MIDDLESEX COMMUNITY COLLEGE
BEDFORD • MASSACHUSETTS • LOWELL

Strategies for Success
COURSE GUIDE

Exploring Technology

Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. Reformed Curriculum involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. Comprehensive Advising involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
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Introduction

Each fall approximately 200 students enter technology programs with insufficient academic skills to be able to take courses in their chosen programs. For example, a student who places into Algebra I and wishes to enroll into either the Computer Science, Engineering Transfer, Web Development, or Computers and Telecommunications programs must wait as much as a year before taking any courses in these programs. Many of these students never reach the level where they can begin to take such courses or may be discouraged by the mathematics and physics required (2 semesters of calculus and 2 semesters of Calculus-based physics). Program reviews have shown that the attrition level of these students is quite high. This course will provide the following:

- An introduction to information technology immediately upon entrance to the college so that the student can get a feel for what technology is about before dropping out or committing a year to a program that may not fit.
- Information about the Information Technology and other technical programs so that the student can choose a program that best fits his/her interests and abilities.
- Study skills and employability skills to enhance academic and career success.
- Research and presentation skills.
- Critical thinking skills applied to a technical topic or career choice.
- Experience using a discipline methodology for problem analysis and problem solving
- Student advisement on technology programs and careers

The course is recommended to students in the Engineering Transfer, Web Development, Computer and Telecommunications, and Computer Science programs whose Placement Test scores prevent them from taking the first required courses in the program. This course can serve as an approved elective for the Computer Science Program, a free elective for the Engineering Transfer Program, and also CA/CS/CT/MA/TE in the CAD program. This course satisfies the Computer Literacy and Impact of Technology Intensive Values.

Purpose of the Resource Guide

As a result of a Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, this course has been designed to incorporate the following Core Student Success Skills (CSSS): Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. The concept is to lead students to apply these skills as a method for learning course content. The expectation is that by practicing these skills in this course, they will develop into more successful college students overall, and as a result, persist in their college studies.

- The Exploring Technology Resource guide is a resource and reference document for instructors teaching this course.
- The curriculum guide is meant to assist instructors with lessons and activities that address the five student success skills.
- Instructors are encouraged to modify the enclosed lessons and activities to accommodate students’ learning styles and academic levels.

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Week 1: Course Introduction

**LESSON PLAN 1.1: First Day Activity I- Introduction to Blackboard/Review Syllabus**

**DESCRIPTION:** These initial activities provide the students with an opportunity to become acclimated to the class/course and the learning management system.

**LESSON OBJECTIVES:** Students will be able to navigate and use basic functions of a Learning Management System such as Blackboard (i.e. post to a Discussion Board and access course materials).

**CORE STUDENT SUCCESS SKILLS:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>knowledge integration, reasoning, problem solving</td>
</tr>
<tr>
<td>Organization</td>
<td>time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>Collaboration</td>
<td>community activities, service, group exploration</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>Communication</td>
<td>oral, written, technological and information literacy</td>
</tr>
</tbody>
</table>

**COURSE OUTCOMES ADDRESSED:** #4. Demonstrate the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems.

**PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:** Ability to browse the Internet, MCC Username

**TIME ALLOTTED:** .5 class periods (Tue/Thur) or 1 class periods (M/W/F)

**MATERIALS / EQUIPMENT/HANDOUTS:**
- Before the class: Check on textbooks/Bookstore hours
- A Blackboard course shell (prepped with course info, activities and syllabus; remove all unused buttons for ease of accessibility

**WEBSITES:** [http://mymcc.middlesex.mass.edu/](http://mymcc.middlesex.mass.edu/)

**PROCEDURES:**
- Welcome, attendance, introductions (10)
  1. With the instructor as a guide, students will log into Blackboard for an overview of the MCC Portal and the ITC100 course shell: announcements, activities, menu; students will locate and review syllabus as a class (20)
  2. Review and Post to Discussion Board
     - Students reply to the introductory message and indicate whether they understand the difference between 'Adding a New Thread' and 'Replying to a message'
     - Students add a new thread in which they introduce themselves to their new classmates--tell something interesting about yourself--your favorite food, what you like to do in your spare time, how wonderful your family is (or is not.) Anything serious or silly.
• Students read the messages left by classmates and reply to at least two. These instructions can be given verbally and/or entered into the introductory message in Bb.

REINFORCEMENT/HOMEWORK:

Instructor makes activity available in Bb:

<table>
<thead>
<tr>
<th>Scavenger Hunt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number a page in your notebook 1-5. Check the time on the clock and time yourself...see how long it takes you to locate the following information in the Bb course shell:</td>
</tr>
<tr>
<td>1. Your instructor’s email address (the instructor)</td>
</tr>
<tr>
<td>2. Your instructor’s phone number</td>
</tr>
<tr>
<td>3. Tools you’ll need for the course (required Text/Materials on the syllabus)</td>
</tr>
<tr>
<td>4. How much time you should expect to spend on this course each week (see syllabus)</td>
</tr>
<tr>
<td>5. How many items total are in the online gradebook at this time.</td>
</tr>
</tbody>
</table>

EXTENSION AND REMEDIATION: Students will use Bb throughout the semester to access course materials.

ASSESSMENT: Observational assessment and personal communication. Criteria for success: students successfully accessed the syllabus, posted to DB and completed the Scavenger Hunt.
LESSON PLAN 1.2: First Day Activity II: Intro to E-mail

DESCRIPTION: This lesson is designed to get the students acclimated to the MCC E-mail client.

LESSON OBJECTIVES: Students will be able to Send/Receive, Reply to E-mail and will have created an e-mail signature block.

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| Self-Assessment: academic and career goal setting, self-advocacy |
| Communication: oral, written, technological and information literacy |

COURSE OUTCOMES ADDRESSED: #4. Students will competently use computers and computer technology in a wide range of life situations and activities to solve problems.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: Ability to browse the Internet.

TIME ALLOTTED: .5 class periods (Tue/Thur) or 1 class periods (M/W/F)

MATERIALS / EQUIPMENT/HANDOUTS: none

WEBSITES: Link to Users' Guides in the MCC Knowledge Base: MCC https://www.middlesex.mass.edu/KB/Articles/Public/315/

PROCEDURES:

1. (10 mins) Instructor will lead a discussion regarding the correct protocols when sending professional e-mail, (i.e. when beginning a new conversation with someone whom students do not have an established working relationship with as well as correspondence with instructors and classmates). Establish the following protocol:

   - **Subject Lines** - the subject line of an e-mail should include a brief phrase about what the e-mail is about.
   - **E-mail Contents** - A professional e-mail is not a text-message, an IM, or other brief communication. It should be treated as a formal, professional communication. Be sure to use a proper greeting, Standard English, (using proper punctuation, capitalization, and grammar – no texting acronyms or emoticons) a proper closing, and a clear and concise message. Your complete message should include a salutation, body and closing. If an e-mail conversation has been established and is ongoing, then you can revert to a more informal protocol, i.e. eliminate the salutation and closing. (This is adapted from an exercise created by Professor Denise Marchionda, English.)
2. With the instructor as a guide, students figure out how to Read, Reply, Send, and Forward e-mail.
   a. Students will see a link to MyMCC mail on the General Information page under My Links. This should bring them to the student e-mail server https://mailbee.middlesex.mass.edu/WebMail/.
   b. Students create a signature block in their MCC e-mail. Look for the Signature button in the New Message window (across the top of the window and repeated also across the bottom of the window).

**HOMEWORK/REINFORCEMENT:** Instructor makes activity available in Bb: Intro E-mail

<table>
<thead>
<tr>
<th>Intro E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please send your instructor an introductory e-mail. Use the subject line: Introduction, followed by your initials (example: Introduction-LW.) In the message body include the following:</td>
</tr>
<tr>
<td>1. A statement indicating you have reviewed the syllabus and you understand the time commitment for the course.</td>
</tr>
<tr>
<td>2. Any questions and/or comments, concerns, special needs, etc. you may have. Let the instructor know if you have a learning or physical disability and might need extra time on assignments.</td>
</tr>
<tr>
<td>3. Be sure your new signature block appears!</td>
</tr>
</tbody>
</table>

**CLOSURE:** Students should plan to check their e-mail account 2-3 times per week for course announcements.

**EXTENSION AND REMEDIATION:** Instructor could post a short “quiz” in Blackboard displaying two samples of the same e-mail(s), one that exhibits non-professional grammar and/or formatting and one that represents the best example of a (formal business) e-mail.

