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| **WAYLAND BAPTIST UNIVERSITY**  **SCHOOL OF Education**  **plainview campus** |
| ***Mission Statement***  *Wayland Baptist University exists to educate students in an academically challenging,*  *learning-focused and distinctively Christian environment for professional success,*  *lifelong learning and service to God and humankind.* |
| EDIT 4330 Portfolio Development and Technology IntegrationSpring 2014 |

# INSTRUCTOR’S NAME: David Stamper, Ed. D.

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### **OFFICE HOURS:** On Demand, via Email

**BLACKBOARD URL**: https://wbu.blackboard.com

**CATALOG COURSE DESCRIPTION**:  
Advanced course in how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use if current technology for teaching and integrating state and national Essential Knowledge and Skills into the curriculum. Software used will be Microsoft Windows, Microsoft Word, Microsoft Publisher, Microsoft Excel, Microsoft Power Point and Internet Explorer. Please note that the assignments are designed to build competence in various MS tools that an instructor may be using for technology integration into their classroom.

**Prerequisite Courses: EDIT 2310** Computers in the Classroom or a similar basic software skills-building course; computer experience may substitute, Publisher or Web developer experience a plus!.

* **Required TEXTBOOK AND Resource Materials:**

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|  | Transforming Learning with New Technologies, 2nd Ed..(2014) |
|  | Author: Maloy, Robert, *Pearson Education: www.pearsonhighered.com* |
|  | **eText:**  ISBN-10 0-13-315575-7, ISBN-13 978-0-13-315575-4  **Print:**  ISBN-10 0-13-315571-4, ISBN-13 978-0-13-315571-6 |
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**State and National Essential Knowledge and Skills**

1. Texas Essential Knowledge and Skills (TEKS) for Technology Applications - [www.tea.state.tx.us/rules/tac/ch126toc.html](http://www.tea.state.tx.us/rules/tac/ch126toc.html)
2. National Educational Technology Standards Project - [http://cnets.iste.org](http://cnets.iste.org/)
3. Texas State Board for Educator Certification Standards - [www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp](http://www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp)

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| **COURSE ASSESSMENT/EVALUATION**  **MICROSOFT OFFICE 2013/10**  **ADVANCED** | | |
| **AREA** | **Point Value** | **Percentage** |
| **Lesson Planning Block (Word/Publisher)** | **100** | **10%** |
| **Newsletter Exercise Block (See following breakout)** | **350** | **35%** |
| **Working with Excel – Linking Individual Worksheets** | **50** | **5%** |
| **Working with Access Dbase- Queries & Reports** | **100** | **10%** |
| **Showcase Presentation Block (See following breakout)** | **150** | **15%** |
| **Examinations** | **200** | **20%** |
| **Discussion Board** | **65** | **6.5%** |
| **Totals** | **1,015** | **100%** |

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| **WORKING WITH MICROSOFT ASSIGNMENTS Note: for Newsletter Exercise, may use either Word or Publisher *ALL ASSIGNMENTS ARE DUE BY prior to MIDNIGHT, Monday the START OF THE WEEK, FOR EXAMPLE, SAID CLASS #2, MIDNIGHT, AT BEGINNING OF CALENDAR WEEK OF CLASS. ANY QUESTIONS?*** Under “Assignments” on Blackboard is a detailed description of each assignment with a grade sheet! | | | **Due** |
| **BLOCK** | **Software** | **Points** | **Prior to Class #** |
| Lesson Planning (Assign #1) | Word/Publisher | 100 | **2** |
| Newsletter Exercise Graphic (Assign #2) | Power Point | 50 | **3** |
| Newsletter Exercises (Assign #3 a – e) | Word or Publisher | 125 |  |
| Part 3a - Columns . | 25 pts | . | **3** |
| Part 3b - Borders . | 25 pts |  | **3** |
| Part 3c - Nameplate | 25 pts |  | **3** |
| Part 3d - Using Clipart . | 25 pts |  | **3** |
| Part 3e – Using Textbox (. | 25 pts |  | **3** |
| Newsletter Exercise Making Charts (Assign #4) | Excel | 50 | **4** |
| Newsletter Exercise Importing Charts (Assign #5) | Word/Publisher | 25 | **4** |
| Newsletter Exercise Complete Assign #6 (5 pages) | Word\* | 100 | **5** |
| Working with Excel – Linking Assignment #7 | EXCEL | 50 | **7** |
| Working with Access Dbase Assign #8 | Access\*\* | 100 | **8** |
| Making Artifacts with Power Point Assign #9 | Power Point | 25 | **9** |
| Showcase Presentation Final Assign #10 | Power Point | 125 | **11** |
| Software Projects Subtotal |  | **750** |  |

