

2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus

**School of Education
University of St. Thomas
Minneapolis, Minnesota**

Mission Statement School of Education

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Title: Microsoft Word 2008, A Video Course

CTED765

Instructor

Jim Ruid

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What you will need:

A personal computer with the Microsoft Word loaded.

What is provided in the course kit:

Registration and Evaluation materials.

Article reprints

Window Users: Training CDs for Word

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)

Registration from each person in your group.

The training CDs

Article reprints

Completed Activities

Return to St. Thomas

Evaluation materials follow direction on form.

Course Description

As technology becomes ingrained in all areas education, teachers also need to stay proficient. Most school districts use Microsoft Word as the standard word processing tool. Teachers need to know how to use this tool for basic survival in their daily academic lives. Furthermore, students are asked to create documents in Microsoft Word and teachers need to play the support role. This course covers the skills teachers needed for success; from the basics to advanced formatting and design.

Goals and Objectives

Upon completion of the course participants will be able to:

- Use the new “Ribbon” interface
- Format documents with a professional look
- Use Tabs and Margins for a clean looking, well organized document
- Insert graphics
- Build tables and columns
- Make use of Proofing Tools
- Create headers and footers
- Implement and use style sheets and templates
- Monitor changes
- Design forms, Table of Contents, Indexes and Tables of Figures
- Mail merge document with other Office software.

Texts/Readings

The required reading/viewing is found in a set of 2 cd-roms and a series of article reprints (enclosed with syllabus):

Thell, R Word 2008. CD-ROM. Holly Hill, Florida, Studio eWorks Inc. (2008)

Christensen, R., Honcock, R., Knezek, G (2008). Cross-Validating Measures of Technology Integration: A First Step Toward Examining Potential Relationships Between Technology Integration and Student Achievement. Retrieved March 10th, 2009 from ISTE database.

Fraser, V., Garofalo, J., Juersivich, N (2008).T he Use of Technology in Facilitating Student Teachers Lesson Planning Process and Improving Their Quality of Classroom Life. Retrieved March 10th, 2009 from ISTE database.

Moyle, K (2007). Measuring the value of educational technologies in schools. Retrieved March 10th, 2009 from ISTE database.

Wilson, E (2007) Teacher Use of Technology: From the Teacher Education Program to the Classroom. Retrieved March 10th, 2009 from ISTE database.

Participants will complete the readings and independent activities described below to achieve the course objectives.

Schedule of Readings, Topics, and Assignments

Reading Material	Packet 1 Topics & Assignments
Read the enclosed articles	<p>Topics: Technology challenges, paradigms, strategies and uses.</p> <p>Assignment 1: Read the four articles then discuss effect of technology in your classroom.</p> <ul style="list-style-type: none"> • The current state of technology; what is working and what is not. • Future plans for technology • How technology impacts student learning. • Is technology worth the cost? <p>Outline your paper and label outline Label the paper Technology. Paper is five pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
<p>Watch word video, volume 1</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: Screen elements, Enter & Delete Text, Saving, Opening, Moving, Formatting, Page Setup, Tabs, Help, Proofing, Printing, Auto Format, Secondary Menu, Background, Display Modes, Borders & Shading, Page Borders, Autocorrect, Tables, Calculations, Columns, Find & Replace, Headers & Footers, comments, Fields, Page Breaks, Symbols, Sections, Footnotes, Endnotes, Table of Contents, Index, Tab Leaders.</p> <p>Assignments 2: Create a tri-fold brochure on any topic (one that you can use within your classroom). Save the document as <i>brochure</i> and print out a copy, back to back, when it is complete. Be sure to check the document on</p>

	<p>screen for errors and misspellings before you print. Fold a sheet of paper into a tri-fold and plan your brochure. Then start in the left hand column. Your brochure should contain the following:</p> <ul style="list-style-type: none">• Front cover should be a title page• Three columns on each page• Correct Spelling.• Justified paragraphs or other eye appealing design• Appropriate character formatting. The titles should be bold and in a larger point size. Titles of books, magazines, songs, etc. Should be italicized.• A bulleted list.• Clipart or other graphics.• A text box <p>Use attached Rubric</p>
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Reading Material	Packet 3 Topics & Assignments
<p>Reading(s): Review Tables, Volume 2, Video 8.</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p> <p>Watch Volumes 4 and 5.</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: Tables</p> <p>Assignment 3: Create a table in Word. Use the following headings, First_Name, Last_Name, Street, City, State and Zip. The table should be six columns and at least six rows. The first row will contain your titles. Populate the next five rows with made-up names and address. Be sure to check the document on screen for errors and misspellings before you print. Save this document as <i>table</i>.</p> <p>Topics: Bookmarks, Outlining, Bullets, Themes, Document Map, Change Case & Drop Caps, Charts, Organization Charts, Diagrams, Page Setup, Drawing Tools, Graphics, Text Wrap, WordArt, Mail Merge, Hyperlinks.</p> <p>Assignment 4 Merge the above table into a page of mailing labels. Use Avery 5160 for the mailing labels. Save as mailing and print one copy.</p> <p>Assignment 5 Open a new Word document and create a four page personalized newsletter that would be sent to each of the people in the table. Make the newsletter one that you can use with your students or staff. Use mail merge to insert the names and address of the people from exercise two. Be sure to check the document on screen for errors and misspellings before you print. Save this document as <i>Merge</i>. Your letter should contain the following:</p> <ul style="list-style-type: none"> • Headers and footers on pages 2-4 • Hanging indents • Tabs with leaders • A table with the sum function adding up a set of numbers • Clipart and graphics with wrapping • Multiple columns on one page • Double spaced, with one section of single spacing • User bold, italics, underline and different fonts • Change the default margins <p>Use attached Rubric</p>

