

**UNIVERSITY OF PUERTO RICO - AGUADILLA
ENGLISH DEPARTMENT**

COURSE SYLLABUS

COURSE TITLE	:	Computer Assisted Instruction
COURSE CODE	:	TEED 4020
COURSE SECTION AND HOUR	:	
NUMBER OF CREDITS	:	3
NUMBER OF CONTACT HOURS	:	3
PRE/CO-REQUISITES	:	TEED 3008, TEED 4018
SEMESTER AND ACADEMIC YEAR	:	First Semester 2009—2010

COURSE DESCRIPTION:

This course provides the student with the opportunity to produce an instructional lesson to be used on the computer using the language of Hypercard and Hypertalk.¹ The student will apply the principles of instructional design and visual literacy in the development of the lesson. He/she can prepare a tutorial, a demonstration, or a practice exercise using various instructional activities.

COURSE GOAL:

The principal goal of the course is to familiarize students with the basis of computer assisted instruction emphasizing the use of hypermedia.

COURSE OBJECTIVES:

Upon completion of the course the students will be:

- Develop a computer based lesson using hypermedia
- Describe and explain the criteria used for evaluating different types of hypermedia
- Describe and explain the criteria used for selecting specific hypermedia for specific lessons

Technology Related Skills:

Develop students' proficiencies in using technologies purposefully, especially in using technology effectively. The following computer literacy skills will be emphasized. Students will use:

- Internet and E-mail, in accordance with course outline and the professor's instructions.
- Electronic library and multimedia resources to read for information and for pleasure.
- The Internet for research and communication.
- Technology during assessment / evaluation activities
- Peripheral devices such as printers, scanners, and projectors.

TENTATIVE COURSE OUTLINE:

CONTENT	TASKS	DATE AND TIME
1. Introduction to the course <ul style="list-style-type: none"> • Class Blog/Website 	Slide Show: What can I do with technology?	August 11 – 13 (3 hours)
2. Software Applications: Beyond the Basics <ul style="list-style-type: none"> • Word Processing Tools • Multimedia & Hypermedia Tools • Spreadsheet Tools • Database Tools • Internet-Based Tools 	Practice exercises for each application Educational Module 1	August 18 – October 6 (21 hours)
3. Implications of technology integration <ul style="list-style-type: none"> • Learning Theories • Standards • Legal and Ethical Issues • Impact of Computer Assisted Instruction 	Educational Module 2 Formal Oral Presentation	October 8 – November 12 (15 hours)
4. Wrap up the course	Electronic Portfolio	November 17 – Dec 1 (6 hours)

INSTRUCTIONAL STRATEGIES:

Lectures
 Extensive group work
 Oral reports
 Workshops
 Internet and Library Research
 Computer Research

TEXTBOOKS:

Materials will be provided by the professor as they are needed.

EVALUATION STRATEGIES:

Assignments & Projects	150 points	20 %
2 Educational Modules	200 points	30 %
Attendance & Class Participation	150 points	20 %
Formal Oral Presentation	100 points	15 %
Electronic Portfolio	100 points	15 %

TOTAL **700 points** **100 %**

Note: Adjusted evaluation will be provided for students with special needs under LAW 51.

GRADING SYSTEM:

Curve: 100 - 90 A
89 - 80 B
79 - 70 C
69 - 60 D
59 - 0 F

LAW 51 (ADA)

Reasonable accommodation will be made for students with physical/mental/emotional impediments. If you need to be accommodated, please notify the professor privately at the beginning of the semester.

BIBLIOGRAPHY:

Anglin, G.J. (2001). Critical issues in instructional technology. Englewood, CO: Teacher Ideas Press.

Casey, P., Dager, N. & Magel, M. (1998). Emerging technology: Tools for today and tomorrow. AV Video Multimedia Producer, 20 (1), 44-53.

De Moura Castro, C. (Ed.). (1998). Education in the information age: What works and what doesn't. New York: Inter-American Development Bank.

Druin, A. & Solomon, C. (1996). Designing multimedia environments for children. New York: John Wiley & Sons.

Freeley, J. (1997, August). Wideband web. Digital Video, 42-48.

Grabe, M. & Grabe, C. (1998). Learning with Internet tools. Boston: Houghton Mifflin, Co.

Grabe, M. & Grabe, C. (2000). Integrating technology for meaningful learning. (2nd Ed.). Boston: Houghton Mifflin, Co.

Heinich, R. (1999). Instructional media & technology and integrated technology across curriculum. Englewood Cliffs, NJ: Prentice Hall.

Jonassen, D.H., Stollenwerk, D.A. & Marrone, C. (1999). Computers as mindtools for schools. Englewood Cliffs, NJ: Prentice Hall.

Levy, M. (1997). Computer-assisted language learning: Context and conceptualization. Oxford: Oxford University Press.

Molenda, M., & Sullivan, M. (2000). Issues and trends in instructional technology. In R.M. Branch & M.A. Fitzgerald (Eds.), Educational media and technology yearbook 2000: Volume 25. Englewood, Co: Libraries Unlimited.

Molenda, M., & Sullivan, M. (2000). Issues and trends in instructional technology. In R.M. Branch & M.A. Fitzgerald (Eds.), Educational media and technology yearbook 2001. Englewood, Co: Libraries Unlimited.

Morrison, G.R., Ross, S.M. & Kemp, J.E. (2000). Designing effective instruction. (3rd ed.). New York: John Wiley & Sons.

Niederst, J. and Koman, R. (Ed.) (1998). Web design in a nutshell: A desktop quick reference. Bonn: O'Reilly & Associates.

Nielsen, J. (1999). Designing web usability: The practice of simplicity. Indianapolis, IN. New Ryders Publishing.

Newby, T. J. & Stepich, D.A. (1999). Instructional technology for teaching and learning. Englewood Cliffs, NJ: Prentice Hall.

Newby, T.J., Lehman, J., Russell, J. & Stepich, D.A. (Eds.). (1999). Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media. Englewood Cliffs, NJ: Prentice Hall.

Pennington, M. (Ed.). (1996). The power of CALL. Houston: Atheistan.

Reigeluth, C. (Ed.). (1999). Instructional design theories and models: A new paradigm of instructional theory. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Reksten, L.E. (2000). Using technology to increase student learning. Thousand Oaks, CA: Corwin Press.

Shelly, G.B., Cashman, T.J., Gunter, R.E., & Gunter, G.A. (1999). Teachers discovering computers. Cambridge, MA: Course Technology.

Williams, Robin and Tollett, John (1998). The non-designer's web book. Berkeley, CA: Peachpit Press.

End Notes:

1. Since Technology has developed away from these applications since this syllabus description was created, the course will instead use the most updated options available as substitutes.

Rev.: August 2009 (HS)