

**Fresno Pacific University
School for Professional Studies
Center for Professional Development**

Course Syllabus

TEC 920 – Word – The Ultimate Writing Tool

Instructor:

Richard Kriegbaum, Ph.D.
5745 E. Truman
Fresno, CA 93727-6479
Phone: (559) 283-2915
Email: richfpu@comcast.net
<http://www.dlfunk.com>

Number of Units: 3

Course Description

Word processing has come a long way since the early days of the line editor and now presents both teacher and administrator with a powerful tool. Word has become a multimedia, internet, and non-linear tool for the classroom and has the potential to greatly increase student control over their own learning resulting in higher achievement and motivation.

The focus of this course is how Word can be used to impact student achievement. The hands-on exercises are tied to curriculum and move through the basics (tabs, margins, formatting) to intermediate (columns, writing tools, graphics) and onto advanced features (desktop publishing, web page publishing, hyperlinks, merging data) - all focused on student achievement.

National Standards for Technology are addressed throughout this course as teachers apply skills and techniques learned from the course experiences to the current classroom assignment and the lessons they prepare for their students. In addition, these skills and techniques are then applied to content standards in the other subject areas.

Support is provided via email or phone. Projects and activities are returned on CD or attached to emails for evaluation. Evidence of learning is tied directly to the stated objectives and is assessed via reflective journal entries, response to readings, and required projects in a curricular area.

Course Materials

Word – The Ultimate Writing Tool by Dennis Funk is used as the course textbook. It contains all the core learning material, readings, and activities.

Assignment Booklet – This booklet contains all the assignments that must be completed for this course.

Learning CD which contains all the support files necessary to complete this course. Additional resources are included on the CD including sounds, movies, pictures, and other valuable educational resources.

Course Requirements

Read the Instructional Manual and complete the following:

Assignments: Participants must complete all 37 assignments. Students will be given the opportunity to make the connection between assignments completed in the course and National Achievement Standards in the subject areas.

While most of the assignments are broken down into smaller activities, some assignments include responses to reading as well as a thoughtful consideration of how Word can be used to support instruction and student learning

The assignments contained in this course are closely aligned to the ISTE National Content Standards established for technology known as the National Educational Technology Standards (NETS) and Performance Indicators. Each assignment identifies the standards being addressed. Journal entries give the students opportunities to make the connections with Achievement Standards in other subject areas and are identified as such.

Whenever a computer function is determined to have a potential impact in other subject areas, particularly with multimedia options, students will be encouraged to make the connection with national achievement standards in their subject areas.

Journal: Students must make Journal entries at strategic places in the course continuum. Students will be given the opportunity to reflect on their own teaching and how technology can be used to enhance the learning process and positively impact subject area standards.

Main Project – All students must demonstrate their learning in a self-selected Word project related to their current teaching assignment. This project must address at least one identified National Achievement Standard in a subject area.

Emails – There are three specific places in the coursework where students are to email the instructor. The first is part of the introductory process in which the student and instructor get to know a little about each other. The second is part of a give-and-take conversation between instructor and student regarding an article about the pursuit of knowledge in the “Information Age.” The final email is a component of the evaluation of the course and includes recommendations for future learning opportunities and course modifications.

Readings

Potential for Technology in the Pursuit of Knowledge
The Writing Process

Must return the following files

Chart	Merge	Short History.htm
Crypto	MyData	Spelling
DTP	OnLine	Styles
Graphics	Outline	Tables
Graphics2	Paragraph	Tabs
Journal	Sample	Thesaurus
Labels	Short History	TOC
Letter	Short History.txt	Web Folder
List	Short History.rtf	Vision
Macro	Short History.temp	

All coursework is to be returned on a CD or as an attachment to an email. A self-addressed, stamped envelope is included with the course for the return of all evaluation materials.

Support for the course is available by phone, fax, or email.

National Technology Standards

The assignments contained in this course are closely aligned to the ISTE National Content Standards established for technology known as the National Educational Technology Standards (NETS) and Performance Indicators.

The following technology standards are addressed throughout this course.

1. Technology and Operations Concepts

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instruction strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities
- E. plan strategies to manage student learning in a technology-oriented environment.

3. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

4. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice.

Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology to support student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

Primary Learning Objectives

1. Provide participants with the skills necessary to utilize Word in their classrooms or office.
2. Demonstrate the impact Word can have on instruction and learning.
3. Provide some background on how classrooms are going to change in the future.
4. Give participants a new tool they can use to help students achieve.
5. Demonstrate how Word can be used as a tool to help students acquire literacy.

In addition, students will:

- A. be able to apply technology to facilitate a variety of effective assessment and evaluation strategies.
- B. increase their ability to plan and design learning environments and activities supported by technology.
- C. be able to apply the use technology to enhance their productivity and professional practice.
- D. be able to implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- E. recognize the social, ethical, legal, and human issues surrounding the use of technology in our schools.
- F. consider the role technology can play in supporting the acquisition of language and the development of literacy skills.
- G. expand their use of technology in teaching, in that they will begin to try new things, take risks, and be more innovating in their teaching.
- H. identify new ways of doing things and share it with a colleague.
- I. identify the relationship between skills and techniques learned in this course with National Technology Standards.
- J. apply the technical skills and competencies they acquire in this class to achievement standards in the subject areas.