**ASSESSMENT:** Observational assessment and personal communication. Criteria for success: Evidence of successful receipt of e-mail from the instructor, successful receipt of properly formatted e-mail, including signature block.
Grading Rubric: Blackboard

By the end of the semester the following Bb skills/course outcomes should be mastered as per the rubric below:

- Effectively use the Internet as a communications tool (participate in a Discussion Board)
- Navigate and use basic functions of a Learning Management System such as Blackboard (Read, Reply, Post to a Discussion Board, access course materials)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate and locate information in a Learning Management System (such as Blackboard)</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Access course materials including download and print</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Read, Reply, Post to a Discussion Board (appropriate technique)</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Student makes appropriate posts (appropriate content on appropriate Db)</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Discussion board participation</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Overall Bb Usage</td>
<td>Student logged-in to Bb an average of 2-3 times a week</td>
<td>Student logged in an average of 2 times week</td>
<td>Student logged in an average of one time week</td>
<td>Student logged in less than one time week</td>
</tr>
</tbody>
</table>
Grading Rubric: E-mail

By the end of the semester students are able to effectively use the Internet as a communications tool (Send/Receive E-mail) as per the rubric below:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know e-mail vocabulary</td>
<td>Student uses proper language/terminology</td>
<td>Student often uses proper language/terminology</td>
<td>Student occasionally uses proper language/terminology</td>
<td>Student rarely uses proper language/terminology</td>
</tr>
<tr>
<td>Can use various e-mail platforms to retrieve/read/reply to mail; compose a new message, forward a message; attach files to a message.</td>
<td>Student has demonstrated the ability to perform the skills listed using the College e-mail and another (work or home) programs</td>
<td>Student has demonstrated the ability to perform some skills listed using the College e-mail and another (work or home) programs</td>
<td>Student has difficulty with one or more skills using the College e-mail.</td>
<td>Student has difficulty with one or more skills using the College e-mail.</td>
</tr>
<tr>
<td>Student reads and promptly responds to e-mail from the instructor and classmates</td>
<td>Student reads and promptly responds to e-mail from the instructor and classmates</td>
<td>Student reads and by large promptly responds to e-mail from the instructor and classmates</td>
<td>Student sometimes reads e-mail from the instructor and classmates but is not prompt with replies</td>
<td>Student rarely reads or responds to e-mail from the instructor or classmates</td>
</tr>
<tr>
<td>Student uses Reply and Reply all appropriately</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Student demonstrates proper mechanics for correspondence</td>
<td>Correspondence typically has no typing or grammatical errors</td>
<td>Correspondence generally has no more than two typing or grammatical errors</td>
<td>Correspondence generally has three or more typing or grammatical errors</td>
<td>Correspondence typically has several typing or grammatical errors</td>
</tr>
<tr>
<td>Student demonstrates proper format for professional e-mail correspondence: Salutation, Body, Closing, Signature</td>
<td>Correspondence typically follows proper layout</td>
<td>Correspondence mostly follows proper layout</td>
<td>Correspondence occasionally follows proper layout</td>
<td>Correspondence typically does not follow proper layout</td>
</tr>
</tbody>
</table>
LESSON PLAN 1.3: Introduction to Self Assessment and Time Management

DESCRIPTION:
The instructor introduces students to the various ways that we learn and manage our time. This helps strengthen aspects of learning. If students discover methods of studying that suit their learning style, they are more likely to be successful. This material can be introduced at any point, but it will need to be subsequently reinforced. The lesson also promotes awareness that managing time is critical.

LESSON OBJECTIVES: Students will have a better understanding of how they learn and strength their study practices. In addition they will also, through demonstration and lecture, be made aware of how to manage their time in and out of class.

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking:</td>
<td>knowledge integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X Organization:</td>
<td>time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>Collaboration:</td>
<td>community activities, service, group exploration</td>
</tr>
<tr>
<td>X Self-Assessment:</td>
<td>academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>Communication:</td>
<td>oral, written, technological and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

# 5. Demonstrate an ability to manage time constructively and complete projects in a timely manner.

# 6. Demonstrate an ability to self-assess their progress in the course.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: N/A

TIME ALLOCATED: 5 class periods (Tue/Thur) or 1 class periods (M/W/F)

MATERIALS / EQUIPMENT/HANDOUTS:

1. Learning Styles Forms Appendix Below
2. Time Management Forms Appendix Below
PROCEDURES:
1. Instruct students to use the Learning Style Self Assessment (see below).

2. At the end of the questionnaire, have students use the scoring key provided to assess what their dominant learning style is.

3. In class, divide students into groups based on their learning styles and ask them to discuss if any of the strategies make sense to them. Next give them some information and ask them to “translate” that information into a form that would suit their learning style. To the Read/Write group, give them a graph; they should translate that information into words. For the Visual group, give them a paragraph which includes data and ask them to create a chart. For the Kinesthetic group, give them some information and ask them to write a case study about a person who experienced this information: what would that person see, hear, feel, and do? The Aural group should be given a paragraph of information. Have one group member read to the others; then have the others speak about what they remember of the information.

4. After the exercise, a quiz could be given on the information. Then have students discuss if they think the exercise in their groups helped them prepare for the quiz. Students should be informed that they have no control over how a course is taught. (Though when they ask their friends, classmates and advisors for recommendations for teachers, they should always ask how that instructor runs the class in order to find the best match possible.) But they do have control how they handle information that is presented in that class. It is their job to discover techniques that will help them master the material they need in order to succeed in the class and to remember important information for their careers.

EXTENSION: The use of learning style appropriate study techniques should be alluded to in all review situations.

ASSESSMENT: Ongoing through student demonstration students will choose two methods to utilize throughout the semester. At the select junctures they will have to write a reflection on the efficacy of the strategy.

HOMEWORK: Read Succeeding with Technology, Chapter 1: Why Study Digital Technologies.
Learning Styles

The following information gives ways people learn and some tips to help each type of learner improve and study. Once you understand your learning style, you may be able to adjust your approach to the classroom and your study habits to get the most out of your classes. Keep in mind: you may learn in more than one way.

Visual Learners: (You need to see it.)
Characteristics:
• You need to see it to know it. You may have difficulty with spoken directions and lectures.
• You have a strong sense of color when learning information.
Learning Tips:
• Write everything down! Take notes and copy information in your own handwriting. Write and rewrite information to be learned.
• Use graphics to reinforce learning: charts, notes, index cards.
• Color code to organize notes. Use different colored markers/pens, colored index cards and paper.
• Use flow charts and diagrams for note taking.
• Visualize (close your eyes and create a picture) what you are reading.

Auditory Learners (You need to hear it.)
Characteristics:
• You need to get information by listening to the spoken word.
• You may have difficulty with written directions.
Learning Tips:
• After you read something, summarize it out loud and repeat it to yourself.
• Study with other people. The discussion will help you remember the information.
• Use tapes for reading and for class and lecture notes.
• Don’t be afraid to whisper or read information aloud. You need to hear it.
• You still need to take notes. Because you have a good listening memory does not mean you remember lectures over time.

Kinesthetic Learners (You need to be physically active when learning.)
Characteristics:
• You prefer hands-on learning.
• You may have difficulty sitting still and you learn better when physical activity is involved.
Learning Tips:
• You need to move around (walk, pace, exercise) while you study.
• Typing notes on a computer will help you learn.
• Take frequent breaks while studying.
• You will like classes that have activities and projects as part of them.
• Write out facts to be learned on index card
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like to listen and discuss work with a partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I learn by hearing my own voice on tape.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I prefer to learn something new by reading about it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I often write down the directions someone has given me so that I don’t forget them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I enjoy physical sports or exercise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I learn best when I can see new information in picture form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am able to visualize easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I learn best when someone talks or explains something to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I usually write things down so that I can look back at the later.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>If someone says a long word, I can count the syllables that I hear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have a good memory for old songs or music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I like to discuss in small groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I often remember the size, shape, and color of objects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I often repeat out loud the directions someone has given me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I enjoy working with my hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I often use my hands and body movement when I’m explaining something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I prefer to practice redrawing diagrams on a chalkboard rather than on paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I seem to learn better if I get up and move around while I study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I remember objects better when I have touched them or worked with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I learn best by watching someone else first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I tap my fingers or my hands a lot while I am seated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I speak a foreign language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I enjoy building things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I can follow the plot of a story on the radio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I enjoy repairing things at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I can understand a lecture when I hear it on tape.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I am good at using machines or tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I find sitting still for very long difficult.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
31. I enjoy acting or doing pantomimes. _______ _______
32. I can easily see pattern in designs. _______ _______
33. I need frequent breaks to move around. _______ _______
34. I like to recite or write poetry. _______ _______
35. I can usually understand people with different accents. _______ _______
36. I can hear many different pitches or melodies in music. _______ _______
37. I like to dance and create new movements or steps. _______ _______
38. I enjoy activities that require physical coordination. _______ _______
39. I follow written directions better than oral ones. _______ _______
40. I can easily recognize differences between similar sounds. _______ _______
41. I like to create or use jingles/rhymes to learn things. _______ _______
42. I wish more classes had hands-on experiences. _______ _______
43. I can quickly tell if two geometric shapes are identical. _______ _______
44. The things I remember best are the things I have seen in print or pictures. _______ _______
45. I follow oral directions better than written ones. _______ _______
46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them. _______ _______
47. I need to say things aloud to myself to remember them. _______ _______
48. I can look at a shape and copy it correctly on paper. _______ _______
49. I can usually read a map without difficulty. _______ _______
50. I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me. _______ _______
51. I remember directions best when someone gives me landmarks, such as specific buildings and trees. _______ _______
52. I have a good eye for colors and color combinations. _______ _______
53. I like to paint, draw, or make sculptures. _______ _______
54. When I think back to something I once did, I can clearly picture the experience. _______ _______

Jo/02
Scoring Your Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.

2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.

3. When you finish, not all the numbers in the following boxes will be circled. Your answers will very likely not match anyone else’s in class.

4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 6, 7, 9</td>
<td>1, 2, 8, 10, 11</td>
<td>5, 15, 17, 18, 19</td>
</tr>
<tr>
<td>13, 16, 20, 22, 32</td>
<td>12, 14, 24, 26, 28</td>
<td>21, 23, 25, 27, 29</td>
</tr>
<tr>
<td>39, 43, 44, 48, 49</td>
<td>34, 35, 36, 40, 41</td>
<td>30, 31, 33, 37, 38</td>
</tr>
<tr>
<td>51, 52, 54</td>
<td>45, 47, 50</td>
<td>42, 46, 53</td>
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Total: __________  Total: __________  Total: __________

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.

2. If your two highest scores are the same or very close, both of these modalities may be your preference.

3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.

4. Scores that are 10 or higher indicated you use the modality frequently.

5. Scores lower than 10 indicate the modality is not highly used. It is important to examine why. One reason may be that you have a physical or neurological impairment that makes using the modality difficult or impossible. A second reason, which is often the case, is that you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.
The following chart shows common characteristics of each of the three types of learners or learning styles. A person does not necessarily possess abilities or strengths in all of the characteristics but may instead “specialize” in some of the characteristics. Some of this may be due to a person’s educational background or background of experiences. For example, an auditory learner may be strong in the area of language skills but may not have had the experience to develop skills with a foreign language or music.

