasting No class Thursday September 11.

We will review more Google tools, apps and gadgets (<http://www.google.com/a/edu/>). **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

We will cover any remaining questions about the Presentation due in Week 5

Wednesday class only: Introduction to Podcasting and Videocasting

Assignment: Complete your Google Docs presentation. Post to your blog following the separate instructions that will be distributed in class. **ATQS (5)(c) 3.(i)**

Week 5– September 16, 17, 18: Formal Presentations of Google Docs Presentations (Project 2) ATTENDANCE MANDATORY AT ALL CLASSES THIS WEEK!

Each student will give their Google Docs presentation on some aspect of their life: their family, work, history, likes, dislikes, adventures. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** The rest of the class and I will listen to and evaluate the student presentations.

Assignment Post to your blog addressing the topics as specified in a separate handout.

Week 6 – September 23, 24, 25: Draft iGoogle Page Due ; Preparing A Storyboard for A Web Site (Project 4); Creating A Web Site with Google Page Creator; Basic HTML for Web Site Development and Web Accessibility; Foliotek

Draft of iGoogle Page (Project 3) due at start of first class Week 6.

Project 4 [ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii); (5)(c) 5.(ii)]: Web Site We will thoroughly explain the use of Google Page Creator and how to convert your storyboard for your web site into reality. We will also cover the basics of HTML, the language behind most of the World Wide Web sites in use today. Special emphasis will be placed on the use of ALT and TITLE modifiers in IMG tags in order to address web accessibility issues. Draft Due Week 9, Final Due no later than 5:00 pm Wednesday December 3. In class you will prepare a storyboard for your web site following directions in a separate handout

We will make some posts to Foliotek (Presentation, Web Site).

Assignment Post to your blog addressing the topics as specified in a separate handout. Comment to at least 2 other Blogs of members of your class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Week 7 – September 30, October 1, 2: All About Digital Images; Using Picasa; Scanning; A Brief Introduction to Photoshop Elements; More on Google Page Creator

Digital photography has almost completely replaced film photography in just a few years. This class will introduce you to digital photography and the use of Picasa, a free Google tool, to store, edit, share and otherwise make full use of your digital images. Digital images can be used in many ways and each use requires that you do different things to your pictures. All of this will be covered and more!

Assignment: Spend at least 2 hours working on your web site by adding pictures to your site. Post to your blog following the instructions contained in the handout on blog assignments. Comment to at least 2 other Blogs of members of your class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Week 8 – October 7, 8, 9: Adding Links to Your Web Site; RSS Feed to Your Blog; Google Reader; An Introduction to Podcasting and Videocasting (Group Project 8)

Your web site should be about ready to show to others. This class will be devoted to making adjustments to your pictures and your web site. The DRAFT web site is due no later than the end of classes in Week 12.

Assignment: Complete the DRAFT version of your Web Site that is due at the end of class in Week 12. Post to your blog following the instructions contained in the handout on blog assignments. Comment to at least 2 other Blogs of members of your class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Week 9 – October 14, 15, 16: Draft of Web Site Due; Podcasting – Attendance REQUIRED for all classes

Draft of Web Site (Project4) is due at start of first class of Week 9. Each student will be assigned a partner who will review and critique their partner's site. These reviews are due at the start of the first class in Week 11.

You will record your podcasts (in groups) and begin to post them to the internet.

Assignment: Work on your trifold brochure. The DRAFT is due at the start of class in Week 12. Review your web site and the site of one other person in class (you will be assigned to a partner for this purpose). Fill in the review form distributed in class. Return that form to the student whose web site you reviewed during the class on either Monday March 17 or Tuesday March 18. Also return a copy to me at the same time. There is no blog assignment for this week.

Week 10 – October 21, 23: The Wednesday class will NOT meet this week: Complete Podcasts; Google Talk; Google Maps; Google World; Other Google Tools

We will complete the podcasts.