**\*Please note: that although each assignment stands on its own, it may be used as part of the finished product such as the final newsletter, Assign#6**.

**\*\*Under Assignments, there’s already an ACCESS DBASE, that you can download, then make query & report only.**

**Assignments should be turned in to Blackboard Assignment Drop Box or attached to my email.**

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| **ADDITIONAL SOFTWARE LESSON NOTES** |

* **In Blackboard, under “RESOURCES”: there are Power Point slides which cover the gamete of Microsoft Office 2013/2010 to include:**
  + **Word**
  + **Publisher**
  + **Excel**
  + **Power Point**
  + **Access**
  + **More Lesson Notes:** includes summary of the text’s chapters, explanation of NTEQ, and computer hardware to name a few

***Use these to augment your knowledge of MS application software!***

**VIRTUAL CAMPUS/BLACKBOARD CONTENT ORGANIZATION:**

Everything you need to complete all your assignments, course lesson notes, exams, discussion board is referenced under Blackboard **Lesson Content** Folder called: “WEEKLY ACTIVITIES.” Please use this as your **guide** for turning in assignments (Drop Box), taking exams, etc.

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| **EXAMINATIONS** | | |
| **Midterm** | **Instructor Notes: Portfolio Development, Lesson Plans, Using Computers, Word-LP & Newsletter + TEXTBOOK (Transforming) CHAPTER One** | **100 pts** |
| **Final** | **Excel, Access & Power Point+ PLUS TEXTBOOK(Transforming) CHAPTERS:** | **100 pts** |

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| **REVIEWS FOR EXAMINATIONS** |

**Note: Again, Reviews are located in *“Weekly Activities”,* usually the week prior**

**Participation (65 Points)** **There will posts on discussion board which require you to respond to and you will receive points depending on the nature of the post. Keep checking Blackboard’s Discussion Board! You can also communicate with your classmates and me in Blackboard through messages and emails**

**PORTFOLIO DEVELOPMENT (Final Exercise/Assignment)**

**THIS IS A MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES AND COURSE REQUIREMENTS AND GRADING CRITERIA:**

Each student will create and showcase a **unit portfolio** which includes a summative evaluation of you. So, you will be constructing throughout the course the various pieces of a **working portfolio** which will culminate in a complete unit portfolio that you will present in a final Power Point presentation which highlights your reflective essays, artifacts and your “***showcase.”*** Pretend that each member of an interview has **a copy of your portfolio**.  You will make a presentation to the committee.

Your presentation will be in **Power Point** that will be composed of the following slides that you will show as you share the contents of your portfolio . Put a sample on the slide, can be a photo, a graphic or .GIF Place everything that is indicated by parentheses on the note pages of each slide. For example, the reflective essays have been turned in along with artifacts. How well you do this is being scored on integration.

