Cal State San Marcos

College of Education

Summer 2008

EDST E635_EX03: (3 units)

CRN: 30220

"Hardware Operations and Functions to Support Teaching and Learning"

Note: This course also focuses on *universal access issues and tools and copyright law.* It is fully online. Students *must* have Internet access and an up-to-date computer.

Instructor	Office	Office Hours	Phone	E-mail Address
Erika McCulloch		By online or phone appt.	760-917-2421	emccullo@csusm.edu

Course Text: Shelly, G. B., Cashman, T. J., Andrews, J., & Jedlicka, L. S. (2004*). Understanding and Troubleshooting Your PC.* Boston: Thompson Learning, Inc.

Mission of the College of Education

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

Course Description

This online course prepares educators to use computer and software resources and settings to support student needs. The assignments will include a close look at universal access issues and tools, and important copyright law.

Computer Concepts and Applications Supplementary Authorization

This course is one the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four 3-unit graduate-level courses in Computer Concepts and Applications.

Course Objectives and Student Outcomes

You will find the objectives and outcomes of this course are embedded in each module. These are thoroughly described at the end of this syllabus.

Assessments

In order to successfully complete this course, assignments must be completed with at least an acceptable level noted on assignment rubrics. In addition to the assignments described in WebCT, performance assessment will be on student's ability to perform tasks using a variety of software. California State University San Marcos has adopted an all-university writing requirement. In each course, students are required to write at least 2500 words in essays, exercises, papers and examinations. Completion of the assignments in this course according to given directions will enable you to exceed that requirement,

Accommodations and Policies

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors before class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.

In this course, the instructor has adopted this policy: You must be active in online coursework including email, discussions and activities *at least twice weekly*, or you cannot receive a grade of A or A-. If you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible.

Academic Honesty

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonestly will not be tolerated and will result in a failing grade for this course and will be reported to the University.

From the CSUSM Catalog: "Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include [but is not limited to] the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Posting Replies (The Value-Added Model)

When replying to a posting in the discussion area by another student, instructor, or a guest, your reply should include the previous message below your comment. You can do this by clicking the **quote** button (*instead of **reply***) to begin the post.

Your response must do one of the following:
1. **give an example** of what the prior post had described;
2. **provide a different perspective** of the topic posted; OR
3. **expand upon the idea** posted in the message by including more detail and depth.

Participation and Professionalism

It is expected that all students will have an active presence in the online community. Organize your week so that you **visit the WebCT shell every 2-3 days.** This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use WebCT, play sound files, and view movie clips. It is your responsibility to *check these capabilities out ahead of time* and have a plan to identify and utilize a facility or location where you can access using these technical capabilities during the course. Note that all assignment documents must be completed in Microsoft Office (Word and/or Excel). There is a tune up tool on WebCT to test your browser and access. Please use that tool!

Assignment Questions

There is a QUESTIONS section on the Discussion Board. This section is included to allow everyone the benefit of having access to their classmates' and instructor's responses. Please review the posted questions and replies before posting your question(s).

WebCT Questions

Call the CSUSM help desk. Their location and hours are listed on the web:
http://www.csusm.edu/iits/sth/. If you leave a message regarding a problem you are having, be sure to leave a phone number and/or email. They can help with all technical aspects of the WebCT environment.

Other Important Considerations

- Assignments are due when noted on the assignment page.

- All assignments should be based on thoughtful reflection and at a Master's level, and submitted only after final editing, having been proofread and word-processed.

- Contact instructor in advance of any absence to weekly module activities and suggest a timeline for how you will make up missed work.

- Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, and legibility in edited text. Points are deducted for spelling and/or grammar errors.

- Remember to cite completely all information obtained in APA (APA Manual, 5th ed.). References are also required.