<table>
<thead>
<tr>
<th>VISUAL</th>
<th></th>
<th>AUDITORY</th>
<th></th>
<th>KINESTHETIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn best by seeing information</td>
<td></td>
<td>Learn best by hearing information</td>
<td></td>
<td>Learn best by using their hands (“Hands-on” learning) or by full body movement</td>
<td></td>
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<tr>
<td>Can easily recall printed information in the form of numbers, words, phrases, or sentences</td>
<td>Can accurately remember details of information heard in conversations or lectures</td>
<td>Can accurately remember details of information heard in conversations or lectures</td>
<td>Learn best by doing</td>
<td>Learn best by doing</td>
<td></td>
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<tr>
<td>Can easily understand and recall information presented in pictures, charts, or diagrams</td>
<td>Can accurately remember details of information heard in conversations or lectures</td>
<td>Have strong language skills that include well-developed vocabularies and appreciation of words</td>
<td>Learn well in activities that involve performing (athletes, actors, dancers)</td>
<td>Work well with their hands in areas such as repair work, sculpting, art, or working with tools</td>
<td></td>
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<tr>
<td>Have strong visualization skills and can look up (often up to the left) and “see” information</td>
<td>Have strong language skills that include well-developed vocabularies and appreciation of words</td>
<td>Have strong oral communication skills that enable them to carry on conversations and be articulate</td>
<td>Are well-coordinated with a strong sense of timing and body movements</td>
<td>Often wiggle, tap their feet, or move their legs when they sit</td>
<td></td>
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<tr>
<td>Have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions</td>
<td>Have strong oral communication skills that enable them to carry on conversations and be articulate</td>
<td>Have “finely tuned ears” and may find learning a foreign language relatively easy</td>
<td>Often were labeled as “hyperactive”</td>
<td>Often were labeled as “hyperactive”</td>
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<tr>
<td>Pay close attention and learn to interpret body language (facial expressions, eyes, stance)</td>
<td>Have “finely tuned ears” and may find learning a foreign language relatively easy</td>
<td>Hear tones, rhythms, and notes of music and often have exceptional musical talents</td>
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Learning Strategies

Now that you are aware of your own learning style, you can begin to select learning strategies that work with your strengths: In the following charts you will find a wide array of learning strategies for you to try; the majority of your strategies will likely come from your area of strength. However, a valuable goal to set for yourself is to strive to integrate all of the modalities into your learning process; therefore, try using several of the strategies for your weaker modalities as well. As you will also notice, some learning strategies will incorporate more than one modality. Multisensory learning strategies have the capability of strengthening your memory even more.

Learning Strategies That Utilize Modalities

- Create stronger visual memories of printed materials by highlighting important ideas with different colors of highlighters or by highlighting specific letters in spelling words or formulas or equations in math.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Create “movies in your mind” of information that you read; use your visual memory as a television screen with the information moving across the screen.
- Use visual study tools such as visual mappings, hierarchies, comparison charts, and time lines to represent information you are studying. Expand chapter mappings or create your own chapter mappings to review main ideas and important details in chapters. Add colors and/or shapes or pictures.
- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, stick figures).
- Color-code study tools. (Different colors imprint into memory more easily for some students.) Colors can be used to accentuate specific parts of textbooks, notes, or any written materials you work with or you have created.
- Copy information in your own handwriting if seeing information on paper in your own hand-writing helps you learn and remember more easily. Practice visualizing what you write.
- Use your keen observational skills to observe people and pick up on clues they may give about important information, emotions, or their general state of being.
- Always be prepared with a pen and notepaper (or a small notepad) to write down information or directions. (Written information is easier to recall more accurately.)
Learning Strategies That Utilize Modalities (cont.)

**AUDITORY**

- Talk out loud to explain new information, express your ideas, practice information you are studying, or paraphrase another speaker.
- Recite frequently while you study. Reciting involves speaking out loud in complete sentences and in your own words.
- Read out loud. (Reading out loud often increases a person’s comprehension or clarifies confusing information that is read silently.)
- Work with tutors, with a “study buddy,” or in a study group to have ample opportunity to ask questions, articulate answers, and express your understanding of information orally.
- For lectures, take your own notes, but back your notes up with a tape-recorded version of the lecture. (Request approval first from the instructor.) Review only the parts of the lecture that are unclear or confusing.
- When you practice reciting your notes, flash cards, study tools or information from a textbook, turn on a tape recorder. Tapes made in your own voice often become valuable review tools.
- Verbally explain information or processes to someone or to an imaginary person. Explaining verbally provides immediate feedback of your level of understanding.
- Make review tapes to review the most important information (rules, definitions, formulas, lists of information, dates, or other factual information) prior to a test.
- Create rhymes, jingles, or songs to help you remember specific facts.
- Read confusing information using exaggerated expression. The natural rhythm and patters of your voice often group information in such a way that it becomes easier to understand.
- Use computerized technology (electronic spell checkers, calculators with a “voice,” speech synthesizers on computers) to help with the learning process. Access CD-ROM programs and multimedia software that provide auditory and visual stimuli for learning.

**KINESTHETIC**

- Handle objects, tools, or machinery that you are trying to learn. For example, handle the rocks you study in geology, repeat applications several times on a computer, or hold and use tools or parts of machinery that are discussed in class or in your textbook.
- Create *manipulatives* (study tools that you can move around with your hands). These may include flash cards or cards that can be shuffled, spread out, sorted, or stacked as a way to categorize information.
- Cut charts or diagrams apart; reassemble them in their correct order.
- Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.
- Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.
- Talk and walk as you recite or practice information. Pacing or walking with study materials in hands helps some people process information more naturally.
- Work at a chalkboard, with a flip chart, or on large poster paper to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.
- Learn by doing. Use every opportunity possible to move as you study. For example, if you are studying perimeters in math, tape off an area of a room and walk the perimeter.
Learning Styles Inventory Class Profile
Jo Mucci/05

<table>
<thead>
<tr>
<th>Name</th>
<th>Visual Score</th>
<th>Auditory Score</th>
<th>Kinesthetic Score</th>
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Time Management Tips for Students

It's 10:00 -- Do You Know Where Your Homework Is?
Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.
Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.
When you find the occasional spare moment, have study materials close at hand so you can take advantage of the extra time to review school work.

3. It's Okay to Say "No."
If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.
You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.
You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.
Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.
If phone calls are proving to be a distraction, tell your friends that you take social calls from 7:00 to 8:00 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.
Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.
Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.
http://www.collegeboard.com/article
**LESSON PLAN 1.4: Establisnhing and Maintaining a Personal Management System**

**DESCRIPTION:** According to Time-Management-Guide.com “a written to-do list is a simple technique that can increase your productivity by 20 percent or more, if you don’t use it already. It also has extra benefits of clearing your mind and saving you energy and stress.” The purpose of this activity is to create a personal management system (PMS) and ultimately develop executive skills necessary for tracking and completing course work and consequently promoting academic success. For these purposes students will use Google Calendar to keep a task list and pertinent dates.

**LESSON OBJECTIVES:**
After successfully completing this activity, students will be able to:

- Use a personal management tool (accessible anywhere, anytime) for organizing tasks and tracking assignment due dates.
- Adopt a consistent end-of-class routine of organizing their to-do items and entering them into the PMS.
- Monitor whether such as a system aids them in prioritizing activities and completing tasks on time.

**CORE STUDENT SUCCESS SKILLS:**

| Critical Thinking: knowledge integration, reasoning, problem solving |
| x Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| Self-Assessment: academic and career goal setting, self-advocacy |
| Communication: oral, written, technological and information literacy |

**COURSE OUTCOMES ADDRESSED:**

#3: Demonstrate the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems.

**PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:** None

**TIME ALLOTTED:** 5 class periods (Tue/Thur) or 1 class periods (M/W/F)

**MATERIALS / EQUIPMENT/HANDOUTS:** None

**WEBSITES:**
- calendar.google.com
- http://soft-skills-development.suite101.com/article.cfm/what_is_time_management
PROCEDURES:
1. Instructor starts off the activity by stating the purpose and defining the skills to be learned. He/she asks students to self-assess by show of hands: How many of you...
   a. Always complete tasks on time?
   b. Never miss deadlines for assignments?
   c. Are especially good at prioritizing activities and adjusting your schedule?
2. Students navigate to calendar.google.com and sign-up for a Google Account if they don’t already have one. Instructor walks around the room assisting anyone having trouble; students are encouraged to discuss and assist their peers.
3. Students log-in and navigate to Google Calendar.
   a. Instructor provides brief overview of the Google Calendar screen
   b. Students create a calendar for the course, ITC 100
   c. Students practice entering, editing and deleting calendar items and tasks
   d. Students share calendar with instructor
   e. Instructor offers the following strategy: for planned activities, like the ones included in your to do list, you can mark each of your tasks with "A", "B", or "C", depending on its importance. The "B" tasks should be done only after you are finished with all the most important "A" tasks, the ones that just must be done. If you have time after you are finished with the "B" tasks, you can move on to the "C" ones. Prioritizing principles can be applied to both planned and unplanned activities.
   f. Students are encouraged to schedule time in planner to study for each test.
   g. Instructor gives verbal homework assignment and written on the board including materials to bring for the next class. He/She cues students to enter into Google Calendar.
   h. Instructor walks around the room making sure everyone is following the routine and assisting anyone having trouble. Students are encouraged to discuss tasks and the practical use of Google Calendar with their peers. Instructor should decide what his/her policy will be if a student proposes he/she has a similar system he/she is already comfortable with.
4. Students peruse links on personal management systems (examples listed above).
5. The instructor asks students to jot down their definitions of a “personal management system”, discuss their definition with partners. As a group share: Generate a “public list” of definitions. Link students’ definitions of a PMS to individual differences in planning/self-management styles.
6. Instructor reiterates the purpose of the PMS; students are invited to discuss whether they predict such a routine would improve their ability to effectively organize, prioritize and track coursework due dates. Whether they would consider using it for other classes.
7. Students set and enter individual goals for using the tool: What is the goal and what action steps will they take to accomplish the goal?
CLOSURE: As time permits students peruse additional links listed above.

