

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**Professionalism, Technology and Diversity Conceptual Framework Statement:**

*Preparing Reflective and Caring Technical Educators for World of Technology and Diversity*

**Conceptual Framework Performance Expectations:**

*Our candidates are prepared to demonstrate:*

1. General Knowledge
2. Technical Competency
3. Professional Competency
4. Competency in the Use of Technology
5. Caring Dispositions
6. Reflective Practice
7. Sensitivity to Diversity

**Course Number & Title:** EDU 3640 Computers in Education (3 Credits)

**Instructor:** Dr. Lieselle Trinidad      **Office:** Midway Building, M-202      **Phone:** (718) 260 - 5973

**Email:** [Ltrinidad@citytech.cuny.edu](mailto:Ltrinidad@citytech.cuny.edu)      **Virtual Hours:** Via blackboard Wednesday's 2:00 – 3:00 pm

**Office Hrs:** Wednesday's 1:00 - 4:00pm

**Course Description:** A hands-on computing literacy course on how microcomputers can improve teaching and learning environments. Emphasis is placed on the process of planning, designing, and implementing pedagogical techniques that best facilitate student learning. Topics include Word Processing, Spreadsheet & Database Management Systems. Interactive Multimedia Software, Internet Multimedia Software, Internet and World Wide Web. **Prerequisites:** EDU 2362

**Course Objectives:**

*Upon completion of this course, the candidate will be able to:*

1. Evaluate appropriate uses of educational technology and social media (CF # 2, 4)
2. Critically analyze issues related to educational technology and social media (CF # 1, 4, 6)
3. Select appropriate uses of technology consistent with educational objectives and standards (CF #3, 4)
4. Plan ways to use technology appropriately and effectively in teaching and learning environments (CF #4, 5, 6)
5. Utilize various software applications and the Internet in the classroom (CF #4, 6)

**Materials - Technology Requirements:**

- It is recommended that you purchase a USB flash drive to save your work. You may also open a free cloud account to store your work on.
- You will need access to a computer equipped with Microsoft Word, PowerPoint, Excel, Movie and Internet access to complete assignments.
- You will need an E-mail account and should be comfortable using it. Please set up your Blackboard account to include the email you use more frequently.

**Required Readings:** Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms, 3rd Edition, ISBN: 1412977479.

Online articles will also be assigned. Check the Assignment Area on Blackboard for your required reading. For the online portion of the class the article/assignment will be posted on Sunday. Your response and feedback must occur by Friday.

**Additional Recommended Resources:**

- <http://www.edutopia.org/blog/computers-mindful-lens-on-technology-douglas-rushkoff>
- <http://www.sciencedirect.com/science/journal/03601315>
- <https://www.asee.org/>
- <http://www.iteaconnect.org/>

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**Course Requirements:** This course is a hybrid, meaning it meets face-to-face and online. We will also meet online in the virtual classroom, or via the discussion board (Communications area) in Blackboard. For the online dates, you should plan on visiting Blackboard at least twice a week. As your facilitator, I will also be checking the discussion board at least three separate days each week. Please make sure you can access your NYCCT email as this is the account that is usually linked to your Blackboard account. All problems with passwords must be addressed in N-420. If you have a problem posting to the system or cannot meet a deadline, send an email to me. All online posts are due by 7pm Friday!! **Late work is not accepted!**

The content, activities and outside work for this course are all designed to contribute to your ability to achieve the previously described objectives. The delivery system for attainment of these objectives consists of a varied group of activities, including:

- Lectures and Class Discussions (Online/In person)
- Presentations on Assigned Readings
- Lab Activities
- Reflections

**Attendance Policy:** Your participation is required for the success of this class. Attendance therefore, is absolutely necessary. You are expected to attend each in-person class meeting as well as each online (virtual) meeting. You may be absent without penalty no more than twice (either in-person or online). Arrival late twice to class will equal one absence. Absences (excused or unexcused) greater than two will reduce your final grade for the course by one letter grade. **Please note if you fail to submit an online assignment that will also count as an absence in addition to the grade of zero for the assignment.**

**Course Assessment (to reflect Course Objectives):**

1. Technology Activities
2. Presentation on Assigned Readings
3. Midterm Examination
4. Final Technology-Based Project
5. Reflection

**Academic integrity** is doing one's own work and carefully citing the work of others (include Web URLs). It is important that you are acting ethically and responsibly when using other authors' materials from the Internet.

