

**Fresno Pacific University
Center for Professional Development**

Course Syllabus

TEC 920 – Microsoft Word – The Ultimate Writing Tool

Instructor:

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Number of Units: 3

Grade Level: K-University Appropriate

Course Description

Available for Word 2007, 2010, 2011(Mac), 2013, 2016, and 2016(Mac)

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 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

Microsoft 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.

Support Files – these files are downloaded from www.dlfunk.com.

Online Resources – located at <http://www.dlfunk.com>

Course Dates

This course is self-paced and students can enroll at any time. Students have one full calendar year to complete and return the assignments but no less than three weeks (1 week per credit)

Technology Requirements

To complete this course, course participants will need a computer with the appropriate version of Microsoft Office installed as well as an Internet connection and email account. Participants will need to be able to send and receive emails, know how to manage simple files, and have a basic understanding of the computer's operating system.

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

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:

- be able to apply technology to facilitate a variety of effective assessment and evaluation strategies.
- increase their ability to plan and design learning environments and activities supported by technology.
- be able to apply the use technology to enhance their productivity and professional practice.
- be able to implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- recognize the social, ethical, legal, and human issues surrounding the use of technology in our schools.
- consider the role technology can play in supporting the acquisition of language and the development of

- literacy skills.
- 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.
- identify new ways of doing things and share it with a colleague.
- identify the relationship between skills and techniques learned in this course with National Technology Standards.
- 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.

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.

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
- Working with Text
- Working with Documents
- Working with Paragraphs
- Proofing your Work
- Working with Outlines
- Templates and Layouts
- Drawing Tools
- Working with Pictures
- Labels, Envelopes and Mail Merge
- Working with Tables
- Desktop Publishing
- Working with Charts
- Smart Art
- Working with Styles
- Working Connected
- Working with Footnotes
- Working in Collaboration
- Word in Education

Grading

Assignments	80%
Project	10%
Journal	10%

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, 10% 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 and 10% on the Journal, a testament to the reflection applied to the coursework. The other items will be 80% of the grade.

Instructor/Student Contact

Contact between Student and Instructor will take place via email or phone. 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.

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

References

Does it compute? The relationship between educational technology and student achievement in mathematics, Wenglingsky, 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

A Whole New Mind: Moving from the Information Age to the Conceptual Age, Daniel H. Pink, Riverhead Books, 2005

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. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- A. promote, support, and model creative and innovative thinking and inventiveness.
- B. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- C. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- D. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in NETS-S.

Teachers:

- A. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- B. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- C. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- D. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

- A. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- B. collaborate with students, peers, parents, and community members using digital tools and resources to support student access and innovation.
- C. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- D. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global society issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- A. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- B. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
- C. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- D. develop and model cultural understandings and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- A. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- B. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- C. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- D. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.