

College of Education
Department of Professional Studies
EDM 310 Section 510 CRN 30385 Microcomputing Systems

Instructor: Dr. John H. Strange, Professor

Office Hours: Wednesday 2:00 pm - 4:00 pm June 6, 20, July 11, 18

Thursday 3:30 pm - 5:30 pm May 30, June 14, 28

AND by appointment (Mobile or Fairhope)

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Class Blog: <http://edm310summer07.blogspot.com>

Class Web Page: <http://www.johnstrange.com/edm310summer07>

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

Text: Microsoft Office for Teachers, 2nd edition (Optional)

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:

- (3)(c) 1.(iii) Knowledge of media communication technologies that enrich learning opportunities.
- (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
- (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.
- (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 7 - 9) for the specific assignments and classes that address the standards specified above.

Student ePortfolio 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 to use Foliotek beginning with the first College of Education course containing Alabama Quality Teaching Standards taken and continue to use the software throughout their program of study.

In general the process consists of students submitting evidence/artifacts related to the knowledge, skills, or abilities taught in a course/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 the program.

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 some one 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 then *unless* you use them. Experience is a great teacher. You cannot learn to ride a bicycle without a) practice in actual 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. Many have never touched a computer before. You already may be able to do, or know, many of the competencies that are the objectives of the course. Others will start by learning how to turn on a computer and go from there. If you are a beginner, do not fear. You will catch up quickly.

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 very general terms, the various parts of a personal computer and how a personal computer works.
2. 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.
3. I want you to become highly proficient in using a word processor to produce letters, papers, brochures, longer publications such as books or long articles.

4. I want you to be able to use graphics (some you create, many 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.
8. I want you to have the understanding and confidence to use both common computer platforms: Macintosh and Windows and to see their inherent similarities.
9. I want you to be able to access and make full use of the World Wide Web and to be able to create a basic web site and a blog which contains at least weekly postings, pictures and audio.
10. 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.

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

This course will require that you produce five products due on the dates specified elsewhere in this document. The specific requirements for these products will be distributed in class.

1. A presentation, presented to the class as an audience, created in Powerpoint.
2. Your personal Blog associated with this course, with at least weekly postings, pictures and audio and meeting other specifications as specified on separate instructions to be distributed and/or posted at various times during the semester.
3. A web site coded by you in HTML
4. A trifold brochure created in Word.
5. A database using Excel

Number and Type of Examinations To Be Given During The Semester

1. Diagnostic examination for word processing (Week 1) (Does not count toward grade. Diagnostic only.)
2. Math diagnostic (Week 1) (Does not count toward grade. Diagnostic only.)
3. Data base and spreadsheet examination. Week 8
4. Word processing skills examination. Week 8
5. There will be a Final Examination from which you will be exempt if you have demonstrated competence in all areas covered by this course prior to the Final Examination.

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).

Diagnostic Examinations Week 1

Powerpoint Presentations Week 2

Database and Spreadsheet Examinations Week 8

Word Processing Examination Week 8

Tools

Word Processing - Word

Spreadsheets/Data Base - Excel

WWW Browser - Firefox, Blogger

Graphics - Photoshop Elements

Presentation Software - PowerPoint

Textbook

None required. Many students, however, find some books helpful. We will discuss specifics in class. If you are a beginner, then you will need some printed materials to assist you.

*******USB Pen Drive (minimum size of 256 mg) is REQUIRED*******

You are required to have your own 256 megabyte (or larger) USB Flash Pen Drive which 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 \$ 10 to \$ 25.

Project Due Dates

1. Powerpoint Presentation: Week 2 (Random Drawing for Presentation Order)
2. DRAFT Tri Fold Brochure Week 4 (End of Class)
3. DRAFT Web Page: Week 4 (End of Class)
4. FINAL Tri Fold Brochure: Week 5 (End of Class)
5. FINAL Database: Week 6 (Start of Class)
6. SEMIFINAL Web site: Week 6 (End of Class)
7. Blog: Must be kept up to date Weekly. FINAL Blog due Week 8 (Start of Class)
8. FINAL Web Site Week 8 (Start of Class)

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 five projects you prepare, the formal presentation you make, 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 8 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!

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 web page <http://www.johnstrange.com/edm310summer07/>

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!**

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 - May 31 : Class Procedures; Introduction; Class Pictures and Contacts; Computer Basics; Using a Digital Camera; Scanning Using an Hierarchical File System, Introduction to Presentation Software, Creating a Blog, Adding Comments, Pictures and Links to Blogs;

Introductory Material

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 learn how to create a blog and how to add links and pictures to your blog. A handout will be distributed. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** Your Blog is Project 2.

You will begin to plan your first project - a Powerpoint Presentation about YOU!

You will develop a presentation of moderate complexity for presentation in class during Week 2. **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?