**College Academic Integrity Statement:** Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

**Statement on Students with Disabilities:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from OSSS, which is located in Room A-237. It is the student's responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Netiquette:** Very often, written text is left to interpretation by the individual reader. Be cognizant of this when writing email or posting to the discussion board. Please treat your classmates in the manner in which you like to be treated. Allow time for mail to be received, and replied to, keeping in mind the busy schedules of others. Writing in UPPERCASE implies that you are shouting in the online world.

**Group Presentation Guidelines:** Working with other members of the course, your group will create presentations based on the assigned readings. Each member of the group must participate in the presentation and compiling of the presentation. Groups must use the technology they are discussing in the presentation. This presentation should be at least 30 minutes. The course materials (articles) and the textbook must be cited in your

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

presentation. A minimum of two citations from the textbook and one from the course materials must be included in your presentation. The rest of the class will provide feedback either on the discussion board or in- person. Include a comprehensive activity to ensure the class understands the technology presented. Feedback will address the following aspects: What you enjoyed most about the presentation; Things that could be improved in the presentation; How would you use the information presented as a classroom teacher? The presenting group will upload their presentation to the designated area in the discussion board. Each group will be graded using the group presentation rubric, found at the end of the syllabus.

**Eportfolio Page:** You will be required to create an eportfolio page for this course. The open lab, which you all joined the first week of class, will be the platform that you shall utilize to access and create the e-portfolio.

For those who need help in creating an e-portfolio utilize this link to help guide you through the process:

[http://websupport1.citytech.cuny.edu/eportfolio\\_student\\_videos/CreateEPortfolio/CreateEPortfolio.html](http://websupport1.citytech.cuny.edu/eportfolio_student_videos/CreateEPortfolio/CreateEPortfolio.html)

<http://openlab.citytech.cuny.edu/blog/help/creating-an-eportfolio/>

Throughout the semester, on most weeks you will upload portions of your final project to your eportfolio page. Starting with session 3 where you will upload your title page. These assignments are structured to keep you organized and make sure you progress through the semester towards a complete and well thought out final project. The following list will be uploaded most weeks thereafter.

- Title Page (week 3)
- Chapter headings (week 4)
- Table of contents (week 5)
- Graphics or images for at least one section each week including properly formatted references (weeks 6-10)
- List of references properly formatted (bibliography) (week 11)
- Rough draft of the completed guide (week 12)
- Final Draft of the completed guide (week 15 6pm)

**Assignment #1:** Reflect upon and write an answer to the following questions on the discussion board on blackboard.

Please make sure to include a thesis statement, two examples, and an explanation of the significance of those two examples. Feel free to use any articles, resources in this assignment. All resources used must be cited using APA format. ***How has technology affected your life? How would your life be different if you did not have access to the technology that you currently use? What form of technology that has not yet been invented would improve the quality of your life?***

Excellent Autoethnography	Good Effort	Reflect and Rewrite
The answer demonstrates thoughtful, substantive, and complex consideration of the questions.	The answer demonstrates some consideration of the questions but would be stronger if the student had a more in-depth response	The answer does not demonstrate thoughtful consideration of the questions.
The answer includes a clearly-written, specific, and complete thesis statement.	The answer includes a clearly-written thesis statement that would be stronger if it included greater specificity, complexity or depth.	The answer does not have a clear thesis statement.
The answer introduces and thoroughly interprets two examples.	The answer includes two examples, but does not interpret them thoroughly	The answer either does not include two examples or does not interpret them.

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**Assignment #2:** Reflect upon and blog in eportfolio about why you chose your final project topic? What was your inspiration or connection to the topic? What do you hope your students will learn from the guide? As part of the assignment please utilize the blog tool in the e-portfolio to comment on each other's work as well. Feel free to use any articles, resources in this assignment. All resources use must be cited using APA format.

### **Blog Rubric**

If you receive a rating of less than a 3 you have the option to resubmit within one week of due date.

