



COURSE SYLLABUS
ETEC 424 01W/02W: Integrating Technology into the Curriculum
CRN: 20640 & 20641
Spring 2019

Instructor: Robert R Wolfe, BS, MS, Doctoral Candidate-HIED
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Preferred Form of Communication: Email
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Text: Roblyer, M. & Hughes, J., (2018), **Integrating Educational Technology into Teaching (8th Edition)**, Enhanced Pearson Paperback, ISBN-13: **978-0134746418**.

Course Description: Integrating Technology into the Middle/Secondary Curriculum, three semester hours. This course will examine specific methods for integrating technology (hardware and software) into subject area curricula. Individualization will allow each student to select and develop materials in his or her disciplines.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc., that have occurred in this course. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

The learner will be able to:

- Explain the goals/purpose for using educational technology in teaching.
- Design instruction using appropriate technology tools to support the acquisition and construction of content knowledge.

- Apply related technology standards to design 21st Century instruction.
- Identify issues related to online learning, including cyber-safety and accessibility.
- Identify and apply criteria for evaluating sources of information, as well as rules regarding their fair use as they relate to copyright, plagiarism, and accessibility.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research. All students must be active participants in all aspects of class activities and within the virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Course grade is based on participation in a variety of activities, including threaded discussions and applied projects. In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics; students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student should login to the course a minimum of four (4) separate days each academic week.

Reading Discussions / Blog Activities – 35%

Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically relate to assigned readings. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. **Be advised: There's no grace on the grace period...!**

You will create a **Technology Blog** for this course. Your blog will include short reflections about what you have learned and how you might be able to use what you've learned as a classroom teacher. You'll document your analysis of the tool or concept in your ETEC blog. You are encouraged to interact/comment on your peer's blogs throughout the semester. As part of your Final Project Portfolio, you are to provide a link to your blog. This must be a working link. Your **blog** must have at least **4 entries** by the DUE date for the Final Project.

Educational Philosophy Statement/ Reflection Papers – 20%

Educational philosophies help to shape your vision to reflect your views on teaching, learning, and education as a whole. You will be introduced to several philosophical views, and through a series of writing activities, develop your philosophy on educational technology and how to empower yourself and others. You'll develop multiple drafts of this philosophy and submit them for peer review throughout the semester. The final draft will be due at the end of the semester, submitted in your electronic portfolio along with previous drafts and a reflection on changes in your philosophy from the beginning to the end of this course.

Technology Integration Plans – 20%

The purpose of this introductory educational technology course is to provide you with a solid knowledge-based foundation in the field of educational technology and the tools available for teaching with technology. Throughout the course, you'll be introduced to educational technologies and asked to either experiment a bit, analyze how you might use it for educational purposes, or analyze a given lesson plan using the technology. You'll submit your explorations using a variety of media such as blogs, multimedia presentation, and/ or traditional documents.

Electronic Portfolio (ePortfolio) – 25%

Electronic portfolios are “personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods” (Lorenzo & Ittelson, 2005, p. 3). We will explore different purposes of ePortfolios, as well as methods to design and develop an ePortfolio (commercial, open-source, and commercial software) for the course. As a final project for this class, you will turn in an electronic portfolio that contains the evidence of your knowledge, skills, and abilities developed throughout the course.

Your ePortfolio will contain at a minimum the following:

- Draft(s) of your Educational Philosophy Statements
- Artifacts/evidence you've created as you play-tested different technologies, along with your analysis of the affordances of the technology and potential applications for improving learning.

Additional information about the ePortfolio is posted in eCollege.

Student Responsibilities or Tips for Success in the Course

Get Organized. Making a plan for what you're going to do and when you're going to do it will make sure you're always ahead of the curve - literally.

Don't multitask. Studies have shown that multitasking is physically impossible.

Divide it up. Studying isn't fun to begin with, and forcing yourself through a study marathon will only make it worse. Dividing your work into manageable chunks and

rewarding yourself when you finish each chunk will make studying (more) fun.