Reading Material	Packet 4 Topics & Assignments
<p>Watch Volume 6</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p>Topics: Setting, Macros, Interactive Macros, Toolbars, Customize Menus, Customize Keyboard, Templates, Master Documents, Smart Tags, Forms, OLE, Voice Command</p> <p>Assignment 6 Create a form that can be used in your classroom to gather information about your students. The form should be two pages in length. Include drop downs, check boxes, formulas and tables. Include a hand written design sheet showing your planning for the form.</p> <p>Use attached Rubric</p>

Reading Material	Packet 4 Topics & Assignments
Review Volume 6	<p>Topics: Setting, Macros, Interactive Macros, Toolbars, Customize Menus, Customize Keyboard, Templates, Master Documents, Smart Tags, Forms, OLE, Voice Command</p> <p>Assignment 7 Contact a local Church, Community Organization, Athletic Group, Activities Group or Non-Profit group and create either a 4 page news letter or tri-fold brochure that the group could use to promote itself. Use eight or more components listed in the goals section. Use attached Rubric</p>

Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Tri-fold Brochure
10%	Assignment Three:	Table
10%	Assignment Four:	Merge Table into Labels
20%	Assignment Five:	Create Newsletter and Merge
10%	Assignment Six:	Forms
10%	Assignment Seven	Community Project

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-890-100 Points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work

American Disabilities Act

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

Registration Requirement

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

Request for Transcript

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at www.stthomas.edu/registrar/forms/transcript.htm.

Tax Receipt:

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K, P, A)
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References

Cavanaugh, Cathy, Kara Dawson, and Albert Ritzhaupt. "Statewide Study of 1:1 Computing: The Impact on Teaching and Achievement." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Foulger Teresa S. "Innovative Technologies, Small Groups, and a Wiki:A 21st Century Preservice Experience Founded on Collaboration." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Fraser, Virginia, Joe Garofalo, Nicole Juersivich "The Use of Technology in Facilitating Student Teachers" Lesson Planning Process and Improving Their Quality of Classroom Life." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Hall, Bettie C. Kenneth E. Martin, "Relationships Among Computer Self-Efficacy, Professional Development, Teaching Experience, and Technology Integration of Teachers." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Nguyen Thanh Truc T. "Technology Tango: School Library Media Specialists and Technology Coordinators." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Ray Andrea L. "Changed by Design: Using Instructional Strategies to Influence Teachers' Attitudes." Retrieved 17 November 2008.

http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

Assignments and Materials are due by August 31st

Rubric

Accomplishments	Needs Improvement	Good	Well Done	Excellent	Exemplary
No errors in spelling and grammar	Three or more errors in spelling or grammar are present. 50-60 Points	Two errors are present in grammar or spelling. 60-70 Points	One error in grammar or spelling is present. 70-80 Points	No errors in grammar or spelling are present. 80-90 Points	The brochure or newsletters appears to be professional in all aspects. 90-100 Points
Visual appeal of project	The project appears haphazardly constructed and opposes the templates constraints. 50-60 Points	The project has noticeable issues with its visual appeal. 60-70 Points	The project is not immediately aesthetically pleasing. 70-80 Points	The project is immediately aesthetically pleasing. 80-90 Points	The brochure or newsletters appears to be professional in all aspects. 90-100 Points
Font size, type, color, use	Three or more issues exist with font size, type, color, or use. 50-60 Points	There are two issues with font size, type, color, or use. 60-70 Points	There is an issue with font size, type, color or use. 70-80 Points	Fonts size, type, color and use is appropriate and pleasing. 80-90 Points	The brochure or newsletters appears to be professional in all aspects. 90-100 Points
Use of clipart, logos, pictures, and other graphics	Graphics are lacking or inappropriate and distorted from their original aspect. 50-60 Points	Several graphical elements are out of place, distorted or do not complement the information presented. 60-70 Points	A graphical element is out of place, distorted or does not complement or related to the information presented. 70-80 Points	Clipart, logos, pictures, and other graphics complement the project. 80-90 Points	The brochure or newsletters appears to be professional in all aspects. 90-100 Points
Instructions for the assignment and project followed	The instructions were not followed generally and the result is the project does not meet expectations. 50-60 Points	Instructions are followed with a few lapses. 60-70 Points	Instructions are followed mostly with one lapse. 70-80 Points	The instructions are followed generally as expressed. 80-90 Points	The instructions are followed exactly in every detail. 90-100 Points