#### **Rating Characteristics**

- |   |   |
|---|---|
| 4 | <i>Exceptional.</i> The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.    |
| 3 | <i>Satisfactory.</i> The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. |
| 2 | <i>Underdeveloped.</i> The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.  |
| 1 | <i>Limited.</i> The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.  |
| 0 | <i>No Credit.</i> The blog post is missing or consists of one or two disconnected sentences.  |

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**Assignment #3:** Group presentations, instructions listed above.

**Group Work Rubric**

Directions: Rate each of your group members in each of the categories, then add up the points for their total group score.

<b>Group Member:</b>	<b>All the time 3</b>	<b>Some of the time 2</b>	<b>Never 1</b>
<b>Participated in group work</b>			
<b>Maintained focus on the task at hand</b>			
<b>Offered help to others, or sought help when needed</b>			
<b>Asked questions that moved the discussion along</b>			
<b>Contributed ideas, opinions, and feelings</b>			
<b>Provided positive feedback to other group members</b>			
<b>Total Score =</b>	<hr style="display: inline-block; width: 150px; vertical-align: middle;"/> /18		

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

## Group Presentation Rubric

I will use this rubric to evaluate each group's presentation. Students can look at this rubric so they may understand what they are being graded on. The Group Presentation Rubric will be combined with the Teammate Participation Rubric to determine your final grade for the project.

Trait	Criteria				Points
	1	2	3	4	
<b>Content</b> Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	—
<b>Collaboration</b> Did everyone contribute to the presentation? Did everyone seem well versed in the material?	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	—
<b>Organization</b> Was the presentation well organized and easy to follow?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	—
<b>Presentation</b> Did the presenters speak clearly? Did the presenters engage the audience? Was it obvious the material had been rehearsed?	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	—

**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**Grading**

**Criteria:**

1. Technology Activities, Presentations, Course Participation	35%
2. Midterm	35%
3. Final Project	<u>30%</u>
<b>Total</b>	<b>100%</b>

Grades are available online via the “Grade book” in Blackboard. Before you inquire about your grade for an assignment, please make sure you have done the following:

1. You actually did the assignment in question. Check the “Assignment” area on Blackboard and
2. You submitted the assignment before the time deadline specified. Remember late work is not accepted. Therefore if you submit it late, you will receive a zero.

<b>Course Outline</b> (for the 15 week session)	
<b>DATE/SESSION #</b>	<b>TOPICS</b>
Aug 29 (#1) – <b>In Person</b>	The Read/Write Web (Chapter 1) Utilizing the Online Component
Sept 5 (#2) – <b>Online</b>	Fair Use and Copyright
Sept 12 (#3) – <b>Online</b>	ePubs In Education <b><i>Final project topic deadline and title page posted to eportfolio</i></b>
Sept. 19 (#4) – <b>In Person</b>	Weblogs (Chapters 2, 3) <b>GROUP 1 - Presentation</b> <b><i>Chapter headings posted to eportfolio page</i></b>
Oct. 10 (#5) – <b>In Person</b>	Wikis (Chapter 4) <b>GROUP 2 - Presentation</b> <b><i>Table of contents posted to eportfolio page</i></b>
Oct. 17 (#6) – <b>In Person</b>	Social Networks I: Tweet This! (Chapter 6) <b>GROUP 3 - Presentation</b> <b><i>Graphics or images posted to eportfolio page (incl. properly formatted</i></b>
Oct. 24 (#7) – <b>In Person</b>	Presentation Tools (Chapter 7) <b>GROUP 4 - Presentation</b> <b><i>Graphics or images posted to eportfolio page (incl. properly formatted</i></b>
Oct. 31 (#8) – <b>Online</b>	Visual Networking <b><i>Graphics or images posted to eportfolio page (incl. properly formatted</i></b>
Nov. 7 (#9) – <b>In Person</b>	<b>MIDTERM EXAM</b> – Preliminary Paper (10 Pages) <b><i>Graphics or images posted to eportfolio page (incl. properly formatted</i></b>
Nov. 14 (#10) – <b>Online</b>	There's an App for That! <b><i>Graphics or images posted to eportfolio page (incl. properly formatted</i></b>
Nov. 21 (#11) – <b>Online</b>	Social Networks II: Facebook (Chapter 9) <b><i>List of references properly formatted (bibliography)</i></b>
Dec. 5 (#12) – <b>In Person</b>	Clouds Google Tools for Educators <b><i>Rough draft of completed project due</i></b>
Dec. 12 (#13) – <b>Online</b>	Spreadsheets and Databases Final Project Q & A
Dec 19 (#14) – <b>Online</b>	<b>FINAL PROJECTS DUE (20 PAGES) – ELECTRONIC SUBMISSIONS ONLY</b>



**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**FINAL PROJECT:** Your Final Project will consist of you creating a digital guide to be used by your students. This guide will be something of academic value that teaches your students a particular skill(s) relevant to your area of instruction.