Grading Procedures and Assignments: Grading is calculated using the following:

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

Additional Web Site Resources:

CSUSM Library: http://library.csusm.edu/
WebCT: http://courses.csusm.edu
TaskStream: http://www.taskstream.com
International Society for Technology in Education: http://www.iste.org
Center for Applied Research in Educational Technology: http://caret.iste.org
Tapped In: http://ti2.sri.com/tappedin/
Video Classroom http://www.needleworkspictures.com/vic/Home.html
Apple Learning Interchange: http://www.ali.apple.com
21st Century Literacies: http://www.kn.pacbell.com/wired/21stcent/
Digital Edge Project: http://www.iste.org/inhouse/nets/cnets/dedge/index.html
National Board for Professional Teaching Standards: http://www.nbpts.org/

Tentative Course Schedule

Module Number	Module Topic(s)
Module 0,1	Introductions, Expectations, & Course Exploration
Module 2,3	HW, SW, Maintaining/Troubleshooting, Supporting, & Connecting
Module 4,5	Printers, Protections, and Preventive Maintenance
Module 6,7	Application of PC Knowledge in Your Work
Module 4	Web Accessibility
Module 5	Web Accessibility and Usability
Module 6	Alternative Tools and Accessibility
Module 7	Defining, Clarifying, & Applying Copyright Law
Module 8	Applying and Evaluating Copyright and Fair Use
Module 9	Compliance with Copyright and Fair Use Laws; Wrap-Up; Exit; Evaluations

MODULE DESCRIPTIONS

Module Zero: Introductions, Explorations, and Course Expectations

Welcome to EDST E635: *Hardware Operations and Function to Support Teaching and Learning*. For my introduction, please click on this Welcome Message link.

In Module Zero, you will also be introduced to other course participants; you will examine what this course is all about; and you will learn how you can be successful in EDST E635.

The theme used in this course will be ***CONSTRUCTION,*** and each of the modules will include elements using the following terms: Blueprint, Toolbox, Breaking Ground, Laying the Foundation, **Construction Zone, Inspection, and Reflection. For Module Zero, those elements look like this:**

Blueprint: There are several key components to a blueprint, and in this course, those components are referred to as big ideas, essential questions, student outcomes, and Module objectives.

      Big Ideas: EDST E633B will prepare educators to use computer and software resources and   settings to support student needs. Students will also become familiar with universal access issues and tools, and important copyright law. Read the syllabus for more *big ideas* about this course.

Essential Questions

1. Who are the course participants?
2. What skills will I have when I complete this course?
3. In what ways will I be able to support my teaching and my students' learning when I successfully complete this course?
4. How is this course structured for my success?

Module Objectives

- To become a community of learners in EDST E635
- To learn about each others' skills, work, and goals

Participant Outcomes

In this section, you will be given a list of expected outcomes for this module. For example, upon completion of Module Zero, the participants will have:

- met the course instructor;
- introduced themselves to their classmates;
- examined the course syllabus & requirements
- become familiar with the course layout and thematic terminology of the course;
- completed the course "icebreaker";
- completed the CTAP self assessment;
- taken the "Netiquette" Quiz

Toolbox: The tools in your toolbox for each module may vary somewhat. Overall, the tools for this course are the text, web sites, and other resources you will need to complete EDST E635. They include (but are not limited to):

Module 1: HW, SW, Maintaining/Troubleshooting, Supporting, and Connecting

During Module 1 of EDST E635: *Hardware Operations and Function to Support Teaching and Learning,* you will be using your textbook, *Understanding and Troubleshooting Your PC,* to learn about the hardware and software of your PC, how to maintain and troubleshoot problems that occur, support peripherals, connect to Networks, and more.

Blueprint

   Big Ideas*:*

   Having a clear understanding of the hardware and software components, operating systems, Motherboard, memory, and disk drives for personal computers (PCs) increases comfort levels   and skills for computer users.

   Knowing how to use troubleshooting procedures effectively helps computer users prevent, resolve, and maintain their PCs.

