



ED 550 Syllabus

Course: ED 550 Software Development I

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Goal: To enhance learning through pedagogy, computer techniques, and learning activities that integrate software into a learning environment.

Objectives: Students will develop projects that incorporate lesson plans and modules to use in a classroom or training environment that support state and school technology standards.

Attendance: Required. Multiple absences will result in a letter grade cut. Students are expected to contribute to activities/class discussions and to be polite and courteous at all times. Not permitted: food, drink, children, cell phones, beepers, etc.

Texts:

- Lynch, P. J., & Horton, S. (2001). *Web style guide: Basic design principles for creating web sites*, 2nd edition. New Haven, CT: Yale University Press
- Williams, R., and Tollett, J. (2000). *The non-designer's web book: An easy guide to creating, designing, and posting your own web site*, 2nd edition. Berkeley, CA: Peachpit Press. ISBN: 0-201-71038-2.
- Selected Readings: Assigned.

Project: Students will select instructional technologies and develop a plan for their use in a learning environment. Each student will

1. Select a topic/subject
2. Identify goals, objectives, target audience, time frame, technologies, materials, activities, rationale, and assessment components
3. Create lessons that enhances knowledge about the topic/subject by preparing & incorporating the following
 - **Drills** (or drill and practice). Allows learners to work problems or answer questions and get feedback on correctness.
 - **Tutorials**. Act like tutors by providing all the information and instructional activities a learner needs to master a topic (information summaries, explanation, practice routines, feedback, and assessment).
 - **Simulations**. Model real or an imagined system to show how those systems or similar ones work.
 - **Instructional games**. Designed to increase motivation by adding game rules to learning activities; usually either drills or simulations.
 - **Problem solving**. Teach directly, through explanation and/or practice, the steps involved in solving problems or help learners acquire problem-solving skills by giving them opportunities to solve problems. [Roblyer, M. D., & Edwards, J. (2000). *Integrating educational technology into teaching*, Second Edition. Upper Saddle River, NJ: Prentice Hall.]

- o CMC - computer mediated communication

All components should be word-processed and include any supporting materials such as worksheets, study guides, or presentation outlines. Work will be submitted on a thumb drive or on a CD. A paper copy is also required.

Each student will present her/his project on the last day of class. The format of the presentation will be discussed in class. Students should prepare for the presentation as if s/he is presenting at a conference specific to the topic.

Evaluation:	<input type="checkbox"/> Daily discussions and written assignments based on assigned readings.	20%
	<input type="checkbox"/> Integration technology (Drills, tutorials, simulations, instructional games, problem solving)	50%
	<input type="checkbox"/> Final presentation (class presentation and hardcopy)	20%
	<input type="checkbox"/> Working beyond basic expectations & requirements for class	10%

Instructional Technology & Software, etc. (examples):

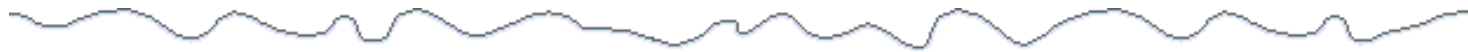
- Word
- PowerPoint
- Excel
- Microsoft Publisher
- Access
- FrontPage, Dreamweaver, or other approved authoring program
- Flash
- Visual Basic, HTML, Java, DHTML, or other approved script
- PhotoShop, PhotoDraw, Illustrator, or similar program
- Adobe Acrobat 5 & Distiller, e-books
- Approved video/audio programs
- Internet

Blackboard: The class will use a Blackboard course site provided by SU. All assignments, announcements, and updates will be posted to the course site.

- Note:**
- Late assignments will not be accepted. Failing to turn in an assignment will result in "0" points for that assignment.
 - All work submitted for grading must be your own.
 - Any plagiarism or cheating will result in an automatic failure (F) for the course. This includes, but is not limited to
 - o Copying or sharing a file or any portion of a file from another student
 - o Sharing or allowing another student to copy your files or any portion of a file
 - o Turning in another student's work
 - o Cheating on a quiz, test, or graded assignment

Academic Dishonesty: Academic dishonesty in any form, including plagiarism and giving or receiving unauthorized assistance in academic work, is prohibited. All students at Shenandoah University are responsible for upholding the Honor Code. The Honor Code is a system of conduct that reflects the core principles and values that the University has established regarding individual responsibility and matters involving honorable conduct. Violations of the Honor Code include the following general areas: cheating, plagiarism, falsification, tampering with records, forgery, and withholding information. It is every student's responsibility to report any violations that he or she observes to the professor or the Honor Court. Please see the Student Handbook for more specific information.

Disability: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please notify me within the first two weeks of the semester by making an appointment with me as soon as possible. In addition, if you need classroom accommodations, please contact the Coordinator of ADA Services.



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