



Syllabus: Composition with Microsoft Word
Instructor: Randy Chang (randy@quikitech.com)

Calendar
<p>Session # 1 An Overview of embedding Microsoft Word and writing composition into the classroom Date: Ongoing during the duration of the course Time: 24x7 online access Number of hours for this session: 6 hours Assignments due for this lesson: Create a low stakes writing sample.</p>
<p>Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.</p>
<p>Topics:</p> <p>This first session describes how utilizing Microsoft Word to produce writing samples will:</p> <ol style="list-style-type: none">1) Engage you as the instructor in key Danielson Framework standards2) Help you and your students use the world’s most commonly used word processor3) Guide your students into how to make critical decisions of writing styles (low stakes, explanatory, descriptive, persuasive, and narrative) to use to communicate in the 21st Century, including everything from writing an email, to composing a statement of purpose for a college application, to writing a business proposal to acquire funds for an endeavor, etc. Teachers will be taught how to help a student memorize these key writing styles and learn how to use which style when. <p>This session also provides a base for this class by helping participants review the challenges that their students are having in expressing their ideas in written form and by introducing a technique that all teachers can use to help students of different backgrounds overcome any fear of writing. The technique is called <u>Low Stakes Writing</u> and has been used successfully by educators. A summary of the technique is given by Michael Kennedy, Neurobiology Professor, UW here: https://www.umassd.edu/media/umassdartmouth/generaleducation/Low_Stakes_Writing.pdf . This technique is a precursor to helping student subsequently advance to writing narratives that have a proper beginning, development, and conclusion.</p> <p>Topics within this module include:</p> <p><u>Topic 1:</u> Overcoming writer’s block using the concept of “Low Stakes Writing”</p> <p><u>Topic 2:</u> Understanding how Microsoft Word provides a comfortable platform as a flexible tool that allows you to incorporate a variety of deeper learning exercises, regardless of the subject or grade you teach.</p>
<p>Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson’s <i>Framework for Teaching</i>.</p>
<ul style="list-style-type: none">• Be able to describe the value of word processors in this 21st century, technological society that we

live in.

- Describe the Low Stakes Writing technique and articulate how it can apply to the subject(s) you teach at your grade level.
- Perform a Low Stakes Writing exercise and articulate how you see it can help your students develop a culture that values understanding and utilization of learned principles in real-world situations – rather than just trying to get the “right answer”. In this first lesson, teachers push their students to articulate what they understand, rather than just try to “make the teacher happy” with candid responses that do not involve much thinking. Teachers will begin to observe how creating writing samples through Microsoft Word helps a teacher give students cognitive learning exercises that prepare them for research, analysis, challenging assumptions, and justifying ones opinion in written form.

Standards Addressed:

Danielson Domain 2b: Establishing a Culture for Learning. In particular, this lesson will align to this key aspect of establishing a learning culture (which is level 4 on the Danielson 2b rubric): “The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and or assisting peers in their precise use of language.”

Common Core: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Class Participant Activity:

- Watch two instruction videos. One will give you background on the value of word processors in the learning process and the other will teach you the Low Stakes Writing process. (1 hour)
- Read the lesson which gives a detailed explanation of how to implement what was seen in the videos and how to improve student outcomes in writing. Also learn the key steps for the low stakes writing style. (2 hours)
- Homework assignment A: As an instructor, you are often worried about whether your students understood the topic you just taught them. Having watched the video in this lesson on low stakes writing, type out two or three spontaneous verbal prompts that you could give to your class that encourages them to write down their understanding of what you taught them – without their having to give too much concern on whether their writing is good or not. Help them to focus on understanding rather than attaining a perfect writing style. Here are two example of verbal prompts you use after having taught your students on a topic such as “interest rates” a) Verbal Prompt 1: Using Microsoft Word, I want you to type your opinion of whether you would prefer to buy a house for \$100,000 with a 30 year fixed bank loan interest rate of 11.8% or purchase a \$200,000 home with an interest rate of 10%; b) Prompt 2: Using Microsoft Word, write a paragraph to describe how you would teach a class interest rates. This is just an example. Choose a topic that

you taught this year, and do what was suggested in the “Low Stakes Writing video” to prompt your students to articulate their understanding of what you just taught them, by typing out a few sentences or paragraphs. Stress to your students that you are looking for deeper understanding, and not writing style perfection. Have student read what they typed out. If you do not have computers in your class, then you can either do this in the computer lab or have students go home or go to the library to do their homework. The homework assignment here is mainly for you to upload a Microsoft Word document with two or three verbal prompts that help your students do low stakes writing so you can assess their understanding of a recent topic you just explained.