Evidence of Learning

There are two types of assignments in this coursework and each will be graded accordingly.

1. Skill Demonstration Activities

These assignments will be evaluated based on the level of completion. In these assignments the students demonstrate the fact that they understand the skill being presented and can show that they can apply that skill with the assigned activity. Some assignments are graded simply as completed or not completed and others are graded on a completion rubric.

2. Subjective Assignments

These assignments are to cause the student to think, to contemplate the issue at hand and how it can impact the 21st Century classroom, and how Word might be utilized to increase achievement in any subject area. These assignments are evaluated based on the connections they make with their current teaching situation and the demonstration that they have truly thought about the topics presented. These assignments include All About Me, the Journal file, and Project file.

Schedule of Topics

- Introduction to Word Processing
- File Management
- The Word Screen
- Text
- Paragraphs
- Documents
- Toolbars/Ribbons
- Special Formatting Options
- Tables
- Graphics
- Objects
- Outlines
- Footnotes
- Captions
- Indexes
- Mail Merge
- Working in Collaboration
- Adding Media to your Documents
- Word and the Internet
- Desktop Publishing
- Special Documents
- Automating your Work
- Word in Education

Grading

Assignments	50%
Project	25%
Journal	25%

Total Scores determine the final grade:

A or Credit	90% - 100%
B or Credit	80% - 89%
No Credit	79% or below

In order to earn a letter grade of A, 25% of the grade will be based on the completion of the Main Project in that it is a testament to the effort put into the class and is a measure of increased learning on the part of the student. The other items will be reduced to reflect 75% of the grade

Instructor/Student Contact

Contact between Student and Instructor will take place via email, phone, and discussion board provided by the Instructor. Students will receive a welcoming email by the Instructor requesting general information prior to beginning the course. Students are required to email the Instructor with any issues they encounter along the way. Students are required to email a reflective response after reading an article provided by the Instructor. The Instructor will respond providing further ideas regarding the role technology plays in the Information Age. And, finally, several videos are included on the CD provided to the students which contain comments and ideas by the instructor.

References

Does it compute? The relationship between educational technology and student achievement in mathematics, Wenglinsky, H. (1998). Princeton, NJ
<ftp://ftp.ets.org/pub/res/technolog.pdf>

Factors influencing the effective use of technology for teaching and learning: Lessons learned from the SEIR♦TEC intensive site schools (2nd ed.). Byrom, E., & Bingham, M. (2001). Durham, NC : SouthEast Initiatives Regional Technology in Education Consortium. <http://www.seirtec.org/publications/lessons.pdf>

Fostering the use of educational technology: Elements of a national strategy. Glennan, T. K., & Melmed, A. (1995). Washington, DC
<http://www.rand.org/publications/MR/MR682/>

Megatrends 2000, John Naisbitt and Patricia Aburdene, 1990, Avon Books, New York

Megatrends, John Naisbitt, 1982, Warner Books, New York

The New Basics: Education and the Future of Work in the Telematic Age - David Thornburg. Association for Supervision and Curriculum Development, 2002.

New Research Literacies for Contemporary Research into Literacy and New Media? – Helen Nixon, Reading Research Quarterly, 2003

Potential for Technology in the Pursuit of Knowledge – Willis D. Copeland, Ph.D. California Public Schools Forum, Vol. 2, Spring, 1987

PowerShift, Knowledge, Wealth and Violence at the Edge of the 21st Century, Alvin Toffler, 1990, Bantam Books, New York

Research on technology and teacher education: Current status and future directions , Jerry Willis, Ann Thompson and William Sadera, Educational Technology Research and Development, Volume 47, Number 4, December 1999

School Reform in the Information Age, Howard D. Mehlinger, Ph.D, Phi Delta Kappan, Vol. 77, 1996

Technology standards for school administrators Technology Standards for School Administrators (TSSA) Collaborative. (2001).. <http://cnets.iste.org/tssa/pdf/tssa.pdf>

Technology Standards for Teachers (2000) <http://www.iste.org>

The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say, John Schacter, Ph.D, Milken Family Foundation, 2/1/1999

The Third Wave, Alvin Toffler, 1980, Bantam Books, New York

Articles Online

<http://www.newhorizons.org/trans/goerner.htm> “Rethinking Education in Light of Great Change”, Dr. Sally J. Goerner, 2002

Links to Internet Resources

<http://www.microsoft.com/education/lessonplans.mspix> (lesson plans in the subject areas)

<http://www.microsoft.com/education/OfficeXPTutorialPac.mspix> (Office XP in the classroom)

<http://www.microsoft.com/education/teachers/default.aspx> (Microsoft website for Educators)

http://www.internet4classrooms.com/on-line_word.htm (ideas for using Word in the classroom)

<http://www.lite.iwarp.com/index.htm> (Literacy, Information and Technology In Education, Julie Coiro, University of Connecticut.

<http://www.ncrel.org/sdrs/areas/te0cont.htm> (North Central Regional Education Laboratory – Technology in Education issues addressed)

<http://www.microsoft.com/education/WordTutorial.mspix> (Word and the writing process)

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

University Information

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technology systems