EXTENSION AND REMEDIATION: Students peruse the links listed above. Instructors will set aside the last six minutes of each class henceforth for students to organize their thoughts and log tasks into Google Calendar. Instructor will write key assignments on the board, prompt students to use prioritizing principles and check-off completed tasks. Instructor walks around the room making sure everyone is following the routine, assisting anyone having trouble and suggesting students discuss tasks and Google Calendar with their peers. Instructors could ask students to log into Google Calendar at the start of each class and check their progress. Instructors periodically check calendars (bi-weekly?) and assign points for completion (suggestion 6 points per week??).

HOMEWORK: Check Google Calendar; Read Chapter One in the Succeeding with Technology text. Prepare for (reading comprehension) quiz (short 10-20 questions on readings in Bb).

ASSESSMENT: Points are awarded bi-weekly as an incentive for keeping the calendar. Students do a mid-semester survey: http://tinyurl.com/28r2vyl. Ultimately, students will write a short reflection on their assessment of the efficacy of adopting a PMS for organizing, prioritizing and tracking coursework due dates and whether they met their individual goals.
### LESSON PLAN 2.1: Chapter One: Why Study Computers and Digital Technologies?

**DESCRIPTION:** Introductory lesson designed to make students aware of opportunities available now and in the future within the technological industry. Material used in this lesson plan acquired though the use of the publisher’s ("Course Technologies" “Cengage Learning”) instructor’s Manual and the required text: “Succeeding with Technology 4th edition”

**LEARNING OBJECTIVES:**
After successfully completing this activity, students will be able to:
- Define how digital electronics devices and computers are related, and provide descriptions of the different types of computers.
- Provide an explanation of the fundamentals of telecommunications, computer networking, the Internet, and wireless networking.
- Describe the five functional areas in which computers assist people most.
- Discuss the uses of information systems by individuals, businesses, and organizations, and list common types of information systems.
- Discuss how computers are used in a variety of fields and why studying computer systems can benefit you professionally.
- Discuss how computers are used to assist people in their life outside of work.
- Define information security and discuss ways in which digital technologies are impacting humanity.

**CORE STUDENT SUCCESS SKILLS**

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: oral, written, technological and information literacy |

**COURSE OUTCOMES ADDRESSED:**
1. How emerging technologies may impact our future.
2. Roles or functions of individuals in the technology careers.
3. Computer literacy awareness

**PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:**
1. Review the function of the writing center and instructor’s purpose and student’s involvement.
2. Ask students why ethical and societal issues are included in computer literacy.
3. Discuss the many different ways the Web is used to manage personal information, such as social networking and financial tools.

4. State some other areas in which technology has become ubiquitous.

5. Break the class into groups of three or four and have each group discuss the ethical questions posed on the bottom of page 44. Have each group report to the class.


TIME ALLOTTED: one week

MATERIALS / EQUIPMENT/HANDOUTS:
- One 3-ring binder w/tabbed dividers and paper for note taking
- Computer/word processing software for keying notes
- Flash drive for backing up course files

WEBSITES:
- As indicated within Chapter One
- www.gmail.com
- Docs.google.com
- www.cengage.com/computerconcepts/np/swt4

PROCEDURES: Lesson objective will be accomplished through lecture and student participation. Participation will be accomplished through a case study, verbal Q/A by the professor. Key Terms on pages 51-52 addressed.

EXTENSION AND REMEDIATION:
Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to http://coursecasts.course.com, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology and classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

CLOSURE:
- Update Google calendar.
ASSESSMENT:
- Assign review questions page 53
- Try It Yourself exercise #1 page 54
- Lab Activity
- Instructor’s Developed Test

LAB ACTIVITY:
The Writing Center should be informed of the instructor’s intention regarding the writing portion of the following assignment and the case should be reviewed with the center.

CASE:
After graduation, you are interested in a career in the information technology (IT) field. You decide to research career paths and positions in the IT field to determine responsibilities, salary, as well as education levels, skills, qualifications, and certifications required for employment.

TASK:
1. Create a new document and save it as Careers in Technology.doc. Start by listing three possible careers or positions in the IT field that you want to learn more about.
2. Log onto the Internet and use a search engine to find more information about each of the positions. Be sure to include the following:
   - Position (Job Title)
   - URL where you found the information
   - Responsibilities of the position
   - Salary
   - Qualifications for the position
   - Education level or Certification
   - Positions (job titles and location) available in your area
3. Create a bulleted list for each of the positions in the Careers in Technology.doc. At the end of each position, write a sentence describing if the position still appeals to you after you have researched it.
4. Select one of the positions that appeals to you and write a paragraph describing how you would stay current in that field.
5. Check for spelling errors, save your changes; submit the document to the writing center for review.
6. Submit the final document to your instructor.
Week 3: The Internet

LESSON PLAN 3.1: Chapter Four: The Internet and World Wide Web

DESCRIPTION: How the Internet functions, including software and hardware. How the web has become a primary source of information. Material used in this lesson plan acquired through the use of the publisher’s (“Course Technologies” “Cengage Learning”) instructor’s Manual and the required text: “Succeeding With Technology 4th edition”

LEARNING OBJECTIVES:
After successfully completing this activity, students will be able to:
- Describe how the Internet developed and how hardware, protocols, and software work together to create the Internet.
- Explain the underlying structure of the Web.
- Define the categories of information and services that the Internet and Web provide and the forms of communication they support.
- Explain what Internet2 and Web 3.0 are and the types of applications they may provide in the future.

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: oral, written, technological and information literacy |

COURSE OUTCOMES ADDRESSED:
#1. Describe how significant technological developments have impacted the way we live and work, and how emerging technologies may impact our future.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: None

TIME ALLOTTED: one week

MATERIALS / EQUIPMENT/HANDOUTS:
- One 3-ring binder w/tabbed dividers and paper for note taking
- Computer/word processing software for keying notes
- Flash drive for backing up course files
WEBSITES:
- As indicated within Chapter Four
- www.gmail.com

PROCEDURES: The lesson objective will be accomplished through a combination of instructor-based lecture and student participation. Participation will be accomplished through verbal Q/A by the professor. Discussion questions on page 266 will be used. Key Terms on pages 264 - 265 addressed. Lab activities will also be used as follows: Log on to www.e-names.org and ask students for names to look up. Try your name and your school’s name.

EXTENSION AND REMEDIATION: CourseCasts is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to http://coursecasts.course.com, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology and classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

CLOSURE: Update Google calendar.

ASSESSMENT:
- Assign review questions page 265 – 266.
- Virtual Classroom Activities #7, #8 page 267.
- Lab Assignment
- Reference prior topics that are germane to current subjects throughout the course.
- Instructor’s Developed Test.
LAB ASSIGNMENT:
The Writing Center should be informed of the instructor’s intention regarding the writing portion of the following assignment and the case should be reviewed with the center. Note: Material used in this lesson plan acquired though the use of the publisher’s (“Course Technologies” “Cengage Learning”) Instructor’s Manual and the required text: “Succeeding With Technology 4th edition”

Student Handout   CASE:

E-mail - You are a real estate agent in a local real estate developer’s office. A new vacation property has just come on the market and you have found a potential buyer who lives out of state. You decide to send a picture of the property via e-mail to see if you can interest the buyer in the property. Use Outlook or a personal Web-based account to send an e-mail message with a picture.

TASKS:
1. Connect to the Internet, log onto www.gmail.com, click the link for New Account Sign Up, read the instructions and legal requirements, and then sign up for a new account. (You do not have to give a credit card number or personal information as part of this assignment.)
2. Open a new mail message and then do the following:
   a. Enter your school e-mail address in the To box.
   b. Enter the instructor’s school e-mail address in the CC box.
   c. Enter “Hot Lake Property” in the Subject box.
   d. Type the following in the message body: “Take a look at this new property that just came on the market. It’s located about 2 hours from the city, has electric and sewer service, and is available for development. Call me immediately to arrange to go see it.”
   e. Press the Enter key twice, and then type your name at the end of the message.
   f. Attach the file E-mail_Lake Property.jpg.
3. Send the message.
4. Open your e-mail, and then reply to the Hot Lake Property message with the following text above the original message: “This looks great! I want to see it next Saturday.” Send the message to your Gmail e-mail address.
5. Forward the Hot Lake Property message with the attachment to your instructor. Include the following text above the original message: “Do you want to come with me next Saturday to look at a new property? I’m attaching a photo I got from the realtors.”
6. Send the message, and then open your latest e-mail. Read the messages.
7. Create a new mail folder as a subfolder in the Inbox named “Lake Mail,” switch to the Sent Items folder, select the three messages that you sent, and then move them to the Lake Mail folder.
8. Select the three messages in the Lake Mail folder, print them using the default settings, and then submit them with the writing center for review.
9. Submit the final documents to your instructor.
10. Delete the Lake Mail folder, delete any Hot Lake Property messages in your Inbox, and then empty the Deleted Items folder.
Week 4: Telecommunications

LESSON PLAN 4.1: Chapter Five: Telecommunications, Wireless Technologies, and Computer Networks

DESCRIPTION: Students will develop an understanding of basic telecommunication technology, such as networks and how they are organized. Material used in this lesson plan acquired though the use of the publisher’s (“Course Technologies” “Cengage Learning”) Instructor’s Manual and the required text: “Succeeding with Technology 4th edition”.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Understand the fundamentals of data communications and the criteria for choosing a communications medium.
- Explain how networking media, devices, and software work together to provide data networking services, and describe the benefits of various types of media.
- List and describe the most popular forms of wireless telecommunications technologies.
- List the different classifications of computer networks and their defining characteristics, and understand the basics of wireless home networking.