- Homework assignment B: Perform a low stakes writing exercise yourself where you write at least two paragraphs on what is Low Stakes Writing, and your opinion of how it can help students attain deeper understanding of topics. Don't worry if you don't know Microsoft Word yet. The learning platform allows you to type in a large text box that can hold several paragraphs. (2 hours).
- Take a quiz that tests knowledge of what a word processor is, the history of word processors, and what low stakes writing is. (1 hour)

Instructor Activity and Assessment

- Grade the homework essay (online). Students can see their grade to this session online and track their progress as they move from lesson to lesson.
- Grade the quiz. Students will see their grades right after taking the quiz (online).
- Comment on forum posting to add to participants thoughts (online).

Instructor Feedback

- If the student's homework lacks understanding of the writing process described in this lesson, Donny will offer comments to help guide the student toward understanding.

Method of Instructor Feedback

This lesson and the following lessons will provide 3 methods of feedback:

- Email: Participants will be emailed individually on the grade of their homework. Donny will provide adjustments and feedback on incorrect items or obvious demonstration of not grasping the concept.
- Discussion Forum: Students will be asked in this lesson to post a reflection on a discussion forum and the teacher will comment on their reflection.
- Office hours: Students can request Skype office hours to obtain online help.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to implement a new technique – called Low Stakes Writing - that puts their students on the pathway to being able to deliver clear writing samples that convey ideas and research and give students a new way of learning and writing about topics that were originally confusing to them.

<p>Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.</p>
<p>Microsoft Word for Teachers and Students, Donny Wise, Edition 1. Office 2013, The Missing Manuel, Nncy Conner & Matthew MacDonald, 2013 Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013 Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011 https://www.umassd.edu/media/umassdartmouth/generaleducation/Low_Stakes_Writing.pdf, Michael Kennedy, Neurobiology Professor, UW. http://hunbbel-meer.hubpages.com/hub/Four-Types-of-Writing, posted by Syed Hunbbel Meer</p>

<p>Calendar</p>
<p>Session # 2 Microsoft Word in the Classroom – Getting Started Date: Ongoing during the duration of the course Time: 24x7 online access Number of hours for this session: 6 hours Assignments due for this lesson: Create a writing sample using the explanatory style.</p>
<p>Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.</p>
<p>Topics:</p> <p>Summary: This session discusses the how word processing technology is embedded in almost every field of study, both in educational circle and in workplace circles. Being able to produce a clearly typed out document has become the bread and butter of “official” communication in the 21st Century. Educators will learn how to incorporate this technology into a student’s learning experience as well as help students compose writing samples according to the requirements of the common core standards.</p> <p>This lesson also brings the teacher into an understanding of how to introduce the <u>Explanatory Style</u> of writing to students.</p> <p><u>Topic 1:</u> Creating a new Microsoft Word document <u>Topic 2:</u> Opening an existing document <u>Topic 3:</u> Creating tables to store data in a document <u>Topic 4:</u> Saving and closing a document <u>Topic 5:</u> Creating an Explanatory Style Document</p>
<p>Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson’s <i>Framework for Teaching</i>.</p>

- Create a Microsoft Word document as the basic activity for beginning to create a publishable and printable document based on the Common Core Standards.

Standards Addressed:

Danielson Domain 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas.

Common Core

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (Writing Standards 6-12, page 56)

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Class Participant Activity:

- Watch the instruction video which will show you a Quick Start Guide on how to Use Microsoft Word and give you a tour of all the major features. All videos are created by the instructor and provide a "personal touch" to the learning experience. Each class begins with the student seeing the instructor talk about the lesson and performing tasks. All videos show the instructors face. Participants in past Quikitech classes have commented on how this format gives them the feeling that they are receiving personable instruction. (1 hour)
- Read the online lesson (2 hours)
- Homework assignment A: Read this article on classroom management tips and notice how it is written to Explain. A well written explanatory style article will sometimes bear the flavor of a "How to" article where it explains how to do something. Create a Microsoft Word document that explains your top 5 classroom management styles. You have not learned much about Microsoft Word, but try to teach yourself how to do at least one of these items for your writing sample: 1) bold face a topic, 2) have ordinal list of items, labeled "1", "2", "3", etc, or 3) Italicize portions of your writing sample that are important. (2 hours)

