ACED 4600
Computer Systems
3 semester hours
Fall Semester, 2009

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

<u>REQUIRED TEXTBOOK</u>

Discovering Computers 2010 Living in a Digital World, Shelly and Vermaat

<u>COURSE DESCRIPTION</u>

A general overview of computer hardware and networks. Emphasis is placed on developing basic technological expertise and leadership in administering computer technology in the workplace.

<u>GENERAL EDUCATION OUTCOMES</u>

GEO3 Students will use computer and information technology when appropriate.

GEO8 Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

<u>COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS(CFS)</u>

The following College of Education Conceptual Framework Standards will be addressed in this course:

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

<u>COURSE OBJECTIVES</u>

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Standards)

Upon completion of this course, the student will be able to:

1. Demonstrate an in-depth knowledge of new hardware technological developments that are occurring in the computer industry and their impact on the workplace/educational environment. (I)

2. Demonstrate an in-depth knowledge of new software technological developments that are occurring in the computer industry and their impact on the workplace/educational environment. (I)

3. Demonstrate an understanding of computer ethics, privacy, and copyright. (I, VI) (GEO8)

4. Demonstrate an understanding of the hardware and software used by computer networks. (I)

5. Demonstrate an understanding of the responsibilities and duties of maintaining a computer network. (I)

6. Demonstrate an understanding of the basic concepts of the Internet and its impact on society and the workplace/educational environment. (I)

7. Develop the necessary skills and knowledge necessary to assume a technology leadership role in the workplace/educational environment. (I, VI)

COURSE EVALUATION

The final course grade will be calculated as follows:

Examinations = 75 percent of course grade   (Objectives 1 through 7) (GEO3, GEO8)
Assignments & Projects = 20 percent of course grade (Objectives 1 through 7) (GEO3, GEO8)

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ACED3100
Schedule is tentative!
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Week 1: Tues 8/18	Introductions and
Thurs 8/20	Syllabus Review Digital Literacy Assignment
Week 2: Tues 8/25	Chapter 1 review Checkpoint Questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thurs 8/27	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 3: Tues 9/1	Chapter 2 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues Video on history of the internet
Thursday 9/3	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 4: Tuesday 9/8:	Chapter 4 review Hardware assignment Checkpoint Questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 9/10:	Learn it Online: At the Movies

	Web Research: GROUP ASSIGNMENT Start Sleuth
Week 5: Tuesday 9/15:	Review for 1st test
Thursday 9/17:	Test #1 Chapters 1. 2. 4
Week 6: Tuesday 9/22:	Chapter 5 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 9/24	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 7: Tuesday 9/29	Chapter 6 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 10/1	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 8: Tuesday 10/6	Chapter 7 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Week 9: Thursday 10/8	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Tuesday 10/13	Review for 2nd test
Thursday 10/15	Test #2 Chapters 5, 6, 7
Week 10: Tuesday 10/20	Fall Break No Class
Thursday 10/22	Video on history of operating systems
Week 11: Tuesday 10/27	Chapter 8 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 10/29	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 12: Tuesday 11/3	Chapter 9 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 11/5	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 13: Tuesday 11/10	Chapter 11 review Checkpoint questions: true/false, multiple choice Beyond the book: Ethics and Issues
Thursday 11/12	Learn it Online: At the Movies Web Research: GROUP ASSIGNMENT Start Sleuth
Week 14: 11/17	Issues and Ethics Presentations
Thursday 11/19	Issues and Ethics Presentations
Week 15: 11/24	Issues and Ethics Presentations
Thursday 11/26	Thanksgiving No Class
Week 16: Tuesday 12/1	Review for test #3
Thursday 12/3	Test #3 Chapters 8, 9 and 11

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Grading and Evaluation:
Tests 3 total
25% each, 75% total
Class exercises
10%
Class Presentation Issues and Ethics:
15%
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<u>SPECIAL NEEDS STATEMENT</u>

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Room 1115, Nevins Hall. The phone number is 245-2498.

<u>INSTRUCTOR</u>

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Office Hours as posted