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Critical Thinking: knowledge integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>X</td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment: academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:
#1. How significant technological developments have impacted the way we live and work, and how emerging technologies may impact our future.
#2. Describe verbally and in writing the nature of a specific career cluster in the student’s anticipated field of study and develop a personal career plan that includes relevant artifacts.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Students read chapter, then discuss:
- The advantages and disadvantages of broadband. Ask for input on this subject.
- Communication towers are considered unsightly. What is being done about this? Who will pay for this beautification?
• Living in a world without wireless communications. Have the class discuss with you their feelings about this.

MATERIALS / EQUIPMENT/HANDOUTS:
• One 3-ring binder w/tabbed dividers and paper for note taking
• Computer/word processing software for keying notes
• Flash drive for backing up course files

WEBSITES:
• As indicated within Chapter Five
• www.cengage.com/computerconcepts/np/swt4

PROCEDURES: The lesson objective will be accomplished through a combination of instructor-based lecture and student participation. Participation will be accomplished through verbal Q/A by the professor. Discussion questions on page 320 will be used. Key Terms on pages 319 addressed. Lab activities will also be used as follows: Assign students different countries and have the look up some of the laws and regulations regarding data flow over the Internet. Then, ask them to discuss the issue of trans-border data flow.

EXTENSION AND REMEDIATION:
CourseCasts is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to [http://coursecasts.course.com](http://coursecasts.course.com), where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology and classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

CLOSURE: Update Google calendar

ASSESSMENT:
• Assign review questions page 265 – 266
• Virtual Classroom Activities #7, #8 page 267
• Lab Assignment
• Reference prior topics that are germane to current subjects throughout the course
• Instructor’s Developed Test
LAB ASSIGNMENT:
The Writing Center should be informed of the instructor’s intention regarding the writing portion of the following assignment and the case should be reviewed with the center.

Networking Basics Handout

CASE #1:

You work as the research assistant for Old News Magazine, a weekly periodical that features last week’s news. The staff works out of a small office with six employees. Everyone has a standalone desktop computer. You also have a laptop computer that you take with you on assignments. The managing editor has decided that it would make more sense if the six desktop computers were networked so everyone could share hardware and software resources. You also want to be able to hook your laptop into the network. The managing editor asks you to research networks and write a proposal detailing the hardware and software that needs to be purchased and a plan for setting up the local area network for the office. He would also like you to recommend the best way for everyone on the network to connect to the Internet.

TASK:
1. Log onto the Internet and use a search engine to research networks, specifically how to set up local area networks. Find information that explains options for creating small networks and describes the pros and cons of each type of network technology.
2. Create a new word processing document and save it as Networking Basics.doc.
3. Begin your proposal by typing a few short paragraphs explaining the benefits of networking. Be sure to include details about resource sharing and cost savings.
4. If you are using a computer that is on a network to write this proposal, describe the type of network your computer is connected to. Open the Network Connections dialog box and include any details about the network you are using.
5. Decide if you want to recommend a wireless or wired network. Explain the reasons for your recommendation.
6. Create a list of hardware devices that the office would have to purchase to set up the network. Include a brief description of the function of each device.
7. Include a paragraph on the technology you will use to implement security through the network.
8. Include a paragraph describing how you would set up the software and assign rights and quotas for each user. Be sure to include your assessment of the best way to create, store, and protect passwords.
9. Include a paragraph describing the method you would recommend for connecting the office to the Internet and explaining why this is the best choice.
10. Add a bibliography that cites the articles (including URLs, if necessary) from any material you used for your research.
11. Review your document, check for spelling errors, save your changes, and then submit to the writing center for review.
12. Submit the final document to your instructor.
CASE #2:

You own a small computer business and you specialize in setting up networks for small businesses. The owner of a local sporting goods store has hired you to set up a local area network for his business. He wants to connect computers located in a back office, on the selling floor, in a series of rooms in which he offers personal training classes, in a section of the store with batting cages, and in the section of the store that contains a golf simulation area. The staff needs to be able to access the network for various functions from each of these areas during training and selling. The computer in the back office is a desktop computer. The printer is also located in the back office. All other computers are laptops and used from various locations. Each computer must have Internet access. You decide that a wireless network is the best choice, so you need to research the hardware requirements and submit a proposal to the owner.

What to do:
1. Create a new word processing document and save it as Wireless Network Plan.doc.  
2. If you need to learn more about wireless networking, log onto the Internet, and then use a search engine to search for information on the phrase “basic wireless networking.”  
3. Write a list of basic hardware requirements for the network.  
4. Explain why you would recommend the wireless network rather than a wired solution. Summarize the advantages of wireless networking.  
5. Add a brief explanation of some of the disadvantages of wireless networking, identifying any place in the store that might not be able to make effective use of wireless networking.  
6. Draw a diagram that identifies each of the areas that will be networked, and identify the location where you would install an access point. (If you know how to use the drawing tools available in your word processor or a drawing program, use them; otherwise sketch a diagram on another piece of paper using pen or pencil.) Explain your reasoning.  
7. List two main security issues that you must address with wireless networking and how you plan to deal with these issues. Describe anything else you will do to secure the network.  
8. Check for spelling errors, save your changes, and then submit to the writing center for their review.  
9. Submit the final document and drawing to your instructor.
Week 5: Digital Media for Work and Leisure

LESSON PLAN 5.1: Chapter 6 Digital Media for Work and Leisure

DESCRIPTION: The lesson continues the exploration of networks begun in the previous week. Material used in this lesson plan acquired though the use of the publisher’s (“Course Technologies” “Cengage Learning”) instructor’s Manual and the required text: “Succeeding With Technology 4th edition”

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Understand the fundamentals of data communications and the criteria for choosing a communications medium.
- Explain how networking media, devices, and software work together to provide data networking services, and describe the benefits of various types of media.
- List and describe the most popular forms of wireless telecommunications technologies.
- List the different classifications of computer networks and their defining characteristics, and understand the basics of wireless home networking.
- Understanding the uses of digital audio and digital music technologies
- Explain and use some of the new advances in video technologies and distribution.

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
| X | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: oral, written, technological and information literacy |

COURSE OUTCOMES ADDRESSED:
# 3. Develop the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
- Reading Chapter 6
- Working as a member of a team

TIME ALLOCATED: 1 week

MATERIALS / EQUIPMENT/HANDOUTS: Reading materials and data files.
WEBSITES:
www.cengage.com/computerconcepts/np/swt4


Case Study Handout: Working with Video and Audio

A local ad agency has hired a team of consultants to work on a promotional video for a local sports store. As a team you need to create a sample video. They also want to see another video for comparison. You need to find a sports video on the Web, explain where you found it and how you were able to view it. You will write directions for locating and viewing the video on the Web, including specific details about the player used to view the video. You then will create a movie using Windows Movie Maker and the clips provided as Data Files. Students should review the Digital Audio and Video materials in the Text Pages 331-336 and Pages 364-368 before getting started on the assignment.

TASK:
1. Create a new word processing document using Google Docs, and save it as Creating Videos.
2. Log onto the Internet and use your favorite search engine to locate a sports video clip on a news site. (Hint: Try www.espn.com.)
3. View the video. Identify the player that you used to view the video, and explain whether the video played on a player on your computer or used a player that was built into the specific Web site. Click at least three of the player’s function buttons and make a note of their effect on the video playback. Return to your word processing document and write a brief description of each of the player buttons you used explaining how they affected the video you were watching.
4. Go to: www.cengage.com/computerconcepts/np/swt4 and download the two video files that come with this assignment, Endurance.wmv and Success.wmv. Start Windows Movie Maker and import the two source files.
5. Preview each clip and write a brief (one sentence) description of each in your word processing document.
6. In Movie Maker, work in Storyboard or Timeline view to arrange the clips, and add some audio to the movie to enhance it. Move the clips from each collection to create a movie.
7. Trim at least one clip. In the word processing document, explain which clips you trimmed and why.
8. Add transitions between each of the clips. Use at least 3 different types of transitions. Preview the video and make adjustments as needed until you get the effect you want.
9. Add effects to each of the clips. Use at least 3 different types of effects. Preview the video and make adjustments as needed until you get the effect you want.
10. View the video and edit it as necessary to fine tune your creation.
11. Save your video as My Climbing Video.wmv with medium quality.
12. Add a summary describing your video to the Creating Videos.doc document. Save your changes.
13. Present the Video to the class through YouTube or Vlog
14. Submit the document and video to instructor.
PROCEDURES:  Lesson objectives accomplished through a case study using and merging digital media with learned computer skills to create a video production for the Web.

EXTENSION AND REMEDIATION:  Online library of weekly podcasts “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at http://coursecasts.cours.com to any mp3 device for on-the-go learning.