- **Homework assignment B:** In order to help you use Microsoft Word to write explanatory writing samples, write a multi-paragraph writing sample where you explain your viewpoint on why the number of students in your class should not double in number next year. Write in a way that would be something you would put in an email. Then, at the end of this writing sample, write down two questions that you could ask your students, where they have to “write an email” to you to explain a topic of your choice. Also, describe how you would help everyone in your class participate. Examples will be given in the lesson. The reason this homework helps align with the Danielson Framework 3b is that you will be learning how to create questions and topics that involve high cognitive challenge while also thinking through how to make the exercise short and simple for your students. The objective is not only to help them learn the points of Microsoft in this lesson, but to help them understand that learning to explain things clearly (Explanatory style) requires some principles that will be taught in this lesson. Email, in particular, is where people’s writing can result in misunderstanding, if the writing is not clear. Microsoft Word is a great platform to first write an explanatory email, check the spelling, and remove grammatical errors. When you have students read their answers in class, have other students point out where misunderstanding could arise in the recipient’s mind – who reads the email.
- Take a quiz that tests knowledge of what a word processor is and the history of word processors. Post on the discussion board your reflection on this lesson regarding why you think students learning word processing, and Microsoft Word in particular, is useful. The instructor will be looking for a detailed reflection with your specific articulation of how word processing could benefit your student’s critical thinking process – particularly in composing a writing samples. (1 hour)

Instructor Activity

- Read and grade the homework essay for accuracy and evidence of understanding of how to create a Microsoft Word document. This lesson will help the teacher also assess the teacher’s level of familiarity with word processing tools like Word.
- Grade the quiz and email the student their grade.

Instructor Feedback

- If the student’s essay lacks discussion of a “big picture” understanding of word processing technology, Donny will offer comments to direct the student to this understanding.

Method of Instructor Feedback

This lesson and the following lessons will provide 3 methods of feedback:

- Email: Participants will be emailed individually on the grade of their homework. Donny will provide adjustments and feedback on incorrect items or obvious demonstration of not grasping the concept.
- Discussion Forum: Students will be asked in this lesson to post a reflection on a discussion forum and the teacher will comment on their reflection.
- Office hours: Students can request Skype office hours to obtain online help.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to a document for their professional needs (parent letters, lesson plans, etc). Teachers will be able to use key vocabulary that helps students understand how to create their first Microsoft Word document and understand how to utilize this tool in the context of their learning process. Elements of Blooms taxonomy of higher thinking skills will be used to help teachers and students understand how the ability to write (or publish) is one of the highest levels of critical thinking.

Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Microsoft Word for Teachers and Students, Donny Wise, Edition 1.
 Office 2013, The Missing Manuel, Nncy Conner & Matthew MacDonald, 2013
 Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013
 Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011
https://www.umassd.edu/media/umassdartmouth/generaleducation/Low_Stakes_Writing.pdf, Michael Kennedy, Neurobiology Professor, UW.

Calendar

Session # 3 **Microsoft Word in the classroom– The Ribbon**

Date: Ongoing during the duration of the course Time: 24x7 online access
 Number of hours for this session: 6.5 hours Assignments due for this lesson: Create a descriptive style writing sample.

Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.

The Microsoft Word Ribbon (which is the main user interactive interface of Microsoft Word)

Summary: In this lesson, Donny discusses the design of the Ribbon, a major part of MS Word’s user interface. He begins by contrasting the Ribbon from typical pull-down menus that students may be familiar with in other programs. Then he describes the organization of the commands in the Ribbon into tabs and groups within each tab, as well as the existence of contextual tabs.

This lesson also brings the teacher into an understanding of how to introduce the Descriptive Style of writing to students.

Topic 1: Introduction to the Microsoft Ribbon

Topic 2: Introduction to Microsoft Ribbon Groups

Topic 3: The Quick Access Toolbar which can be customized for your students

Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson's *Framework for Teaching*.

- Understand the features and organization of commands in the Ribbon, including tabs and groups within each tab.
- Discover and use contextual tabs on the Ribbon.
- Customize the Quick Access Tool Bar.

