

# Tech Treasures for Literacy Syllabus

## **Contact Information:**

K. Virginia Bond, Instructor  
vbond@srk12.org  
518-358-6670

## **Office hours:**

day 8:00 am – 3:30pm, evenings by e-mail

## **Response time:**

within 24 hours

## **Date of Course:**

TBA September 1-November 10, 2006

## **Course Description:**

In this fifteen hour course, Tricks for Dynamic Searching, teachers will learn how to find accurate and appropriate resources they need from the Internet QUICKLY! Participants will learn strategies for effective Internet searching, explore various types of search engines (and when to use them) and create a lesson plan to teach students the basics of web searching.

## **Course Objectives:**

- \* Learn about the various types of search engines and the appropriate times to use them (including kid friendly search engines)
- \* Learn advance searching strategies including: keywords (Vocabulary), Boolean logic, NETS Strategies, and time limits
- \* Review basic website evaluation ( the good, the bad, and the ugly)
- \* Create organizing structure/s for the resources they have found
- \* Build a lesson plan to teach students, no matter the age, the basics of web hunting

## **Target Audience:**

K-12 teachers, administrators, support staff

## **Hours of Course:**

15 hours

## **NYS Standards Addressed:**

*ELA Standard 1 - Students will read, write, listen, and speak for information and understanding*

Key Idea 1 (Reading) - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources

PIa - Locate and use school, public, academic, and special library resources for information and research

- use primary and secondary sources, such as dictionaries and abstracts  
- set purpose for reading by asking questions about what they need to know for their research

PIc- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large

- employ a range of post-reading practices to think about new learning and to plan future learning

Key Idea 2 (Writing) - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

PI 12.W.1 - Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings

PI 12.W.2 - Identify the intended audience

PI 12.W.3 - Use tone and language appropriate to the audience and purpose

PI 12.W.11- Use computer technology to create, manipulate, and edit text

*MST Standard 2 – Information Systems Commencement Level*

Key Idea 1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

PIc- access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.

PIe- utilize electronic networks to share information.

Key Idea 2 – Information Systems

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

PI c - demonstrate ability to evaluate information. (Elementary)

PI a - understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry. (Intermediate)

*MST Standard 5 – Technology - Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.*

Key Idea 3. Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Pla- understand basic computer architecture and describe the function of computer subsystems and peripheral devices.

### ***NETS for Teachers***

Standard I. Technology Operations and Concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

PI a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.

PI b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### ***NETS for Students***

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

### **Prerequisite Skills / Requirements**

1. *Students should know how to use Microsoft Word and able to create and save documents.*
2. *Students should be able to send attachments.*
3. *Students should be able to use the Internet.*
4. *Students should be comfortable with e-mail.*

### **Roadmap (separate document)**

#### **Policies:**

1. Students must read and agree to all class policies and roadmap.
2. Students should login into Caucus at least 3 times a week.
3. Students are reminded to use only constructive language and to use appropriate online etiquette. *For more information, see [onlinenetiquette.com](http://onlinenetiquette.com)*
4. All students should participate in class discussions. Everyone has something that is worth saying. Students who do not participate in class discussion in a positive manner will lose seat time.
5. Assignments are due by 11:59:59 pm of their due date. All late assignments must be posted in the late assignment thread and must be submitted within one week of the due date. Late assignments will lose credit and will result in the loss of seat time.

6. Any student having an issue with the time frame or assignment schedule of this course, should contact the instructor directly, within the first week, to make other arrangements

**Determination for in-service credit:**

1. Completing required readings, posting completed assignments and participation in class discussions is essential to success in this course.
2. Completion of the course means that all assignments are completed at least a satisfactory level.
3. Students who plagiarize will not be recommended for in-service credit.
4. Active participation in discussions with classmates, completion of required readings as well posting of completed assignments are all components of the conditions for recommendation of in-service credit. In-service hours recommended will be directly associated with the outcomes of the course.