Sleep. Don't underestimate the importance of those eight hours of zzz's every night. Getting a good night's rest will sharpen your focus and improve your working memory.

Set a schedule. Do you work better right after school or after you've eaten dinner? Are you more productive in 90-minute blocks or half-hour spurts? Find a schedule that works for you, and stick to it.

Study. This one might be obvious, but did you know that there's a right and a wrong way to study? Review your material several days ahead of time, in small chunks, and in different manners. In other words, don't cram.

Manage your study space. Find a place that will maximize your productivity. Look for places away from the television and other distractions. Whether it's your local library or just the desk in your bedroom, set aside a study space that you'll want to spend time in.

Find a study group. Sitting down with a group of people who are learning the same things as you is a great way to go over confusing class material or prepare for a project. You can help each other, reteach material, and make sure that everyone is on the same page. After all, teaching someone else is the best way to learn.

Ask questions. You're in school to learn, so don't be afraid to do just that. Asking for help - from a teacher, a tutor or your friends - is a surefire way to make sure you truly understand the material.

GRADING

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in eCollege with each assignment description. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Activity	Weight	Course Grades
Reading Discussions (6) / Blog Activities (4)	35%	A 90-100%
EPS/ Reflection Papers (5)	20%	B 80-89%
Technology Integration Plans (4)	20%	C 79-79%
ePortfolio (1)	25%	D 60-69%
		F 59% or less

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict

compliance with University Policy upon submission of complete medical or other relevant documentation.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google®	Latest	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Chrome™		
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the syllabus, class content, or anything you would typically ask aloud in a traditional classroom environment, please use the Virtual Office so others might benefit from and even participate in the exchange. Personal concerns involving grades, progress, etc. should be addressed to instructor via private email, Robert.Wolfe@tamuc.edu. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet on campus in Commerce or via Skype.

Other Questions/Concerns:

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call the One Stop Shop at 1-888-868-2682 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing

them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to **TurnItIn**, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Scholarly Expectations

When reviewing the literature, one frequently peruses written thoughts, findings, conclusions, and perspectives of individuals and organizations that may be used to create credibility and/or rationale from investigative studies. A problem, however, is

how to capitalize on such information, yet not violate the principles of intellectual ownership. One solution involves answering two questions: (1) what is plagiarism? (2) How is plagiarism avoided? Simply stated, plagiarism is claiming another person's or organization's works as one's own. Such violations may be avoided by knowing how to use and acknowledge the works of others. The 6th Edition of the Publication Manual of the American Psychological Association states: "Authors do not present the work of another as if it were their own work" (p. 16). "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source" (p.170). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to cite it in the text.

Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it easy to plagiarize. However, information on the web must be properly cited just as you would any "hard copy" periodicals. In this course, any works referenced should be properly cited in accordance with APA 6th edition style citation. Any written assignments must include in text citations as well as a separate reference page. The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

To avoid plagiarism an individual must give credit wherever he or she uses:

- another individual's idea, opinion, or theory
- facts, statistics, graphs, and drawings that are not common knowledge
- quotations of another individual's spoken or written words
- paraphrase another individual's spoken or written words

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. If you have any questions, please let me know.

Timeliness

Assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 7 days past due.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into project revisions. Neglecting to provide meaningful feedback to peers and/or failing to make an assignment available for peer review will **each** result in 10% reduction in value (20% for both). You will have plenty of

notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.

Late assignments will be accepted only at the discretion of the instructor based on extenuating circumstances and will not be accepted more than 1 week late.

Withdraw/Dropping the Course

Students who elect to drop the course must make arrangements with the registrar. This is the student's (not the professor's) responsibility.

Time Commitment

A gauge of how much time you will need to allow for and devote to this course is shown in the table below. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
Outside class per class week	9 hours	12 hours
TOTAL Term Expectation	144 hours	192 hours

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

The detailed course calendar with assignments and due dates is posted in the course learning management system.