ASSESSMENT:
- Video/Audio Grading Rubric
- End of chapter test
- Deliverables: Video documentation, Video Presentation

CLOSURE:
Google Calendar
- Organize homework
- Track assignments and due dates
- Share/w/Instructor

## Grading Rubric for “Creating Videos” Assignment

<table>
<thead>
<tr>
<th>Digital/Audio Grading Rubric</th>
<th>Beginner: 1 point</th>
<th>Developing 2 Points</th>
<th>Intermediate: 3 points</th>
<th>Expert: 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic/Content</strong></td>
<td>Includes little essential information and one or two facts.</td>
<td>Includes some essential information with few citations and few facts.</td>
<td>Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.</td>
<td>Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know.</td>
</tr>
<tr>
<td><strong>Technical Requirements</strong></td>
<td>Includes few animations and advanced features.</td>
<td>Includes fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as 3-D, or sound.</td>
<td>Includes at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as 3D or sound.</td>
<td>Includes at least 5 or more graphics from outside sources, 5 or more animations and several advanced features such as sound and 3D.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Includes more than 5 grammatical errors, misspellings, and punctuation errors.</td>
<td>Includes 3-4 grammatical errors, misspellings, punctuation errors.</td>
<td>Includes 2-3 grammatical errors, misspellings, punctuation errors.</td>
<td>Grammar, spelling, punctuation, capitalization are correct. No errors in the text.</td>
</tr>
<tr>
<td><strong>Cooperative Group Work</strong></td>
<td>Cannot work with others in most situations. Cannot share decisions or responsibilities.</td>
<td>Works with others, but has difficulty sharing decisions and responsibilities.</td>
<td>Works well with others. Takes part in most decisions and contributes fair share to group.</td>
<td>Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.</td>
</tr>
<tr>
<td><strong>Oral Presentation Skills</strong></td>
<td>Great difficulty communicating ideas. Little preparation or incomplete work.</td>
<td>Some difficulty communicating idea. Lack of preparation, or incomplete work.</td>
<td>Communicates ideas with proper projection. Adequate preparation and delivery.</td>
<td>Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.</td>
</tr>
</tbody>
</table>
Week 6: E-Commerce

LESSON PLAN 6.1: Chapter 8 E-Commerce Business

DESCRIPTION: This lesson introduces students to the role played by digital technology in the business sector. Material used in this lesson plan acquired though the use of the publisher’s (“Course Technologies” “Cengage Learning”) instructor’s Manual and the required text: “Succeeding With Technology 4th edition”

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Understand the fundamentals of data communications and the criteria for choosing a communications medium.
- Explain how networking media, devices, and software work together to provide data networking services, and describe the benefits of various types of media.
- List and describe the most popular forms of wireless telecommunications technologies.
- List the different classifications of computer networks and their defining characteristics, and understand the basics of wireless home networking.
- Understanding the uses of digital audio and digital music technologies
- Explain and use some of the new advances in video technologies and distribution.
- Define e-commerce and understand its role as a transaction processing system.
- List the three types of e-commerce, and explain how e-commerce supports the stages of buying process and methods of marketing and selling.
- Discuss several examples of e-commerce applications and services.
- List the components of an e-commerce system, and explain how they function together to provide e-commerce services.

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| X | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: oral, written, technological and information literacy |

COURSE OUTCOMES ADDRESSED:
# 1. Describe how significant technological developments have impacted the way we live and work, and how emerging technologies may impact our future.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
- Reading chapter 8
- Time Management
- Note-taking
- Organizational skills
- Internet Research
- Writing Research papers

**TIME ALLOCATED:** 1 week

**MATERIALS / EQUIPMENT/HANDOUTS:**
- End of Chapter Key Terms
- Test-it-Yourself chapter exercises
- College Support Services: [http://www.middlesex.mass.edu/CareerServices/](http://www.middlesex.mass.edu/CareerServices/)

**WEBSITES:** [http://www.ecommercetimes.com/story/67302.html](http://www.ecommercetimes.com/story/67302.html)

**PROCEDURES:** Lesson objectives accomplished through students exploring through class discussions, chapter readings, and the discovery of the impact of e-commerce and m-commerce on consumers and businesses. Students will learn what it takes to set up a successful e-commerce Web site that takes into account the business ethics of online data collection, and user privacy. Students will accomplish mastery of materials through hands-on e-commerce business lab, and writing a business plan.

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**Lab Assignment: E-Commerce Business planning**

You own a Web site design business. The owner of a local sporting goods store has hired you to research the benefits of expanding his business online and moving into e-commerce. Since the store is located in a small town, the owner believes that he can use the Internet to expand his customer base by attracting customers on the Web. He wants you to research and analyze competitors’ sites, and then create a plan that outlines what needs to be done to create a profitable e-commerce site.

**TASK:**

1. Create a new document and save it as **E-Commerce Plan.doc**. Start by writing a list of goals that you want to meet by taking the business online, and then identify the objectives of creating the Web site.
2. Log onto the Internet and use a search engine to find two Web sites that sell sporting goods. **Important:** As you research the Web sites, do not provide any personal information to the Web site; you do not have to purchase any products or enter billing, shipping, personal, or credit information to complete this exercise.
3. Do the following:
   - Locate any two products
   - Find information about them (such as price, color, size, model)
   - Put them in a shopping cart.
4. As you execute these three steps, capture three screens (one for each step), and then paste the images into your **E-Commerce Plan.doc** document. To capture a screen, press the Ctrl and Print Screen keys to copy the entire screen as it appears.
on your monitor. (Hint: On most keyboards, this key is located above the Navigation keypad and is labeled “Print Scrn.”) Switch to the E-Commerce Plan.doc window, and then paste the image into the document by clicking Edit on the document window menu bar, and then clicking Paste. Resize if necessary. Press the Enter key twice after pasting each image to create space below the image.

5. Type a brief summary of the steps you took at each screen below each image to explain the shopping experience.

6. Write a brief summary about Electronic or Digital Cash, PayPal, and credit card transactions to pay for a purchase of goods or services online.

7. Describe the process that the Web site can use to ensure that transactions are legitimate and can guarantee customers secure transactions.

8. Write a list describing four general categories of basic technical requirements for an e-commerce site.

9. Add a summary paragraph describing your recommendations. Be sure to include a strategy for the next steps the store owner needs to take, such as a cost-benefit analysis of selling goods online and a list of the features that must be included in the Web site to ensure success.

10. Check for spelling errors, save your changes, and then submit the document to your instructor.

EXTENSION AND REMEDIATION: Online library of weekly podcasts “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at http://coursecasts.cours.com to any mp3 device for on the go learning.

ASSESSMENT: Students demonstrate mastery of the topic through chapter concepts, observations, hands-on simulations, and challenging objective-based questions.

Deliverable: Written e-commerce business plan

CLOSURE:
- Google Calendar
- Organize homework
- Track assignments and due dates
- Share/w/Instructor
Week 7: Digital World

LESSON PLAN 7.1: Chapter 12 Digital Society, Ethics, and Globalization

DESCRIPTION: This lesson explores the social and political impact of digital technology. Material used in this lesson plan acquired though the use of the publisher’s (“Course Technologies” “Cengage Learning”) instructor’s Manual and the required text: “Succeeding With Technology 4th edition”

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Describe how technology is affecting the definition of community, and
• Describe physical, mental, and environmental health dangers associated with excessive computer use.

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th></th>
<th>Critical Thinking: knowledge integration, reasoning, problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>X</td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment: academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:
#1. Describe how significant technological developments have impacted the way we live and work, and how emerging technologies may impact our future.
#3. Develop the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: Reading chapter 12

TIME ALLOTTED: 1 week

MATERIALS / EQUIPMENT/HANDBOUTS:
• Table 12.1 Cell phone etiquette page 626
• Read pages 611-631 in text

WEBSITES:
http://download.microsoft.com/download/0/8/3/0839ab32-2ee5-4cb8-b488-32639f9ec969/Telework_and_the_Distributed_Org.pdf
PROCEDURES:
Lesson objectives accomplished through lecture and student participation in class discussion on current issues highlighting the use of major technology on the job. Class discussion will include the use of audio study tools and end of chapter key terms.

Students will work in groups of three to assess pervasive communications, and how this technology is fundamentally altering the ways in which personal and professional relationships are created, and nurtured. Each group shall conduct an online chat providing group members with opportunities to sound off about cell phone etiquette. Use Table 12.1 in the text page 626 as a basis for your discussion. Rank the 10 items in order of importance. Decide if any of these items are unrealistic. Summarize your conclusion and make a presentation to the Instructor and the class on the class discussion board: http://exploringtechnology-canalej.blogspot.com.
Read pages 622-631 in text before beginning assignment.

EXTENSION AND REMEDIATION: Online library of weekly podcasts “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at http://coursecasts.cours.com to any mp3 device for on the go learning.

ASSESSMENT:
- Online Discussion Board Rubric
- Chapter review questions and practice test

CLOSURE:
Google Calendar
- Organize homework
- Track assignments and due dates
- Share/w/Instructor
## Chapter 12 Digital Society Ethics and Globalization
### Online Discussion Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Distinguished/Outstanding</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Rich in content</td>
<td>Substantial information</td>
<td>Generally competent</td>
<td>Rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>Full of thought, insight, and analysis</td>
<td>Thought insight, and Analysis has taken place.</td>
<td>Information is thin and commonplace</td>
<td>No analysis or insight is displayed.</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Clear connections to previous or current postings</td>
<td>New ideas or connections</td>
<td>Limited, if any connections and Analysis has taken place.</td>
<td>No connections are made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack depth and/or detail</td>
<td>Vague generalities</td>
<td>Off topic</td>
</tr>
<tr>
<td><strong>Uniqueness</strong></td>
<td>New ideas</td>
<td>New ideas or connections</td>
<td>Few, if any new ideas or connections</td>
<td>No new ideas</td>
</tr>
<tr>
<td></td>
<td>New connections</td>
<td>Lack depth and/or detail</td>
<td>Rehash or summarize other postings</td>
<td>“I agree with...” statement</td>
</tr>
<tr>
<td></td>
<td>Made with depth and details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>All required postings</td>
<td>All required postings</td>
<td>All required postings</td>
<td>Some, or all required postings missing</td>
</tr>
<tr>
<td></td>
<td>Early in discussion</td>
<td>Some not in time for others to read and respond</td>
<td>Most at the last minute without allowing for response time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Throughout the discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stylistics</strong></td>
<td>Few grammatical or stylistic errors</td>
<td>Several grammatical or stylistic errors</td>
<td>Obvious grammatical or stylistic errors</td>
<td>Obvious grammatical or stylistic errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Errors interfere with content</td>
<td>Makes understanding impossible</td>
</tr>
</tbody>
</table>
Week 8: Midterm

The midterm exam will be presented this week.
Week 9: Technology and Collaboration

LESSON PLAN 9.1: Team Building

DESCRIPTION: This lesson will prepare students to collaborate on a multi-week team project. Ideas derived from “Improving Student Teamwork in a Collaborative Project-Based Course” by Edward Kopp, published in College Teaching, Vol. 57 (3) 2009 were used in this lesson.

