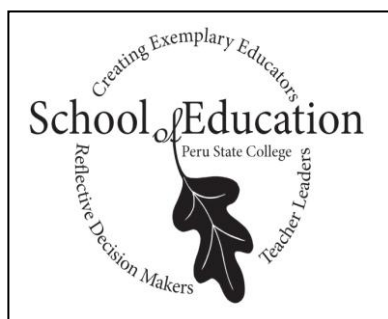


**Department:** Peru State College Graduate Programs  
**Course Number:** EDUC 553  
**Course Title:** Using Internet Resources  
**Credit Hours:** 3  
**Instructor:** Dr. Bill Lambrecht  
**E-mail:** BLambrecht@peru.edu  
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**Office Hours:** Online  
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## ***Peru State College's Teacher Education Unit Graduate Conceptual Framework***



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

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The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

**Course Description:** The purpose of this course is to provide teachers with a working knowledge of how to utilize the various components of the Internet and integrate that knowledge into their classroom practice. As teachers study a variety of topics associated with the Internet and its uses in the classroom, they will have the opportunity to share experiences with other teachers, examine Web sites and develop curriculum for use in their own classroom/school settings.

**Prerequisites:** EDUC 512 or permission from the Dean of Education or graduate standing

**Text:** No text is required. Students will have access to support material through handouts, in-class resources, and information researched on the web.

**Objectives:**

1. Obtain an overview of the tools and information that are available the Internet and the World Wide Web (1.1.1-5) {1, 2, 3, 4,5}
2. Review the history of the Internet (1.1.1-5) {1, 2, 3, 4,5}
3. Learn about Web browser software and Web pages & addresses (1.1.1-5) {1, 2, 3, 4,5}
4. Navigate the Web and use it to find information for use in the classroom and as a professional development tool (1.1.1-5) {1, 2, 3, 4,5}
5. Learn about Web search tools, how they work and how to formulate effective Web search strategies using various kinds of search expressions (1.1.1-5) {1, 2, 3, 4,5}
6. Describe the features of WebQuests
7. Learn and use the services of ALTEC and QUIA for use in individual setting (3.1.1) {1, 2, 4, 5}

### **Instruction Method/Mode of Delivery:**

All course items will be in blackboard including:

Selected readings and PowerPoint presentations, handouts, demonstrations, and discussions.

Guided practice, class exercises, and out of class work.

Reading, projects, group paper and assignments

### **Student Requirements:**

Students are expected to complete all in class and out of class assignments including, but not limited to the following: handouts, demonstrations, and projects. Students should have knowledge of MS Word and PowerPoint, basic Internet skills, and willingness to support peers in their learning. All work submitted should be the student's own original work unless otherwise noted.

### **Assessment Method:**

All class activities should be completed to the satisfaction of the student and the instructor. Late work **will not earn full credit, you will lose 10% of the possible points for each day the assignment is late.** Your grade is based on the number of points earned.

### **Assignments:**

**When you name your files, be sure to include your first and last names and some reference to the assignment title in your file name.**

### **Home Page Completion**

One of the first things you will need to do to begin our course is to edit your homepage. The homepage is a place for you to put information about yourself. This allows all of the participants in the course to get to know you a little.

To begin, go to TOOLS (located in the left column of buttons in Blackboard), click edit your homepage. Type an intro message and some personal information. Upload a current picture, **you may need to resize your picture (200 x 200 pixels)**, in a photo-editing program such as Photoshop Elements and save it to your My Pictures file before attaching it in your homepage, if you need help, ask me. Your homepage is to be completed **by midnight Wednesday of the first week of class.** Review the [Instructor Information](#) to see examples of information that should be shared.

You may view other members of our class homepages by clicking the blue Communication button on the first Blackboard page, then click Roster then List all and List all again. Then click on the name of the individual you would like to learn more about.

### **Internet Background**

View the PowerPoint over the Internet Background. This is meant to give a little background on the Internet. **Place your comments in the DB by midnight Wednesday of week one. Respond to at least 2 other comments by midnight Sunday of week one.**

### **Curriculum Project**

You will develop a lesson using the features of several ALTEC online services. You may alter curriculum that you already teach or you can create a new unit. You will begin by exploring sites at ALTEC and other web sites to view examples of online tools available to teachers. Items included in your Unit will be accessible to your students online using the Unit Overview Worksheet. Items you will include are a calendar, a hot list, an E sheet, at least 3 worksheets, a rubric, at least 2 other tools from ALTEC or other web sites and quizzes. Some of these items are due at various times during the course so read the information in blackboard carefully. Your Curriculum Unit

Proposal is **due by midnight Sunday of Week 1**. Your Overview worksheet is **due by midnight Sunday of Week 2**. Your final curriculum unit is **due by midnight Friday of week 4**.

### **WebQuest Investigation Group Paper**

View the information found in week one in the Assignments and then complete the assignment. Contact the members of your group. You will post your final group paper in the DB as well as **using the assignment link in week 3**. You will use Google Docs and Spreadsheets to collaborate. Begin by touring the site at <http://www.google.com/google-d-s/intl/en/tour1.html>. Respond to at least 2 other group posts **by midnight Wednesday of week 4**.

