



**ETEC 562: Applying Instructional Media & Technology
COURSE SYLLABUS: Spring Sub-term 2 (3/19-5/11), 2012**

Instructor: Jason Lee Davis, PhD – Associate Professor
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Faculty WebPage URL: <http://www.JDavis.us/> or <http://faculty.tamuc.edu/jdavis/>

Class WebPage URL: <http://faculty.tamuc.edu/jdavis1/etec/562/122/>

Courseware URL: <http://online.tamuc.org/>



COURSE INFORMATION

Delivery format: Online, Web-based. No required physical meetings.

Semester Credit Hours: 3 SCH

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

Lever-Duffy, J. & McDonald, J. B. (2008). *Teaching and learning with technology* (3rd ed.). Boston, MA: Allyn & Bacon.
ISBN-10: 0205543251
ISBN-13: 9780205543250
List: \$108.00

Course Description: This course introduces students to the selection and use of computer-based media, multi-media, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer-based media production, digital formatting technology, and multimedia production processes.

Student Learning Outcomes:

1. The learner will be an active, engaged participant within the learning community through contributions of relevant questions and value-added responses in the Virtual Classroom, threaded discussions, and peer reviews of student created projects.
2. The learner will demonstrate the ability to utilize an online Wiki to present and respond to reviews of credible articles pertaining to topics relevant to the class.
3. The learner will demonstrate the ability to conduct an online investigation of employment opportunities within the career field of Educational Technology.
4. The learner will demonstrate an understanding of the differences between hardware and software technologies and the proper application of each.

5. The learner will demonstrate the ability to identify and research emerging or evolving technologies and use Jing to present an online demonstration of the application of a selected technology.

COURSE REQUIREMENTS

IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus are not subject to debate and will be followed in this course with all students held to an identical standard. If you do not agree with any requirement herein, or believe any of them to be “unfair,” you should IMMEDIATELY DROP this course!

Instructional Activities / Methods / Activities Assessments

Required Weekly Check-ins and Other Class Activities - 10%: Three separate days per week minimum. A critical aspect contributing to student success in online courses is the facilitation of an active learning community. In order to interact and participate in ongoing and evolving dialog, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly to identify opportunities for participation and be active participants whenever possible. Regardless of current assignments or activities, every student **MUST** login to the course a minimum of three (3) separate days each academic week (Monday-Sunday), with the exception of the first and last weeks of the semester. Two logins are required during the first and last week. These logins should be utilized as an opportunity to check announcements and threads in the Virtual Classroom and other active forums for valuable information and opportunities to contribute. A prudent student will most likely find themselves checking into the course on a daily basis. The courseware automatically tracks all student access. Logins are automatically logged by the courseware; however, the duration of time spent connected, as recorded by the courseware, is irrelevant and not factored into this grade. This requirement is separate from all other course activities. Check-ins in excess of three in a week cannot be “banked” or “rolled over” to following weeks. Likewise, missed check-in opportunities cannot be “made up” in following weeks. The Class Activity component is based on participation in and completion of other activities or assignments outside of those in the defined graded categories. This category includes introductions, photo post, and other various activities that may be assigned during the course of the semester.

Threaded Discussions – 20%: Each student will participate in asynchronous discussion activities relating to information in the textbook and related topics. Credit will be based on quality and thoughtfulness of contributions and added value of responses. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette.

Article Reviews – 20%: Students are required to identify and review three (3) journal articles directly related to the topics of the course. The student will select three different articles for review. Reviews should be comprehensive, in your own words, and must demonstrate appropriate writing skills. The source of the article reviewed **MUST** be cited completely and should be credible, such as a peer review journal or well established periodical. Do not post the original article. A Wiki site will be used for the purpose of presenting reviews. Credit will be based on inclusion of required information, quality of review and personal analysis, and appropriate utilization of presentation Wiki.

Informational Research – 20%: Students will work individually, and/or in assigned groups, as determined by the instructor, to locate and identify various resources and information related to the implementation of educational technology. Web 2.0 tools will be utilized in the sharing of information gathered. Research topics for investigation include emerging hardware/software technologies, emerging web 2.0 technologies, and educational technology employment opportunities.

Technology Presentation – 20%: Students will work individually, and/or in assigned groups, as determined by the instructor, to prepare and present a "how to" presentation that **demonstrates** the use of a Web 2.0 application that can be used for education, instruction, or training purposes. This is an activity in which "you become the expert." The presentation will make use of Jing to present the demonstration to the class. The presentation can be up to 5 minutes in length. An instructional handout must also be provided outlining the "how to" steps of utilizing the technology and should contain enough detailed information to allow someone to duplicate the process or activity using the provided information.

Technology Presentation Evaluations – 10%: Students will complete an evaluation for each Technology presentation. An evaluation form will be utilized for each presentation.

Timely submission of assignments: Assignments **MUST** be completed and submitted by the designated due dates, in the designated location. 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 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. When a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

Make-up and extra credit assignments: No make-up or extra credit assignments are available in this course. Credit is earned exclusively by completing the required activities, as assigned, without exception.