We will also review more Google tools, apps and gadgets (<http://www.google.com/a/edu/>). **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Assignment: Review Google Gadgets and Apps. Making use of appropriate Google Apps and Gadgets, revise your iGoogle Home Page (Week 3) so that it becomes an “ideal” page for a class you might teach in the future (Due Week 12). Post to your blog following the instructions contained in the handout on blog assignments. Comment to at least 2 other Blogs of members of this class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**. Complete your Trifold Brochure. The FINAL version is due at the start of class in Week 12.

Week 11 – October 28, 29, 30: Critiques of Draft Web Sites Due; Project 6 (Contacting Others) Discussed; Google Spreadsheets and Excel as Databases

Critique of Draft Web Sites due at start of first class of Week 11.

Project 6 will be discussed. The requirements for this project will be distributed in a separate handout. It will require you to establish communication with another student, a teacher, or a class outside of this immediate area. You will have to post a report on this “electronic conversation” to your blog.

We will cover databases and introduce spreadsheets using Google Spreadsheets and Excel.

Assignment: Post to Your Blog following separate instructions. Add comments to at least 2 other Blogs of members of this class. Complete Project 5 (Data Base) following the instructions that will be distributed in class. The Data Base Project (Project 5) is due at the start of class in Week 12.

Week 12 – November 4, 5, 6: Data Base Project Due; Final Version of iGoogle Page Due; Spreadsheets

Final iGoogle page (Project 3) and Database (Project 5) due at start of first class Week 12.

We will cover spreadsheets in some detail. You will learn how to use spreadsheets in a variety of ways.

Assignment: Spend at least 4 hours practicing spreadsheet techniques. Post to your blog as specified in blog assignment handout.

Week 13 – November 11, 12, 13: Google Spreadsheets and Excel Continued; Foliotek

The use of spreadsheets in Google Docs will be continued.

We will post required artifacts to Foliotek (Podcast) and your Foliotek entries will be reviewed.

Assignment: Spend at least 4 hours practicing spreadsheet techniques. Post to your blog as specified in blog assignment handout. Complete Draft of Web Site.

**Week 14: November 25: Spreadsheets, HTML, Word Processing Review
Wednesday Night Class – Word Processing Exam – Attendance REQUIRED**

We will review all material on which you will be examined. **The Wednesday night class will take the Word Processing Exam.**

**Week 15: November 25: Word Processing Exam –Attendance REQUIRED Tuesday Only.
Thanksgiving Holiday. No classes November 26, 27.**

Assignment: Prepare for spreadsheet, database and HTML examinations. Post to your blog as specified in blog assignment handout. Bring your electronic copy of your trifold and PowerPoint presentation to class in Week 16. You will need it for posting to Foliotek.

**Week 16 – December 2: Final Versions of Blog (Project 1), Electronic Contact (Project 6),
(ACCESS Visit (Project 7) and Web Site (Project 4) Due (no later than 5 pm Wednesday
December 3); No Class on Tuesday December 2 but it may be used by any student as an
optional final exam (or makeup exam time)**

Final Blog (Project 1), Electronic Contact (Project 6), (ACCESS Visit (Project 7), and Web Sites (Project 4) due. Spreadsheet exam can be taken. This creates an opportunity for a retake (if necessary) on final exam day. Wednesday students can take it on Wednesday December 3 and retake it (if necessary) on Friday December 5.

Assignment: Make the final post to your blog as specified in blog assignment handout.

Final Examinations

You can attend any final exam time with my permission. Other times may be arranged if possible. Any Class member can attend any regularly scheduled Tuesday class period to take makeup Word Processing Exam or to take the spreadsheet exam. You will need 2 hours for the spreadsheet exam (11-1; 2-4; 4-6). Please discuss with me.

Other examination times:

W 6 Wed 12/3 6:00-8:00
TT 11 Thur 12/4 10:30-12:30
TT 2 Thur 12/4 1:00-3:00
TT 4 Thur 12/4 3:30-5:30
Any 6 Fri 12/5 6:00-8:00 pm

Competencies:

You will:

ATQS (3)(c) 1.(iii) know of media communication technologies that enrich learning opportunities.