LESSON OBJECTIVE: After successfully completing this activity, students will be able to demonstrate an understanding of the elements of an effective team.

CORE STUDENT SUCCESS SKILLS:

| x | Critical Thinking: knowledge integration, reasoning, problem solving |
| x | Organization: time management, note taking, test taking, study skills |
| x | Collaboration: community activities, service, group exploration |
| x | Self-Assessment: academic and career goal setting, self-advocacy |
| x | Communication: oral, written, technological and information literacy |

COURSE OUTCOMES ADDRESSED: Students will demonstrate their ability to think critically, communicate effectively, and collaborate constructively with one another;

MATERIALS / EQUIPMENT/HANDOUTS: “Characteristics of Effective Teams” Handout

PROCEDURES: Students are randomly assigned to small groups. Each group member should discuss his/her previous experiences working in groups--both the good and the bad aspects of being in groups. They also list the strengths and weaknesses that they bring to a team.

Each group then has to present to the class one attribute of an effective team and one attribute of an ineffective team. The instructor should list these on a whiteboard. There will probably be some overlapping as the groups recognize common strengths and weaknesses found in groups. The instructor should then present the handout below on “Characteristics of Effective Teams” which should allow students to think about aspects of effective teams which probably did not occur to them. The instructor should discuss the differences between a “group” and a “team.”

Each group then mentions strengths and weaknesses that were discussed in their group. The instructor lists these on the boards and then invites students to suggest ways weaknesses could be corrected or alleviated.

The final step is for each group to draw up a team contract which has measurable objectives which the team members agree upon (such as regular attendance a group
meeting, clear and frequent e-mail communication, etc). The instructor gets the original contract while providing each team member a copy.

Once the team project commences, there should be three peer evaluations—two formative and one summative. The grade a team member receives will be influenced by these evaluations.

<table>
<thead>
<tr>
<th>Characteristics of Effective Teams Handout</th>
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<tbody>
<tr>
<td>1. There is a clear unity of purpose.</td>
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<tr>
<td>There was free discussion of the objectives until members could commit themselves to them; the objectives are meaningful to each group member.</td>
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<td>2. The group is self-conscious about its own operations.</td>
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<tr>
<td>The group has taken time to explicitly discuss group process -- how the group will function to achieve its objectives. The group has a clear, explicit, and mutually agreed-upon approach: mechanics, norms, expectations, rules, etc. Frequently, it will stop to examine how well it is doing or what may be interfering with its operation. Whatever the problem may be, it gets open discussion and a solution found.</td>
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<tr>
<td>3. The group has set clear and demanding performance goals for itself and has translated these performance goals into well-defined concrete milestones against which it measures itself. The group defines and achieves a continuous series of &quot;small wins&quot; along the way to larger goals.</td>
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<tr>
<td>4. The atmosphere tends to be informal, comfortable, relaxed.</td>
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<tr>
<td>There are no obvious tensions, a working atmosphere in which people are involved and interested.</td>
</tr>
<tr>
<td>5. There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the purpose of the group.</td>
</tr>
<tr>
<td>If discussion gets off track, someone will bring it back in short order. The members listen to each other. Every idea is given a hearing. People are not afraid of being foolish by putting forth a creative thought even if it seems extreme.</td>
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<tr>
<td>6. People are free in expressing their feelings as well as their ideas.</td>
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<tr>
<td>7. There is disagreement and this is viewed as good.</td>
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<tr>
<td>Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than dominate the dissenter. Dissenters are not trying to dominate the group; they have a genuine difference of opinion. If there are basic disagreements that cannot be resolved, the group figures out a way to live with them without letting them block its efforts.</td>
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<tr>
<td>8. Most decisions are made at a point where there is general agreement.</td>
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<tr>
<td>However, those who disagree with the general agreement of the group do not keep their opposition private and let an apparent consensus mask their disagreement. The group does not accept a simple majority as a proper basis for action.</td>
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</table>
9. Each individual carries his or her own weight, meeting or exceeding the expectations of other group members. Each individual is respectful of the mechanics of the group: arriving on time, coming to meetings prepared, completing agreed upon tasks on time, etc. When action is taken, clear assignments are made (who-what-when) and willingly accepted and completed by each group member.

10. Criticism is frequent, frank and relatively comfortable. The criticism has a constructive flavor — oriented toward removing an obstacle that faces the group.

11. The leadership of the group shifts from time to time. The issue is not who controls, but how to get the job done.

Sources: The Human Side of Enterprise, by Douglas MacGregor The Wisdom of Teams, by Kaztenbach and Smith

**TIME ALLOTTED:** 1 class session

**CLOSURE:**
Google Calendar
- Place due dates for peer evaluations

**EXTENSION AND REMEDIATION:** During the weeks of the project, the instructor will meet with each team coordinator (a role which revolves from team member to team member each week). The coordinator will discuss with the instructor any problems that have occurred which will require the instructor’s assistance.

**ASSESSMENT:** Observational assessment and personal communication.
LESSON 9.2: Using Technology for Teamwork

DESCRIPTION: This lesson will prepare students to collaborate on a multi-week team project using technology.

LESSON OBJECTIVE: After successfully completing this activity, students will be able to use various forms of digital technology for team communication

CORE STUDENT SUCCESS SKILLS:

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<th>Critical Thinking: knowledge integration, reasoning, problem solving</th>
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<tr>
<td></td>
<td>Organization: time management, note taking, test taking, study skills</td>
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<td>x</td>
<td>Collaboration: community activities, service, group exploration</td>
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<tr>
<td>x</td>
<td>Self-Assessment: academic and career goal setting, self-advocacy</td>
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<tr>
<td>x</td>
<td>Communication: oral, written, technological and information literacy</td>
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COURSE OUTCOMES ADDRESSED:
#3. Demonstrate the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems;
#4. Demonstrate their ability to think critically, communicate effectively, and collaborate constructively with one another.

TIME ALLOTTED: 1 class session

WEBSITES:
Twitter  http://twitter.com/
Google Docs  http://docs.google.com
Blogger  www.blogger.com

PROCEDURES: Instructor will provide presentation on Web 2.0 technologies (Blogs, wikis, chats, cloud computing) that can be used to facilitate collaboration and team communication. The teams will then devise a formal communication strategy which they will submit to the instructor.

EXTENSION: During the course of the project, the instructor will ask the team coordinator for an update on how the communication strategy is working and whether any adjustments need to be made on it.

ASSESSMENT: The instructor will assess the formal communication strategy proposal submitted by each group. Criteria for success: The proposal has to clearly indicate why the team has selected the particular combination of technologies to promote project success.
DESCRIPTION: Students will explore career opportunities. They will also have the opportunity to explore careers that they may not been aware of, or believe that they do not have the aptitude to be successful in.

LESSON OBJECTIVES: Student will have a better understanding of career opportunities through lecture, speaker bureau involvement and exploring the internet. The will also use worksheets that will help evaluate their skills aptitude along with their personality and interest traits.

CORE STUDENT SUCCESS SKILLS:

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</table>

COURSE OUTCOMES Addressed:
- Determine a career that is attainable.
- Develop a contingent career plan.
- Organize career information that identifies transferable skills within careers.

TIME ALLOCATED: approximately one class period MWF, approximately one half class period Tue/Th.

MATERIALS / EQUIPMENT/HANDOUTS:
Developed by the instructor or downloaded from the internet.

WEBSITES: The following websites offer more options for taking online self-assessments related to career.

Holland's Personality Types
http://www.soicc.state.nc.us/soicc/planning/hcodes.html
Discover who you are, what your skills and abilities are, and then find a career that fits you

Mind Tools
Excellent skills for an excellent career

Middlesex Community College Career Services
http://www.middlesex.mass.edu/CareerServices/
Quintessential Careers  
http://www.quintcareers.com/career_assessment.html  
Collection of self-assessments, both free and fee-based.

The Career Key  
http://www.careerkey.org/cgi-bin/ck.pl?action=choices  
Free evaluation of skills and interests.

The Culture Match  
http://www.spencerstuart.com/yourcareer/resources/services/  
Take this free self-assessment to learn what kind of organizational culture will enable you to thrive and succeed.

Massachusetts Career Information System  
http://masscis.intocareers.org/default.aspx  
Site developed by the Massachusetts Division of Career Services (DCS) that is free for all Massachusetts residents. Includes self-assessment exercises and worksheets, in addition to, occupational information.

Career and College Planning Resources  
http://www.khake.com/page51.html

The following links for students including resources to self assessments, career planning, career development and college planning.

Additional Resources

- Mapping Your Future http://mappingyourfuture.org/
- America’s Career InfoNet www.acinet.org
- Wage Information www.wageweb.com
- Occupational Projections www.bls.gov/oco

PROCEDURES:
With the use of the internet study Holland’s Theory and Career Decision making (see document below). Students will break into groups (if possible) with like interest and with instructor assistance become aware of some of the complexities as related to career choices.

EXTENSION AND REMEDIATION: Lesson starts here but continues into week 11 with meeting with academic advisor.

ASSESSMENT: Worksheets will serve as assessment artifacts.
THE CAREER DECISION-MAKING PROCESS

Selecting a career is not an isolated, one-time event. It is a work in progress. This is true whether you are a brand new graduate, a mid-life career changer, or someone approaching retirement. Good career decision-making is based on a five-step process, which can be learned and utilized over your lifetime. These steps include:

Step 1: Learning about Yourself (Self-Assessment)
Step 2: Exploring and Researching Careers
Step 3: Making Decisions
Step 4: Setting Goals
Step 5: Conducting an Effective Job Search

All of these steps are important, but perhaps the key to making good career decisions rests most firmly on step one: getting to know yourself. Understanding who you are, what you like and dislike, what motivates and challenges you, and what is frustrating to you, will lead you toward some occupations and away from others. The MCC Career Counselors are experienced in helping students and alumni assess their skills, interests, work values, and personality preferences.
John Holland: Theory of Career Development

John Holland was a psychologist and a pioneer in the field of career development. His contributions and research helped to revolutionize the way we think about careers. Among his largest contributions was his organization of data about different work environments. Of equal significance were the important connections he made between how people make career choices and find career satisfaction. He believed that people function, develop best and find job satisfaction in work environments that are compatible with their personalities. He suggested that people use their careers as a major way to express themselves—not just as a means of earning a living.