   Essential Questions:

   1. What is "under the hood" of a personal computer?
   2. How do hardware and software communicate?
   3. How can I troubleshoot the Motherboard, hard drives, memory, and upgrades to improve a system's performance?
   4. How can PC users install, support, and connect input, output, and multimedia devices?

   Module Objectives

   - To identify internal and external PC components
   - To articulate how hardware and software work together
   - To use troubleshooting basics to solve computer problems

   Expected Outcomes: Upon completion of Module 1, the participants will:

   1. Identify internal and external components of a typical personal computer. (Bloom: Comprehension & Application)
   2. Explain how hardware and software work together. (Bloom: Comprehension & Analysis)
   3. Solve computer problems by using troubleshooting basics. (Bloom: Knowledge & Application)
   4. Diagram the input, output, and multimedia ports, wireless connections, and expansion slots of the PC being used for this course. (Bloom: Analysis)

Toolbox: Chapters 1-5 of: Shelly, G. B., Cashman, T. J., Andrews, J., & Jedlicka, L. S. (2004*).   Understanding and Troubleshooting Your PC.* Boston: Thompson Learning, Inc.

Module 2: Printers, Protections, and Preventive Maintenance

During this week of EDST E635: Hardware Operations and Function to Support Teaching and Learning, use your textbook, Understanding and Troubleshooting Your PC, to learn about the variety of printers and how to install them locally and share them on a network. You will also learn how to maintain and troubleshoot problems with your printer, and how to connect with networks and the Internet. Finally, upon completion of this module, you will be introduced to guidelines for maintaining and troubleshooting your PC, including preventive maintenance plans, scheduling backups, and protection from malicious logic programs.

Blueprint

Big Ideas:

Knowledge regarding installing, connecting, maintaining, and troubleshooting problems with printers provides you with desirable professional, technological skill mastery and independence.

Knowing how to use troubleshooting and maintenance procedures effectively helps computer users prevent, resolve, and maintain their PCs.

Essential Questions:

1. What are five (5) features that describe printers, and what function does each feature have?
2. What are the differences among the types of printers, and how are they installed and maintained?
3. What dos one need to know to connect a PC to networks and the Internet?
4. What routine PC maintenance tasks are important to know?
5. What are common malicious logic programs, and how can I protect a PC from them?
6. What are the fundamental rules for troubleshooting a PC?

Module Objectives:

- To identify personal printer features and types
- To describe and solve malicious logic program problems

Expected Outcomes:

Upon completion of Module 2, the participants will:

1. Identify types and key features of a personal printer. (Bloom: Knowledge & Comprehension)
2. Examine assigned chapters for essential information about printers, networks, maintenance, and troubleshooting PCs. (Bloom: Comprehension & Analysis)
3. Solve a malicious logic program problem. (Bloom: Knowledge, Synthesis, Application, & Evaluation)
4. Determine maintenance and troubleshooting needs. (Bloom: Analysis & Evaluation)
5. Describe five (5) types of computer viruses and explain how each of them infects a computer (Bloom: Knowledge, Comprehension, Application, & Analysis)

Toolbox: Chapters 7, 10, & 12 of: Shelly, G. B., Cashman, T. J., Andrews, J., & Jedlicka, L. S. (2004). *Understanding and Troubleshooting Your PC;* your **printer** and your **PC.**

Module 3: Application of PC Knowledge in your Work

Congratulations! You have reached the end of the Hardware and PC Functions portion of this course. You have learned and applied skills that reflect your ability to understand and troubleshoot your PC. You have further developed educational leadership skills in technology.

Blueprint

Big Idea: Your commitment to a professional action plan and your technology skills will reap benefits beyond yourself.

Essential Question: How will you use your technology skills in your work?