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| **Portfolio Showcase Power Point Presentation** | | |
| **Sld #(s)** | **Description** | **Artifact(s) as Displayed in PPT.** |
| **Slide 1** | Title slide--Your name, Showcase Portfolio | Some kind of logo that encompasses the essence of your work… |
| **Slide 2+** | Photos of yourself/ family/ etc. (as you share your autobiography and philosophy of education; may be more than one slide) | Photos/graphics |
| Slide 3 | Curriculum maps (as you exhibit your ability to plan units of instruction) | Graphic/and/or photos that outline your units of instruction. |
| Slide 4 | An example of one of your lesson plans (as you demonstrate your ability to make lesson plans.) | Have scanned into slide, a graphic representation of what you consider the lesson plan that highlights your teaching abilities |
| Slide 5 | An example of your technology integration lesson plan | Have scanned into slide, a graphic representation of a technology lesson plan |
| Slide 6: | A 3-5 minute edited video of your teaching presentation skills (optional) | An imbedded MPG (storyboard may be included, was assigned prior. |
| Slide 7 | Summary of the Showcase | A summary of the presentation |
| Slide 8 | Top 10 Reasons to Hire Me |  |
| Slide 9: | Conclusion/Room for Questions |  |

***Note: PLEASE USE THE ABOVE AS A GUIDE TO PUT TOGETHER YOUR ELECTRONIC PORTFOLIO***

**University Grading System:**

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| Grade | pOINTS | pERCENTAGE |
| A | 900-1,000 | 90-100 % |
| B | 800-899 | 80-89 % |
| C | 700-799 | 70-79 % |
| D | 600-699 | 60-69 % |
| F | <600 | below 60 % |

Cr for Credit

NCR No Credit

I Incomplete

W for withdrawal

WP Withdrawal Passing

WF Withdrawal Failing

X No grade given

**IP In Progress**

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. **\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Makeup/late policy:** All assignments will be due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. No points will be deducted from the assignment if the reasons are acceptable to the professor. If the assignments are late because of negligence of the student, 1 point per day will be deducted from the grade.

**ATTENDANCE POLICY:**The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**PLAGIARISM:**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

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| **Proposed Weekly Schedule (Subject to change by Instructor)** |

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| **Weekly** | **Lesson Notes are part of the weekly activities, give you the subject matter knowledge need to complete assignments and more!** | |
| **Wk #1 Feb 23** |  | Introduction to course, lesson planning, computer essentials & Internet  **(SEE POWER POINT SLIDES ON BLACKBOARD UNDER LESSON NOTES)** |
| **READ** | **BOOK** | **21s Century Teacher & The Issues, Chapters 1&2, pp. 1-44** |
| **Lesson Planning, Assignment 1**  **Due: Week 2 Beginning (NLT SUNDAY, MIDNIGHT)** | | |
| **Wk#2**  **March 2nd** |  | Curriculum Vita, Lesson Plans and Newsletters, making graphics, formatting etc. |
| **READ** | **BOOK** | **Chapters 3 Transforming & 4 Designing Lessons, PP. 45-96** |
| **Assignment #2 Due: Week 3 Beginning (NLT SUNDAY, MIDNIGHT)** | | |
| **Note: WBU Main Campus Spring Break 2014 March 10-14th** | | |
| **Wk#3**  **March 16th** |  | **Finishing Up Newsletter Theme** |
| **READ** | **BOOK** | **Chapters 5 Info Lit &6 Online Learning , pp. 97-156** |
| Assignment #3 **Due: Week 4 Beginning (NLT SUNDAY, MIDNIGHT)** | | |
| **Wk#4**  **March 23rd** |  | **Making charts in Excel, Linking Worksheets** |
| **READ** | **BOOK** | **Chapter 7 Problem-Solving & 8 Communicating, pp. 157-214** |
| **Assignment #4 & 5 Due: Week 5 Beginning (NLT SUNDAY, MIDNIGHT)** | | |
| **Wk#5**  **March 30th** |  | **Review for Midterm review prior to class review C1-2 text plus Lesson notes** |
| **Assignment 6** | | |
| **READ** | **TEXTBOOK - CHAPTER 8** | |
| **Wk#6**  **April 6th** | **Midterm Available on Blackboard, This is a timed exam, multiple choice, so budget a proper amount of time to take exam (average 3 minutes per question, total =87 minutes, 29 questions total. Note: you can take the exam anytime, but must completed prior to start of Week 7.** | |
| **READ** | **BOOK** | **Chapter 9 Expressing Creativity, pp. 215-242** |
| **Wk#7**  **April 13th** |  | **Working with Power Point** |
| **READ** | **BOOK** | **Chapters 10 Promoting Success pp. 243-274** |
| **Assignment #7** | | |
| **Wk#8**  **April 20th** |  | Animation and More, Using Forms in ACCESS |
| **READ** | **BOOK** | **Chapter 11 Engaging Student Performance Assessment pp. 275-296** |
| **Assignment #8** | | |
| **Wk # 9**  **April 27th** |  | **Putting The Pieces Together in Power Point, Artifacts** |
| **READ** | **BOOK** | **Chapter 12 Integrating Technology, pp. 297-324** |
| **Assignment #9, Review for Final** | | |
| **Wk #10**  **May 4th** | **Final Exam: This is a timed exam, multiple choice, so budget a proper amount of time to take exam (average 3 minutes per question, total =60 minutes, 20 questions total Note: you can take the exam anytime, but must completed prior to start of Week 11.** | |