### **Search Strategies**

Open the Four Nets document using the link provided above and you can enter data on the form and save it on your computer and turn in your completed form. Go to the activity called the Four Nets to Searching found at <http://webquest.sdsu.edu/searching/fournets.htm>. Post your complete paper **using the assignment link in Week 1**.

### **Scavenger Hunt Activity**

Use your new search skills to complete this scavenger hunt activity. When you click on the link for this assignment, on the next screen you will find a link to the Scavenger Hunt Activity document. Click on the link and open up the document. Find the answer for each question and enter both the answer to the question and also copy and paste the URL where you found the answer on the scavenger hunt sheet. Use the assignment link to turn your completed scavenger hunt with both the answers and URLs **by midnight Wednesday of week 1**.

### **Scavenger Hunt with Answer Key**

Using Word, create a scavenger hunt with 8-12 items to introduce a new topic in your curriculum. Create an answer key as well! You may want students to focus their energy by using one search engine, or open it up to all search engines. Post your scavenger hunt with the URL to the answers in the DB **by midnight Sunday of week 1**.

### **Search Strategies, Evaluating Websites, and Creating Curriculum Materials**

Students will complete activities that help them learn how to locate information on the Web. Students will evaluate websites for authenticity and then students will use their new search skill to complete a scavenger hunt. Students will explore subscription and non-subscription websites and then create materials to use in the classroom. Place your comments in the DB area for this reading.

### **Blogs**

Create a new blog or use one you already have. Title it with your name and EDUC 553 if you create a new blog. Explore links from this site <http://www.kn.att.com/wired/fil/pages/listweb20s.html>. Start a discussion about any one of the sites that interest you. Add your blog's URL to the discussion board **by midnight Sunday of week 1**. Please make sure you activate your blog link by adding a space or return at the end of the URL. Test it to make sure it works. It should be blue and underlined if it is an active link. Visit two of your peer's blogs and make comments at their blog **by midnight Wednesday of week 2**.

### **Rate Web Sites**

Open up the Rate Web Site Form using the link and then visit the web sites listed and complete the table. When you are finished, save the document and use the assignment link to turn in the completed paper **due by midnight Sunday of week 1**.

### **Copyright**

Post a one page response to the sites you visited on the discussion board **due by midnight Wednesday of week 2**. Read and respond to 2 classmates posts **by midnight Sunday of week 2**.

### **Hotlists and E Sheets**

View the PowerPoint slideshow to learn about E-sheets and hotlists. View the sample hotlists and E-sheets. Create Hotlists and E-sheets for your Curriculum Unit. Post using the assignment links **by midnight Sunday of week 2**.

### **Discussion Board Participation**

Students will use the discussion board to examine current issues related to education and the Internet. In addition, the discussion board will be used to take the place of in class discussion. Participation is defined as participation

through the discussion board. You will review and comment on others' assignments offering your suggestions. Students will

1. Read required articles or lesson plans.
2. Post required materials to the Discussion Board.
3. Read and respond to classmates.
4. Participate in discussion board activities.

Assignment	Possible Point	Grading Range	
		Percent	Points
Home Page	20	A 90-100%	315 and higher
Curriculum Unit Proposal	10		
4Nets Paper	10		
Scavenger Hunt Activity	10	B+ 85-89%	297-314
Scavenger Hunt	10		
DB Internet Background Comments	10	B 80-84%	280-296
DB What Every Teacher Should Know	10		
DB Unit Overview Worksheet URL	10	C+ 75-79%	262-279
DB Copyright Comments	10		
DB Blog	10	C 70-74%	245-261
Hotlist	10		
E Sheet	10		
Rate Web Sites	10		
Blog Add Item One	10		
Blog Add Item Two	10		
Group Paper	60		
DB Curriculum Unit Comments on Group	5		
DB Curriculum Unit Comments on Non-group	5		
Curriculum Unit Project	100		
Course Suggestions	20		
<b>TOTAL</b>	<b>350</b>		

#### Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Candidates may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, candidates must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If candidates agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allowed time, the incomplete grade automatically becomes an F.

Candidates who have filed an application for graduation are not eligible for a grade of Incomplete.

#### Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Candidates are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Candidates should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

#### 1.A.6 Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
- 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
  - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
  - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
  - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
  - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
  - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
  - 7) Fabricates data in support of laboratory or field work.
  - 8) Possesses buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.

Alters grade records of his/her own or another student work in a course or a component of a course.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign Written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

Penalties for instances of academic dishonesty:

The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.

Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

#### Graduate Studies Portfolio Policy

All students entering the Masters program are required to purchase a membership in LiveText, attend orientation and training sessions in the use of LiveText and to develop an electronic portfolio. The portfolio contains artifacts and reflections as required in each of the courses of their program. These artifacts represent mastery of specific standards.

Checkpoints are used to evaluate student progress in the portfolio process. Students are required have an advisor assess the progress and quality of their portfolio. Although instructors are required to assess the artifacts, standards and reflections required in their specific courses, students are ultimately responsible for the completion of

all aspects of their portfolios. As part of the graduation requirements of the Masters program, all portfolios must attain a minimum final evaluation score at or above acceptable.

All LiveText members are required to place 3 of 4 of their emphasis course artifacts, standards and reflections into their portfolio, as part of graduation requirements.

**SafeAssign**

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.