Module Objective: To reflect on and identify one's own technology levels of expertise

Expected Outcomes: Upon completion of Module 3, the participants will:

1. Identify personal areas of expertise in technology. (Bloom: Knowledge & Evaluation)
2. Design an action plan that incorporates your new learnings and plans for future use of them. (Bloom: Synthesis & Application)
3. Develop a scavenger hunt of PC information that your students (or students in a course like this) need to know to be deemed "knowledgeable" about PCs used for educational purposes.

Toolbox: Toolbox components from Modules 0 through 3

Module 4: Web Accessibility

In this module, you will examine issues regarding accessibility to the World Wide Web, including an initiative intended to assist persons with disabilities who use this electronic medium.

Blueprint

Big Ideas

Web accessibility means that people with disabilities can use the Web.

Disabilities can affect Web accessibility.

Web accessibility is important because it helps make the Web available to everyone.

The Web Accessibility Initiative (WAI) develops strategies, guidelines, and resources to help people with disabilities engage productively in Web activities.

Essential Questions

1. What is Web accessibility?
2. Why is Web accessibility important in teaching and learning?
3. How can teachers ensure access for all of their students?

Module Objectives

- To state why they believe *Web Accessibility* is important.
- To create a form to assess *Web Accessibility* of a given/chosen Web site.
- To write a letter of concern regarding the *Web Accessibility of* someone's Web site.
- To develop an understanding of why *Web Accessibility* is important for all.

Expected Outcomes

1. Response to a Discussion Board Prompt for Module One.
2. Creation and application of a Web accessibility assessment instrument.

3. Submission of assessment instrument defense statements.
4. Submission of a Letter of Concern with a hyperlink.
5. A one-paragraph reflection.

Toolbox: With the essential questions in mind, thoroughly examine the following web sites. View the five (5) video clips at the site called, "*Web Accessibility: Access for All*."

Introduction to Web Accessibility

Web Accessibility Initiative

Evaluating Accessibility

The Cal State San Marcos Web Accessibility Site

Module 5: Accessibility and Usability

Welcome to Module 5 of EDST E635: *Hardware Operations and Function to Support Teaching and Learning*. In this Module, you will continue to learn about Web *accessibility* and *usability*; you will become familiar with the government guidelines for Web accessibility and *usability*; and you will learn skills for designing an accessible and usable Web site.

Blueprint

Big Idea:

Web sites used for educational purposes should conform to the federal guidelines for Accessibility and Usability.

Essential Questions:

1. *How does a Web designer ensure web accessibility?*
2. What are the government's guidelines for usability?
3. Who is "Bobby," and how can "he" help me to design an accessible Web site?
4. *In what ways do accessibility and usability ensure my students' success?*

Module Objectives:

- To understand how accessibility and usability apply to Web design
- To evaluate a Web site's accessibility and usability
- To create Web sites that are accessible and usable for all students

Expected Outcomes

Upon completion of Module 5, the participants will:

1. demonstrate understanding of **accessibility and usability** as they apply to Web design; (Bloom: Comprehension & Application)
2. distinguish between an accessible and non-accessible web site, according to government guidelines; (Bloom: Analysis & Application)
3. examine/analyze the CSUSM homepage for **accessibility and usability**. (Bloom: Analysis)

4. summarize preliminary steps to take to ensure that students are able to fully access and use the site provided to them. (Bloom: Evaluation)

Toolbox

Accessibility:

- WebXact: http://webxact.watchfire.com/
- "Bobby": http://www.mardiros.net/bobby-report.html

Government Usability Information & Guidelines:

- http://usability.gov/guidelines/
- http://usability.gov/accessibility/508.html
- http://usability.gov/methods/index.html
- http://usability.gov/pubs/news2006.html
- http://www.criterion508.com/about_section_508.html

Other:

- http://www.w3.org/WAI/References/QuickTips/#tips,
- http://www.csusm.edu
- http://usability.gov/methods/collecting_writing.html

Module 6: Alternative Tools and Accessibility

Welcome again to EDST E635: *Hardware Operations and Function to Support Teaching and Learning*. In Module 6, you will use what you have learned about Web *accessibility* and *usability*; you will become familiar with the Microsoft Accessibility Wizard, Zoomtext, Electronic Curb Cuts, Closed Captioning, JAWS, and Dragon Speaking Naturally; and you will share the skills you have for creating accessible and usable Web sites.