Standards Addressed:

Danielson Framework 4c: Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated.

Common Core

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Class Participant Activity

- Watch the instruction video (1 hour)
- Read lesson and follow step-by-step instructions (2 hours):
 - The hours below are a further breakdown of the 2 hours in the reading section.
 - Learn the contents of the tabs and groups in the Ribbon
 - Learn when contextual tabs and dialog boxes appear and their contents
 - Learn how to customize the Quick Access Toolbar
 - Learn how to create your own rubric to grade your students writing sample.
 - Learn the steps for how to create a descriptive writing.
- Homework assignment: Create a Descriptive writing sample in Microsoft Word that has 3 components: a) Use as detailed of a description as possible to write what are the characteristics and factors that help your top student exceed academically; b) write what are the characteristics and factors of your worst student and c) write a "sample" letter to a parent that could be sent home to the parent of your worst student and give a detailed description of the students behavior,

what factors are hindering their learning process, and what factors you have found in other students that this particular student could learn from. Your writing sample will be graded on how descriptive your writing is. At the end of your writing, talk about what features of the ribbon you use most and how you would add them to your favorites list – so you can access the features more easily.

- Take a quiz that tests understanding of the steps to minimize and show the Ribbon and to customize the Ribbon and the Quick Access Toolbar. (0.5 hours)

Instructor Activity

- Grade the homework and provide feedback on the formatting of the rubric.
- Grade the quiz and email the student their grade.

Instructor Feedback

- If the student did not discover all of the contextual tabs of the Ribbon, Donny will provide hints to help the student find the contextual tabs.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to teach students how to use the Microsoft Ribbon and will be able to customize their own rubrics and lesson plans to the needs of the grade level they teach.

Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Microsoft Word for Teachers and Students, Chapter 2, Donny Wise.
 Office 2013, The Missing Manual, Nncy Conner & Matthew MacDonald, 2013
 Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013
 Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011
https://www.umassd.edu/media/umassdartmouth/generaleducation/Low_Stakes_Writing.pdf, Michael Kennedy, Neurobiology Professor, UW.

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Session # 4 **The Microsoft Word – Creating a table of contents, headers and footers**

Date: Ongoing during the duration of the course Time: 24x7 online access

Number of hours for this session: 5.5 hours Assignments due for this lesson: Create a writing sample that utilizes the persuasive writing style. Take a midterm.

Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.

Topics: Creating a table of contents, headers, and footers.

Summary: This session introduces how to create a well formatted publishable document with table of contents and headers and footers.

This lesson also brings the teacher into an understanding of how to introduce the Persuasive Style of writing to students.

Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson's *Framework for Teaching*.

Topic 1: Structure a long document using headings and subheading styles.

Topic 2: Insert and update an automatically generated table of contents.

Topic 3: Add page headers and footers to a document and use different headers and footers for the first page and for odd/even pages.

Topic 4: Know when to use footnotes, and how to add and edit footnotes.

Standards Addressed:

Danielson Framework

Component 3c: Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

Common Core

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Participant Activity

- Watch the instruction video (1 hour)
- Read the lesson and follow step-by-step instructions (2 hours):
 - Follow steps to add headings and a table of contents to a document
 - Follow steps to add and edit headers and footers
 - Follow steps to add, edit, and delete a footnote
 - Learn the steps for how to create a persuasive writing.
- Homework assignment: Write a well-formatted document – with a table of contents, header and footer, that gives a persuasive argument for your view on what are the key factors needed to help K-12 students improve in their international ranking in key topics (such as Math and English), when compared to other countries. Use at least 3 supporting facts. Then conclude the document with a sample topic that you would use to engage your students in learning about what these factors are and giving a persuasive argument, in writing, of which factor is the most important. During the summer, teachers may not be able to hold a class discussion, but in the FALL, Winter, and Spring, you will be asked to conduct a discussion with your class. (2 hours)
- Take a midterm that tests knowledge of steps to add and modify table of contents, headers and footers, and footnotes. (0.5 hours)

Instructor Activity

- Grade the homework; a successful grade is assigned for a document that contains headers and footers on all pages except the first page. Provide feedback on the use of headings and subheadings to indicate the structure of the document, and the use of footnotes.
- Grade the quiz and email the student their grade.