The presentation must contain at least 12 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 2 (June 7).

Assignment: Create your Blog for this course. Add at least two posts. One must indicate the focus of your Powerpoint presentation. The second must address the central issues teachers and students face in addressing plagiarism in written work and in the use of work in other media and web formats. **ATQS (5)(c) 5.(ii).**

Complete your PowerPoint presentation.

Week 2 - June 7: Formal Presentations of Presentation Software Projects (Project 1); Begin World Wide Web Project (Project 3)

First each student will make a PowerPoint 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.

The second of 5 projects consists of a personal web site that each student will develop and which will be placed on the World Wide Web. The web site must consist of at least 13 pages. It MUST be written in

HTML. It must contain links to all pages in the project and at least 2 links to external web sites or pages (one of which may be your blog). It must contain at least one digital image on each page. It must incorporate all HTML tags as shown on the separate Instructions for Creating an HTML Web based Site. Storyboards must be prepared for all sites and must be approved by me before you get highly involved in the production of your web site.

In the class students will learn how to write html code and how to place images on a web page. You will begin the development of your own Web site. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Assignment: Post to your blog following the separate instructions that will be distributed in class. In your posts following the class for weeks two and three you must review the 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) 3.(i)**

Week 3 - June 14: Project # 3 - Trifold Brochure; Continued Work on Web Site

The fourth of 5 projects begins - a trifold brochure. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)** It should be of professional quality. Samples will be available to help you understand the possibilities for your brochures. Each brochure must contain a “cover” page, a “mailing” page, and two or more content pages. All brochures **MUST** be done in Microsoft Word (not Publisher). **ALL** text and pictures **MUST** be placed in text boxes. The use of digital images (photographs) is encouraged. The use of color is required. All brochures (after approval and acceptance by me) will be printed on heavy stock in order to produce a professional quality brochure.

Print drafts of trifold brochures. Make needed corrections.

Continue work on web site development. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Assignment: Spend at least 2 hours working on your trifold brochure. Make corrections to your draft brochure. Prepare “final” draft” which is due at the start of class on June 21. 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)**

Week 4 -June 21: Submit Final Trifold Brochures; Blog Enhancement; Continue World Wide Web Site Development; Submit 1st Draft of Web Site

Submit Final Trifold Brochure at start of class.

In addition to using HTML to create a web site, you can also use HTML to enhance your Blog. Blogs make use of HTML and Cascading Style Sheets. You will learn how to use HTML tags in your Blog and how to modify the look of your Blog by addressing CSS issues.

The first version of your WWW site is due at the end of class. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Assignment: Review your web site and the site of one other person in class (you will be assigned to a partner for this purpose). Prepare a list of suggestions for improving your site and the site of your partner. Give me a copy (and your partner a copy) of your suggestions. Spend at least 2 hours reviewing and working on your web site.

Continue your blog following separate instructions. Enhance your Blog with HTML code and adjustments to CSS as appropriate. Bring your Address Book with you to class. You will need it in class.

Week 5 - June 28: Review Web Site Critiques; Correct Your Web Site; Review of Word Processing; Data Bases

Review word processing.

Review the critiques of your web site that you have received. Make necessary corrections.

Instruction on the use of data bases begins. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii) Your database is Project 5**

Assignment: Post to Your Blog following separate instructions. Add comments to at least 2 other Blogs of members of this class. Review your site on the web. Make a list of the changes and corrections needed. Complete semifinal version of WWW site due at START of class on July 5. Complete your data base. It is due at START of class on July 5.

Week 6 - July 5: Submit Semifinal Version of Your Web Site ; Spreadsheets Part 1

Submit SEMIFINAL version of WWW Project due at START of class. Spreadsheets Part 1. **ATQS (3)(c) 1.(iii); (3)(c) 4.(i); (3)(c) 4.(ii)**

Assignment: Spend at least 4 hours practicing spreadsheet techniques. Review web site on the web and make necessary corrections. Review two other student's web sites and comment within their blog giving your recommendations for improvement. Post to your blog as specified in blog assignment handout.

Week 7 - July 12: Spreadsheets Part 2; Spreadsheet Review ATTENDANCE RECOMMENDED

Assignment: Spend at least 1 1/2 hours practicing spreadsheet techniques. Spend at least 1 hour reviewing word processing. Make final changes to web site taking into considerations the comments of student reviewers.

Week 8 - July 19: Data Base Due. Final Web Site Due. Final Posts to Blog Due. Spreadsheet/ Data Base Examination. Word Processing Examination. ATTENDANCE REQUIRED

Data Base due at start of class. Final web site due at start of class. Final posts to blog due prior to start of class.

Word processing examination (1 hr.) Spreadsheet and data base examination (2 1/2 hours)

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