Blueprint

Big Ideas:

Web sites used for educational purposes should conform to the federal guidelines for Accessibility and Usability.

Essential Questions:

1. What are alternative tools for supporting students with learning challenges?
2. How do I evaluate my students' technical needs to ensure their success?
3. How can I get support at my school site to enable me to provide accessibility and usability for all of my students?

Module Objectives:

- To examine Web alternatives and tools for persons with disabilities

- To articulate ways to use accessible technology in schools
- To activate a PC's tools to increase its accessibility for a person with a disability

Expected Outcomes

Upon completion of Module 6, the participants will:

1. Demonstrate understanding of alternative Web tools for supporting technology accessibility and usability for students with learning challenges; (Bloom: Comprehension & Application)
2. Discover and describe ways to use accessible technology within the school and the classroom; (Bloom: Knowledge and Synthesis)
3. Examine, practice, and make an adjustment to a computer so that it becomes more accessible to someone with a disability; (Bloom: Knowledge, Application, and Synthesis)

Toolbox

- Balagopal, S. & Young, P. (2005): Increase independence of students with disabilities using Windows and Microsoft Word. Retrieved June 10, 2006, from http://www.microsoft.com/enable/news/education.aspx?v=p
- (2004). Zoo brings curricula to students with disabilities using Tablet PCs. RetrievedJune 10, 2006, from http://members.microsoft.com/CustomerEvidence/Search/EvidenceDetails.aspx?EvidenceID=3385&LanguageID=1Microsoft
- Accessibility Wizard: http://www.microsoft.com/enable/training/windowsxp/usingwizard.aspx
- Zoomtext http://www.synapseadaptive.com/aisquared/zoomtext_9/zoomtext_9_home_page.htm
- Electronic Curb Cuts
- Section 508: http://www.criterion508.com/about_section_508.html

Module 7: Defining, Clarifying, and Applying Copyright Law

In this module, you will examine issues of copyright, terms of use, and fair use in electronic environments, including the Internet, e-mail, and beyond. The focus of Module 7 will be on defining and clarifying copyright, what it protects, and who can claim it.

Blueprint

Big Ideas:

Copyright is a form of protection provided by laws of the United States to authors of a wide variety of original published and unpublished works.

Essential Questions:

1. What is copyright, and how does it apply to authored work found in electronic environments?
2. According to the laws of the United States, what forms of authored works are protected by copyright?
3. Am I the author of my work?

Module Objectives:

- To evaluate Copyright laws and their applicability to using electronic technologies

- To develop a PowerPoint that assists colleagues in their understanding of Title 17

Expected Outcomes

Upon completion of Module 7, the participants will:

1. Demonstrate understanding of copyright laws of the United States as they apply to works in print and electronic environments. (Bloom: Comprehension & Application)
2. Examine the U.S. Copyright Law document to discover the wide variety of forms of works that are and are not protected by U.S. copyright laws. Describe a minimum of three (3) chapters within the document that you read, and how they apply to your work as a teacher. (@ one paragraph per chapter) (Bloom: Knowledge and Synthesis)
3. Develop a PowerPoint of a minimum of six (6) slides to present to your colleagues in your workplace. Include relevant details about Title 17 that teachers need to know to do their work within legal confines. Provide on one slide a typical copyright scenario that might need to be particularly emphasized for teachers. Include a permission statement that will allow your EDST E633B classmates and instructor permission to use all or part of your PowerPoint. (Bloom: Knowledge, Application, and Synthesis)

Toolbox : The following Web sites will be used for Module 7:

- U.S. Copyright Law: Title 17: http://www.copyright.gov/title17/circ92.pdf
- Fair Use: http://www.copyright.gov/fls/fl102.html
- The Cal State San Marcos Web site: http://www.csusm.edu/copyright/
- The TEACH Act and Fair Use: http://www.copyright.iupui.edu/fairuse.htm

Module 8: Application and Evaluation of Copyright and Fair Use

In this module, you will continue to examine issues of copyright and fair use. The focus of Module 8 will be on applying and evaluating what you have learned to interactive lessons in the following areas: Copyright Basics, Movies and Music, and Fair Use. You will also look how copyright applies to software types and licenses, and Internet and e-mail. Finally, you will examine educators' current practices, and apply what you have learned in an activity designed to assist them in becoming or remaining compliant with the U.S. Copyright Office's policies.

Blueprint

Big Ideas:

Copyright is a form of protection provided by laws of the United States (title 17, U.S. Code) to authors of a wide variety of original published and unpublished works.

Fair Use is the right to reproduce or to authorize others to reproduce the work, and is codified in section 107 of the copyright law.

Essential Questions:

1. How does copyright apply to movies, music, software types and licenses, and Internet and e-mail?
2. What are specific fair use issues for educators?

Module Objective:

To increase knowledge and application of copyright laws and fair use policies as they relate to using the World Wide Web

Expected Outcomes

Upon completion of Module 8, the participants will:

1. Engage in interactive lessons related to the application of copyright and fair use to the Internet and e-mail; as well as software types and licenses (Bloom: Comprehension & Application)
2. Describe how to ensure ownership of a personally authored and illustrated work. (Bloom: Knowledge, Application, and Synthesis)
3. Examine fair use activities, and the implications they have for educators. (Knowledge, Comprehension, Application, Analysis, and Evaluation)

Toolbox

The following Web sites will be used for Module 8:

1. [Western Washington University's Copyright Lessons](#)

2. [1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law](#)

Module 9: Compliance with Copyright and Fair Use Laws

During the week of Module 9 of EDST E635: Hardware Operations and Function to Support Teaching and Learning you will evaluate documents for compliance with copyright and fair use laws. You will also examine and develop a terms of use policy to apply to a new virtual institution.

Blueprint

Big Ideas:

Copyright is a form of protection provided by laws of the United States (title 17, U.S. Code) to authors of a wide variety of original published and unpublished works.

Fair Use is the right to reproduce or to authorize others to reproduce the work, and is codified in section 107 of the copyright law.

Terms of Use are rules, or details of restrictions, that are set up to govern how the intellectual property, (information, ideas, or other intangible products of the mind or intellect) or a particular person, group, or organization may be legally used.

Essential Questions:

1. Given several actual models of copyright, fair use, and terms of use policies, what essential elements will you include in your virtual school's policies?
2. Why would a virtual school need copyright, fair use, and terms of use policies?
3. What will the process be for your school to receive approval of the proposed policies?

Module Objectives:

To acquire skills to develop Copyright, Fair Use, and Terms of Use policies

Expected Outcomes

Upon completion of Module 9, the participants will:

1. Research the meanings and applications of copyright, fair use, and terms of use policies used in electronic environments. (Bloom: Knowledge and Comprehension)
2. Examine several actual copyright, fair use, and terms of use policies. (Bloom: Knowledge, Comprehension, and Analysis)
3. Determine the essential elements of well composed copyright, fair use, and terms of use policies. (Bloom: Knowledge, Application, and Synthesis)
4. Further examine, apply, and evaluate fair use activities, and the implications they have for educators. (Knowledge, Comprehension, Application, Analysis, and Evaluation)
5. Use a checklist to determine their readiness to use the TEACH Ac

Toolbox

The following Web sites will be used for Module 9:

1. The Grauer School in Encinitas, CA
2. Los Angeles Unified School District
3. Bill Arnett's Solar System Site
4. National Education Association
5. Georgia Harper's TEACH Act Checklist