Holland collected a vast amount of career data over a 40 year period. In doing so, he organized the world of work into six broad categories or “families of interests/occupations.” These categories are grouped according to broad, similar interests and personality traits.

THE BASIC TENETS.....

1. RIASEC System of Classification—Six categories including Realistic, Investigative, Artistic, Social Enterprising and Conventional.

2. People search for work environments that let them exercise their skills and abilities, attitudes/values in these six areas.

3. People with similar interests and personality characteristics will gravitate to one of these work environments.

4. People have multiple interests and character traits; therefore, we should look at a combination of categories when identifying a compatible work environment and in investigating potential career choices.

5. People’s behavior is determined by an interaction between their personality and their environment.

RIASEC
REALISTIC INVESTIGATIVE ARTISTIC SOCIAL ENTERPRISING CONVENTIONAL

1 Provided by Middlesex Community College’s Career Services
Week 10-15: Researching Career Options in Technology Project

DESCRIPTION: The overarching goals of this project are to introduce students to various computer-based technologies enabling the student to learn about career options in technology. Through the process of participating in a team project, students will exercise and build basic information technology, communication and collaboration skills. In addition to team meetings and collaborative planning, as students go through the project they will keep a personal account of the experience. The intent of the individual account is to provide an opportunity for students to think critically about communication concepts they’ve studied and their interactions in an array of interpersonal experiences as they undertake the team project. In this way, learning and assessment involves both process and product.

CORE STUDENT SUCCESS SKILLS

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</tbody>
</table>

COURSE OUTCOMES ADDRESSED: This project synthesizes learning as it relates to all the outcomes articulated on the syllabus.

PROJECT SCENARIO:

Students from a local high school are investigating the possibility of attending MCC. They haven’t yet decided which major to pursue but they know they have an interest in technology (IT? CS? Engineering?). At a career fair they attended, the Dean sat at a table handing out program brochures and answering questions as students walked by. This didn’t provide enough information for students to make a decision. You work in the marketing department; the marketing department has been commissioned to create a video for YouTube that captures the students’ attention, informs them about exciting career options in technology, and helps promote MCC’s technology programs.
PROJECT MILESTONES:

- **Phase 1: Forming, Initiating**
  - Preliminary project research – Career Cluster List
  - Brainstorm Ideas – Reflective Essay

- **Phase 2: Storming, Planning**
  - Planning - Project plan
  - Planning - Project Storyboard

- **Phase 3: Norming, Executing**
  - Research and Production

- **Phase 4: Performing, Monitoring and Controlling**
  - Research and Production

- **Phase 5: Adjourning, Closing**
  - Finishing touches
  - PROJECT COMPLETION/Team presentation
  - Project Debrief and Evaluations

**Week 16: Final Exam**

The final exam will be presented this week.
Appendix: Sample Syllabus

Middlesex Community College
ITC 100, Exploring Technology

Instructor:  
Email:  
Telephone:  
Office hours:  
Semester:  
Sec:  
Room:  

Course Description
This course will provide students with the opportunity to explore computer and information-based technology career options in such areas as CAD, computer science, engineering, IT, networking, Radio Frequency Identification and web development. The course will involve research and hands-on projects in various computer and information technology areas. Students will assess their career preferences and learning styles, enhance their academic and employability skills, and develop a career plan.
Intensive Values: *This course satisfies the Computer Literacy and Technology/Environment/Health values.

This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials focus on key skills of communication, critical thinking, collaboration, organization and Self-Assessment As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved your communication, critical thinking, collaboration, organization and self-assessment skills by the end of the semester.

Here are definitions for each of these skills. (The following operational definitions adopted from the Introduction to Psychology Strategies for Success Course Guide.)

Critical Thinking
Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Communication
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.
Collaboration
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

Organization
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

Self-Assessment
Self-Assessment encompasses several student abilities. First, it is the ability to apply course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies (Duffy, 2009).

Course Outcomes
Through the process of self assessment, career research, and project development successful completion of this course means the student is able to:

1. Describe how significant technological developments have impacted the way we live and work, and how emerging technologies may impact our future.
2. Describe verbally and in writing the nature of a specific career cluster in the student’s anticipated field of study and develop a personal career plan that includes relevant artifacts.
3. Demonstrate the competencies to use computers and computer technology in a wide range of life situations and activities to solve problems.
4. Demonstrate their ability to think critically, communicate effectively, and collaborate constructively with one another.
5. Demonstrate an ability to manage his/her time constructively and complete projects in a timely manner.
6. Identify the skills, strengths, and interests that align with academic and career plans, and identify positive actions toward reaching set goals, through the use of self-reflection, and the processes involved in one’s learning.
Text, Software, and Required Materials
Materials:
- One 3-ring binder and paper for note taking.
- Suggest - Flash drive for backing up course files.

Course Format
Course objectives will be accomplished through the following methodology: As much as possible the course will emulate a work-place environment vs. a traditional instructor-led "lecture" course. “On the job” learning will be facilitated with online activities including discussions, web quests, research, and collaborative and team projects. Many activities require you to work as part of a team so it is imperative you participate in the class community and complete work according to the schedule; alternative or make-up assignments will not be made available unless an absence has been excused. Each week’s assignments are due before the next class meeting. Students should plan to spend 2-4 hrs/week outside of class working on assignments.

Assessment and Student Responsibilities
Assessment of learning in the course is based on work as follows:
- Activities.................................20%
- Projects and Exams ..................50%
- Quizzes .................................10%
- Attendance and Participation ..20%

Activities
Activities include online discussions, web quests, and research. Include how students will be accountable for the organizational skills you are building. Assignments that you are asked to submit should be labeled with the correct identifying name and submitted as stated in the instruction.

Quizzes
Select week’s there will be a short quiz to assess fundamental knowledge gained through the readings.

Projects and Exams
Grading for projects will be based on projects in which you demonstrate your ability to apply and synthesize course skills and concepts. All projects will be graded on their originality, complexity, practicality, quality of the writing and overall effort. Projects will be graded on their relevance to the Impact of Technology** value goals. There will be a final exam.

Attendance
All students are required to attend all classes and are responsible for all assigned work. Students are expected to be on time for class and to attend the entire period. If you
absolutely have to miss a class, you are responsible for reading the syllabus and
textbook for assignments and/or e-mailing the instructor to find out/clarify what you
need to do to keep up with assignments before returning to class. Full attendance is
being on time and ready to participate in class activities. Three unexcused absences will
lower your final grade by one-half letter; five will lower it by a full letter.

**Participation**
Participation is based on the following as observed by the instructor: coming to class on
time and getting straight to work on “to do” items, such as assignments,
reading/replying to email, reviewing Bb posts, and actively engaging in both group and
individual work. Participation also means having graded and/or non-graded homework
assignments ready for submission, at the beginning of class. Simply attending class does
not mean you have met your participation responsibilities.

**Academic Integrity**
It is the responsibility of the Middlesex community is to uphold the integrity of our
academic programs. This responsibility belongs to faculty and students alike. According
to the student handbook: taking credit for work done by another person, or doing work
for which another person will receive credit is cheating and, taking and using the ideas
or writings of another without clearly and fully crediting the source is plagiarism. As
students, it is your responsibility to learn proper citation of sources; the Modern
Language Association Handbook gives complete descriptions. It is understood that you
will submit original work for each assignment, both within and between courses.
Students are encouraged to get assistance with assignments from their peers, but must
complete and understand each assignment independently; points will not be awarded
for assignments the student has not personally completed.

**Grading**
Points awarded are posted in the online grade book-‘My Grades’. Grades can be
calculated by taking the number of points earned and dividing it by the total number of
points for the course. The end result translates into a numeric grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>87-89</td>
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<td>B-</td>
<td>83-86</td>
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Appendix: Core Curriculum Intensive Values

What is a Core Curriculum Intensive Value?
All programs at MCC include a set of common – or core – requirements. According to MCC’s General Education Committee statement, courses that are designated as fulfilling a Core intensive Value “foster a common core of knowledge, skills, and experience that Graduates of degree programs should have in order to live in a complex world.” These courses should provide students with intensive exposure (25% of the course time, or 12 hours) to the value. ITC 100, Exploring Technology, fulfills one intensive value: “Computer Literacy” and the “Impact of Technology.”

What are the anticipated outcomes of the Computer Literacy intensive value?
Students should be able to use one of the following to author an original and significant document:
- Word Processing package, including several of its features (i.e., fonts, tabs and indents).
- Database package, including entering data and utilizing several features (i.e., queries, sorts, and reports).
- Spreadsheet package, including entering data and utilizing features (i.e., functions, formulas, charts)
- CAD (Computer Aided Design) package, including several of its features.
- Programming language in common usage today to program an original routine to accomplish a task, print the output of the task.

What are the anticipated outcomes of the Technology/Environment/Health intensive value?
To fulfill the intensive value the “Impact of Technology” is chosen as a generative topic for ITC 100’s curriculum units; the Impact of Technology intensive value statement provides the following definition of technology: "Technology is defined as the practical application of knowledge or physical principals in the development of tools, techniques and systems to solve problems or alter the environment. Through and understanding of how technology affects society, individuals can take responsibility for the management and control of technological change."

The goals of the ‘Impact of Technology’ Intensive value are for students to be aware of and understand:
- What is technology?
- How the evolution of technology has shaped the course of history.
- How technology impacts the way we live and work.
- How technology defines and determines the way we think about and view ourselves, society, and the world.
- How technology and the increasing rate of technological change present profound challenges and opportunities for the future.