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| **Prepare Showcase Power Point**  **Integrated with Reflective Essays, Artifacts, Lesson Plans & Video** | |
| **Wk#11**  **May 11th** | **Showcase Assignment #10** |

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| **CONTACT INFORMATION** |

MORE CONTACT ON DR. STAMPER, YOUR INSTRUCTOR!

# David Stamper, Ed. D.

# PHONE NUMBER(S): 210-332-3484 (CELL), During Day (Emergency) 210-916-3745

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**Work email: david.h.stamper2.civ@mail.mil**

**Below is my Dean), Dr. Jim Todd's contact information:**

**Dr. Jim Todd, Dean of the School of Education and Exercise and Sports Science**

**Email toddj@wbu.edu**

**Work Phone (806) 291-1045**

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| **ASSIGNMENTS SCHEDULE TURN-IN DATES BY WEEK** |
| **All assignments are due at the beginning of the week, by NLT midnight, Sunday** | |

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| **Wk#** | **ASSIGNMENT DESCRIPTION:** |
| **02** | **Lesson Planning, Assignment 1 Due: (NLT SUNDAY, MIDNIGHT)** |
| **03** | **Assignment #2 (NLT SUNDAY, MIDNIGHT)** |
| **04** | Assignment #3 **Due: Week 4 (NLT SUNDAY, MIDNIGHT)** |
| **05** | **Assignment #4 & 5 Due: Week 5 (NLT SUNDAY, MIDNIGHT)** |
| **06** | **Assignment 6 (NLT SUNDAY, MIDNIGHT)** |
| **07** | **Assignment #7 (NLT SUNDAY, MIDNIGHT)** |
| **08** | **Assignment #8 (NLT SUNDAY, MIDNIGHT)** |
| **09** | **Assignment #9 (NLT SUNDAY, MIDNIGHT)** |
| **11** | **Assignment #10 (Portfolio Showcase) (NLT SUNDAY, MIDNIGHT)** |

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| **Reading Schedule: TEXT: Transforming** |

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| **Wk#1** | **21s Century Teacher & The Issues, Chapters 1&2, pp. 1-44** |
| **Wk#2** | **Chapters 3 Transforming & 4 Designing Lessons, PP. 45-96** |
| **Wk#3** | **Chapters 5 Info Lit &6 Online Learning , pp. 97-156** |
| **Wk#4** | **Chapter 7 Problem-Solving & 8 Communicating, pp. 157-214** |
| **Wk#6** | **Chapter 9 Expressing Creativity, pp. 215-242** |
| **Wk#7** | **Chapters 10 Promoting Success pp. 243-274** |
| **Wk#8** | **Chapter 11 Engaging Student Performance Assessment pp. 275-296** |
| **Wk#9** | **Chapter 12 Integrating Technology, pp. 297-324** |