Grading

Required Check-ins & Other:	10%	A	90-100%
Threaded Discussions:	20%	B	80-89%
Article Reviews:	20%	C	70-79%
Informational Research:	20%	D	60-69%
Technology Presentation:	20%	F	59% or less
Tech. Presentation Evals:	10%		

ETEC ePORTFOLIO (Educational Technology-Leadership Majors ONLY)

Majors in the Educational Technology-Leadership (not Library Science) degree program are required to submit an electronic portfolio which evidences one's knowledge, skills and abilities of the technological competencies developed in the program. The ePortfolio replaces the traditional written comprehensive qualifying examination requirement. Satisfactory completion of the ePortfolio is a requirement for graduation eligibility. The portfolio will be submitted at the end of the student's program of study for evaluation. In each core course is identified one or more artifacts to be included as such evidence. Required artifacts from this course include the **Technology Presentation** (either link to video or upload into ePortfolio directly). Majors in the program will be contacted by Dr. Leah Wickersham, for more information on how to get started with the ETEC ePortfolio and obtain a copy of the ePortfolio Handbook. If you plan to major in the program, but have not yet applied you are strongly encouraged to do so as soon as possible. Please contact Leah.Wickersham@tamu-commerce.edu for more information about the program's portfolio requirement.

TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must also have sufficient administrative authority on your computer to download, install, and run the required software applications and browser plug-ins.

Required Software:

[Jing](http://www.JingProject.com/) (Free version is sufficient for this course.) <http://www.JingProject.com/>
Microsoft Excel
[Adobe Flash Player](#)

Auxiliary Hardware/Accessories:

Computer Microphone (required, built-into most modern webcams)
Video Webcam (highly recommended)

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (3 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your leo email.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

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 class content, the syllabus and a FAQ List is provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment of the nature that would be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and even participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: Jason_Davis@tamuc-commerce.edu. Of course, if you'd like to meet up for a face-to-face visit, drop by during my [office hours](#), or just let me know and we'll set-up a time to meet at my office, or in the ETEC Advanced Lab if needed.

eCollege Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

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 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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. "Academic dishonesty" 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.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

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

Any works referenced should be properly cited in accordance with APA 5th or 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Late Work

Projects and assignments **MUST** be completed and 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 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. When a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if

necessary to ensure the forward progress of the class. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. If there is a chance you might lose power, Internet access, or your available technology fail at the last minute, plan ahead.

Time Commitment

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to online and web-enhanced courses just as it does to a tradition course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term semester courses. The activities in this course are based on a eight-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. The average time commitment range calculation for an eight-week, three Semester Credit Hour (3 SCH) course, such as this one, is show in the table below:

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.
“In” class per class week	5hr. 00min.	5hr. 00min.
“Outside” class per class week	15hr. 00min.	20hr. 00min.
TOTAL Weekly Expectation	20hr. 00min.	25hr. 00min.
TOTAL Term Expectation	160hr. 00min.	200hr. 00min.

Attendance

All students must be active participants in class activities. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, synchronous or asynchronous class discussions and the course Q&A forum. Students are required to access the online course no less than three (3) separate days per week to check for announcements, updates, and opportunities for active participation. Emergencies and unforeseen circumstances do occur. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you’re planning an extended vacation during the semester sub-term, you will be unable to participate as required, and this will not be the time for you to take this class. Go ahead, drop the class, enjoy your vacation, and re-enroll in a semester in which you are ready to dedicate the time and effort necessary to be successful in your studies. Bottom line... Graduate studies require significant effort and dedication. Either you’re all in and committed, or you need to step back until you’re ready and able to rise to the challenge.

University Specific Procedures:

ADA Statement

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct/Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

The following course schedule is maintained on our class public website at:
<http://faculty.tamu-commerce.edu/jdavis1/ETEC/562/122/>

Date		Class Activities	Assignments Due / Deadlines / Notes
Week	beginning Monday,...		Assignments are due by midnight on Friday of the week designated, unless directed otherwise.
1	Mar 19	Introductions Intro to courseware Threaded Discussion	Post introduction with photo attachment. Topics: Theoretical Foundations Designing and Planning Instruction
2	Mar 26	Threaded Discussion Article Review Activity #1	Topics: Networking Digital Technologies Activity conducted at http://ETEC562122.PBWorks.com/ Initial post due by Friday night, replies by the following Thursday night.
3	Apr 2	Threaded Discussion Emerging Technologies for Instruction - Hardware/Software	Topics: Administrative Software Academic Software Identify 3 examples of emerging hardware and/or software technologies that can be used in instruction.
4	Apr 9	Threaded Discussion Emerging Technologies for Instruction - Web 2.0	Topics: The Internet and the World Wide Web Using the Web for Teaching and Learning Identify 3 examples of emerging Web 2.0 technologies that can be used in instruction. Download and install Jing.
5	Apr 16	Article Review Activity #2 Tech Presentation Proposal	Activity conducted at http://ETEC562122.PBWorks.com/ Initial post due by Friday night, replies by the following Thursday night. Experiment and become familiar with Jing. Submit Proposal for Technology Presentation - due in Dropbox by midnight, Friday.
6	Apr 23	Article Review Activity #3 Tech Presentation Production	Activity conducted at http://ETEC562122.PBWorks.com/ Initial post due by Friday night, replies by the following Thursday night. Use this week to experiment and become familiar with your chosen technology.
7	Apr 30	Threaded Discussion Tech Presentation Posted	Topics: Distance Education Technology Integration Issues Create and upload completed presentation to Doc Sharing by midnight, Friday.
8	May 7	Tech Presentation Evaluations Educational Technology Employment Opportunities	Submit completed presentation Peer Evaluation Form to Dropbox by midnight, Thursday. Identify and post 3 employment opportunities in the field of Educational Technology by noon, Friday.
	Saturday, May 12	Commencement	Congratulations Graduates

Schedule Rev. 03/14/2012