**Guidelines:** Your 20-page guide entails: 2 pages for your front and back cover; 2-3 pages for the table of contents and references. The remaining pages are the content of your guide. Your guide must be formatted using the APA Style Manual ([www.apastyle.org](http://www.apastyle.org)) and you must cite **at least 7 sources**. This document will be typed using Times Roman Font, size 12pt, 1.25" spaced, with 1" margins all around.

**Grading:** You will be graded on: Requirements, Writing, Understanding of Topic and Layout.

**Deadline for Approval:** **Session 3** is the last date you will have to submit your topic for your guide to me. You will post your topic on your eportfolio page.

**Final Formats:** For the final version of this project you will submit two files to blackboard. One file format is an epub file. An epub is an electronic book format that has become the industry standard, allowing eBooks that use this format to be read on a wide variety of eReaders, from dedicated hardware to desktop software to online based readers. This format is viewable on several devices including iPod Touch, iPad, and iPhone and other devices. Here is a link to an online free eReader <http://goo.gl/ZDb3x> (case sensitive). The second file format is the Microsoft Word format. **Submitting one file format will reduce your score by 15 points.**

**Formatting Your Guide:** To format your guide, two programs will be used. You will need Microsoft Word to type the guide. You will save the file as a Rich Text Format (.rtf) file. You will then use the free program, Calibre to export the file to an epub format. The free download is available here <http://calibre-ebook.com/>. If you are using a Mac computer with OS 10.7 or later, you can use the new version of iBooks to create your epub file. You may also use Adobe InDesign to create the file as well or any other program that will create an epub file. If you are using Calibre, please consult the Calibre FAQs and video (<http://www.youtube.com/watch?v=CnrFqecq7Q>) to ensure your images are properly formatted before submitting the book to me.

**Deadline for Final:** Your Final Project must be uploaded to blackboard by 6pm on the last session of class.

**Disclaimer:** Any guide created by you is owned by and governed by the laws of copyright. This is submitted to me merely as an academic requirement. You may choose to publish this book on your own and will find an abundance of information on the Internet to assist in that area.



**New York City College of Technology**  
**Department of Career and Technology Teacher Education Syllabus Spring 2014**

**FINAL PROJECT RUBRIC**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Requirements</b>	<i>All of the requirements (# of pages, APA, epub file, etc.) were met.</i>	<i>Almost all (about 90%) the requirements were met.</i>	<i>Most (about 75%) of the written requirements were met, but several were not.</i>	<i>Many requirements were not met.</i>
<b>Writing*</b>	<i>The writing is clear, well organized, informative, and free of spelling and grammatical errors.</i>	<i>The writing is clear and informative.</i>	<i>The writing is clear, but does not go beyond the information given in the textbook.</i>	<i>The writing is vague or filled with errors.</i>
<b>Understanding of the Topic**</b>	<i>The how-to guide shows thorough understanding of the topic.</i>	<i>The how-to guide shows a good understanding of the topic.</i>	<i>The how-to guide shows a reasonable understanding of the topic.</i>	<i>The how-to guide shows a limited understanding of the topic.</i>
<b>Layout</b>	<i>The books layout is attractive and inviting to the reader.</i>	<i>The books layout is easy to follow.</i>	<i>The books layout is reasonably clear.</i>	<i>The book appears to be carelessly done.</i>

SCORING GUIDE 13 - 16 =A      9 – 12 =B      5 – 8 =C      1 – 4 =D

\*Thorough - shows extensive grasp of the topic including thorough explanation and analysis.

Good - shows grasp of the topic with competent explanation and analysis.

Reasonable - shows competent understanding of the topic with little explanation.

Limited - shows little understanding of the topic, lacks explanations and/or analysis.