ATQS (3)(c) 4.(i) know of available and emerging technologies that support the learning of all students.

ATQS (3)(c) 4.(ii) know the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distant learning and online learning opportunities

ATQS (5)(c) 3.(i) know of current and emerging state initiatives and programs including, but not limited to, Alabama Learning Exchange (ALEX) and the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) program and their relationship to student achievement.

ATQS (5)(c) 5.(ii) know of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and internet-user protection policies.

You will be able to:

General Computer Skills and Knowledge

1. Understand the parts of a computer and how they work (hard drive, input devices, output devices, networks).
2. Understand the various formats available for storing documents (text, specific applications, vector graphics, bit mapped graphics, digital video, pict, jpeg).
3. Be able to select things for the computer to use or act upon.
4. Be able to understand and properly make use of a computer's hierarchical file system.
5. Be able to identify a cursor's "hot spot" and to understand the differences between cursors and insertion points.
6. Be able to effectively use cursors and insertion points.
7. Understand the differences between, and make proper use of, Save and Save As...
8. Be able to create folders and make use of the computer's hierarchical filing system.

World Wide Web

1. Have a general understanding of how the world wide web has been created and how it works.
2. Make use of the web in locating useful sites.
3. Make use of various search engines available on the web.
4. Be able to differentiate between useful sites and not useful sites and to specify the criteria used to differentiate the two.
6. Be able to create a "basic" site using HTML.
7. Be able to create a Blog and use it as part of a learning process.
8. Be able to add pictures and links to a Blog

Word Processing:

1. Create text on a page.
2. Be able to select items through the use of appropriate selection techniques. Special emphasis is placed on the Click/ShiftClick technique, which will be demonstrated in class.

3. Cut, paste and copy text.
4. Add footnotes, end notes, headers and footers to text or a page.
5. Automatically number pages, and distinguish between a cover (title) page and other pages for numbering and other purposes.
6. Set margins, indentations, tabs (4 types).
7. Use find and change tools.
8. Change fonts, styles, alignments, justifications.
9. Create a brochure in the form of a trifold document.
10. Use spell checker, thesaurus, and hyphen controls.
11. Create and use special characters.
12. Create columns for text.
13. Divide a document into sections.
14. Preview a document.
15. Be able to keep certain items divided by a space together at all times.
16. Use text and graphic frames.
17. Make use of “hidden characters”.
18. Perform the above across computer software and platforms.

Spreadsheets:

1. Understand the creation of a spread sheet and the meaning of cells, rows, columns, entry bar, functions
2. Be able to enter data and make use of formulas and operators in a spreadsheet.
3. Be able to cut, copy and paste data, columns, and rows.
4. Be able to apply appropriate formats to data and cells.
5. Be able to “wrap” a cell entry
6. Be able to sort data and to select sets and subsets of data.
7. Be able to change page formatting including row and column size, borders, display options.
8. Be able to use functions in a spreadsheet.
9. Be able to create charts and graphs from data in a spreadsheet.
10. Be able to add spreadsheets to word processing documents.
11. Be able to move data between spreadsheets, text documents, and databases.

Databases:

1. Be able to understand and define field and record.
2. Be able to enter data
3. Be able to sort data and to select sets and subsets of data
4. Be able to automate the creation and entry of certain data.
5. Be able to create totals and other summary data.
6. Be able to create and format layouts.
7. Be able to find and select records
8. Be able to create mail merge products.
9. Be able to move data between spreadsheets, text documents, and databases.

Graphics

1. Be able to acquire digital still pictures
2. Be able to understand the differences between bit mapped and vector graphics and to find and edit them
3. Make use of graphics and still pictures in word processing documents, spreadsheet and databases.
4. Understand and properly use text wrap techniques with graphics.
5. Be able to scan pictures for use in blogs, word processing, presentation, and other applications

Presentation Software

1. Be able to develop a presentation using master slides, transitions, graphics
2. Be able to use graphics in presentation software
3. Be able to use a range of controls to present slides during a presentation
4. Be able to give a formal presentation of moderate complexity to an audience of your peers