Instructor Feedback

- Donny will comment on how well the headings and subheadings reflect the structure of the document and on whether footnotes are used correctly.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to customize the Microsoft tool (ribbon) for the needs of their class so that students do not need to be overwhelmed by all the features but can have easy access to the features. Teachers will see how to create a lesson plan and implement that lesson plan with their students so that students can create documents with tables that hold data.

Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Microsoft Word for Teachers and Students, Chapter 3, Donny Wise.
 Office 2013, The Missing Manual, Nncy Conner & Matthew MacDonald, 2013
 Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013
 Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011

Calendar

Session # 5 **Microsoft Word in the Classroom – Creating and Using Custom Templates**

Date: Ongoing during the duration of the course Time: 24x7 online access
 Number of hours for this session: 6.5 hours Assignments due for this lesson: Create a writing sample that uses the Narrative Writing Style.

Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.

Creating your own Template

Summary: This session explains the need for document templates and the labor saved by using a template to create a series of documents that share the same formatting. Here I describe what a template is, how it is created, and how it is used to create new documents. After being able to create a template, a teacher can quickly create 3 useful document templates that they can pull out at any time: a) A parent letter template; b) A teach rubric template; c) A lesson plan template.

This lesson also brings the teacher into an understanding of how to introduce the Narrative Style of writing to students.

Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson’s *Framework for Teaching*.

Topic 1: Create a custom template that contains formatting such as a cover page, heading styles, and page headers and footers.

Topic 2: Use a custom template to create new documents.

Standards Addressed:

Danielson Framework

Component 4e: Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to

become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. [Teachers who know how to create templates will be able to provide a very professional look to all documents they give to their students, to parents, and to fellow colleagues].

Common Core

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Class Participant Activity:

- Watch the instruction video (1 hour)
- Read the lesson and follow step-by-step instructions (2 hours)
 - Follow steps to create a new custom template
 - Follow steps to create new documents based on the custom template
 - Learn the steps for how to create a narrative writing.
- Homework assignment: 1) Create a custom template that your students can use to write a statement of purpose of life-story narrative for a college application (for middle school and high school student) or 2) Create a template for younger students to write out a narrative of struggles and triumphs they experience in their family life. (3 hours)
- Take a quiz that tests knowledge of the steps to create and use custom templates (0.5 hours)

Instructor Activity

- Grade the homework and provide feedback.
- Grade the quiz and email the student their grade.

Instructor Feedback

- Donny will give feedback on the formatting of the table in the homework.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

After this class, a teacher will be able to create a template, a teacher can quickly create 3 useful document templates that they can pull out at any time: a) A parent letter template; b) A teach rubric template; c) A lesson plan template. They can also teach their students to create their own templates for compositions, resumes, and brochures.

<p>Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.</p> <p>Microsoft Word for Teachers and Students, Chapter 4, Donny Wise. Office 2013, The Missing Manual, Nncy Conner & Matthew MacDonald, 2013 Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013 Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011</p>

Calendar
<p>Session # 6 Microsoft Word in the Classroom – Using Microsoft Templates Date: Ongoing during the duration of the course Time: 24x7 online access Number of hours for this session: 6.5 hours Assignments due for this lesson: Create a Quick Start Guide for your students.</p>
<p>Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.</p> <p>Microsoft Templates</p> <p>Summary: This session introduces the 100’s of useful Microsoft templates that teachers can use, now that you know, from the previous lesson, how to create your own template.</p> <p><u>Topic 1:</u> Microsoft Templates</p>
<p>Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson’s <i>Framework for Teaching</i>.</p> <ul style="list-style-type: none"> • Create a custom template that contains formatting such as a cover page, heading styles, and page headers and footers. • Use a custom template to create new documents. <p><i>Standards Addressed:</i> 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)</p>

Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.

Class Participant Activity:

- Watch the instruction video (1 hour)
- Read the lesson and follow step-by-step instructions (2 hours)
 - Follow steps to use a Microsoft Word template
 - Follow steps to create a brochure
- Homework assignment: 1) Create a custom template that uses a brochure template to invite parents to an open house night; 2) Create a Quick Start Guide for your class on how to use Microsoft Word that they can take home to learn Microsoft Word on their own. (3 hours)

Take a quiz that tests knowledge of the steps to create and use Microsoft templates (0.5 hours)

Instructor Activity

- Grade the homework. A successful grade is assigned for a document template that contains all of the required elements mentioned in the assignment.
- Grade the quiz and email the student their grade.

Instructor Feedback

- Donny will provide feedback on the content of the student's template, and whether the template is a good example of a set of multiple documents that share common formatting.
- Provide feedback for the online forum

Method of Instructor Feedback

Email: Participants will be emailed feedback and grade and adjustments will be made to their work if the work is not correct.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to both create and help their students create brochures which can be used to articulate accomplishments, life-goals, invitations to important events, or business ideas.

Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter's name and affiliation.

Microsoft Word for Teachers and Students, Chapter 5, Donny Wise.

Office 2013, The Missing Manual, Nncy Conner & Matthew MacDonald, 2013

Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013

Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011

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Calendar

<p>Session # 7 Microsoft Word in the Classroom – Project Based Learning and Lesson Plan Writing Date: Ongoing during the duration of the course Time: 24x7 online access Number of hours for this session: 6 hours Assignments due for this lesson: Create a project based lesson plan and take a Final.</p>

<p>Topics: List session topic(s) and material(s), e.g. handouts. Indicate midterm and final exam date, as well as an explanation of assignments due at this session.</p>

<p>Summary: Learn how to create a Microsoft Word Lesson plan that instructions students how to use Microsoft Word, and learn how to create a single project description that has different subsections for different categories of students: English Language learner, Standard English learner, and gifted.</p> <p><u>Topic 1:</u> Lesson plan writing utilizing Microsoft Word <u>Topic 2:</u> Project based learning utilizing Microsoft Word</p>

<p>Objectives: Specify instructional goals and standards for this session, including alignment to NYS Standards, Common Core State Standards, and Danielson’s <i>Framework for Teaching</i>.</p>

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| <ul style="list-style-type: none"> • The professional will be able to write a lesson plan the trains students on Microsoft Word • The professional will be able to use brain maps, wordle.com and other tools that help students of different levels perform a project |
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<p><i>Standards Addressed:</i> 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others., Writing Standards K-5, page 29)</p>

<p>Methods of Instruction: Explain the method of presenting, e.g. classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction). Be specific about session activities and what formative assessment and feedback will take place, so it is clear how they will lead participants to meet objectives.</p>

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| <p>Class Participant Activity:</p> <ul style="list-style-type: none"> • Watch the instruction video (.5 hour) • Read the lesson and follow step-by-step instructions (.5 hours) <ul style="list-style-type: none"> ○ Learn how to write a Microsoft Word lesson plan ○ Learn how to create a project that involves Microsoft Word |
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- Learn how to create sub sections to your project plan that applies to different categories of learners including English Language learners and the gifted. Incorporate utilization of the “read back” features of Microsoft Word in your project plans.
- Homework assignment: Create a project based lesson plan that addresses at least three categories of students (English Language Learners, Special Needs, Gifted, and Standard Language Learners). (4 hours)
- Take a final testing the knowledge of steps for finding and using templates provided by Microsoft and guiding students on how to write using the 5 writing styles presented in this course (0.5 hours)
- Fill out a survey (.5 hours)

Instructor Activity

- Grade the homework.
- Grade the quiz and email the student their grade.

Instructor Feedback

If either the lesson plan or the project they created for their grade level does not have the key elements discussed in this lesson, then have the student redo parts of the homework.

Give feedback to the reflection.

Method of Instructor Feedback

- Email: Participants will be emailed final grade.

Application of Instruction: Specify what specific skills and strategies the participant will bring back to his/her classroom as a result of this session. What analysis of application will participants engage in (e.g., analysis of student work, revision of lesson plan based on student work, etc.)?

Teachers will be able to create clear lesson plans that help diverse populations in their classroom do a project that is clearly described on a Microsoft Word document. These project help guide students to use Microsoft Word to create clear writing samples.

Resources (readings, artifacts, internet sites, videos, etc.): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Microsoft Word for Teachers and Students, Chapter 6, Donny Wise.

Office 2013, The Missing Manual, Nncy Conner & Matthew MacDonald, 2013

Microsoft Office 2013 Introductory, Misty E. Vermaat, 2013

Teaching 21st Century Skills, An ASCD Action Tool, Sue Z. Beers, 2011

https://www.umassd.edu/media/umassdartmouth/generaleducation/Low_Stakes_Writing.pdf, Michael Kennedy, Neurobiology Professor, UW.



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