California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	EDSS 531, Section 1
Course Title	The Reflective Practitioner
Class Roster No.	Section 1 CRN #20563 and Section 2 CRN #20570
Course Day(s)	Mondays
Time	(1) 12:00-2:30 pm and (2) 8:30-11:00 am
Course Location	Kellogg Library 5102
Semester / Year	Spring 2017
Instructor	Teri Gerent
Phone	(760) 758-8526
E-Mail	tgerent@csusm.edu
Office	468E
Office Hours	By Appointment

.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

Syllabus is subject to change.

TABLE OF CONTENTS

Syllabus is subject to change.

COURSE DESCRIPTION

The Reflective Practitioner

Discussion approach to the art of reflective teaching, with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.

Course Prerequisites:

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422.

Course Objectives

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum level of competence in any of the TPEs by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the SOE webpage: www.csusm.edu/SOE.)

Enduring Understanding:

Culturally proficient educators use mindfulness, intentionality, reflection, and dialogue as baseline practices for connecting educators' beliefs, values, and culture with the beliefs, values, and culture of the students and the communities in which they serve.

Essential Questions for Teacher Candidates:

1. What is my belief system regarding the nature and education of adolescents?
2. How do I reflect upon my own biases and ensure equity in my classroom?
3. How do I listen and communicate openly, empathetically, and productively with students and colleagues?
4. How do I present myself as a professional educator?
5. How do I use assessment and reflection to inform my teaching?

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Nuri-Robins, K., Lindsey, D., Lindsey, R., Terrell, R. (2012). *Culturally Proficient Instruction: A Guide for People Who Teach, 3rd Edition.* Corwin: Thousand Oaks, California.

COURSE LEARNING OUTCOMES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Syllabus is subject to change.

- TPE 3   - Interpretation and Use of Assessments
- TPE 8   - Learning about Students
- TPE 11 - Social Environment
- TPE 12 - Professional, Legal, and Ethical Obligations
- TPE 13 - Professional Growth
- TPE 15 - Social Justice and Equity

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

> edTPA
> Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
> http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - unacceptable, initial target, and advanced target. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback, candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs and the Course Learning Outcomes (p. 4) are based on the Teacher Performance Expectations, TPEs (p. 4-5).

Syllabus is subject to change.

SCHEDULE/COURSE OUTLINE

Readings may change depending on progress toward course objective and teachable moments. Rubrics for assignments will be handed out in class and posted on Cougar Courses.

Date	Topic	Learning for the Week - Assignments	Due Date
Session 1 Jan. 23	<u>Essential Question #1</u>: What is my belief system regarding the nature of education of adolescents? Know your students and your own Beliefs. The purpose and process of reflection and mindfulness.	* Get to know your students and your school community. * Sign Ups for *Culturally Proficient Instruction* chapters. * Go over Books for Choice Reflection and Review	
Session 2 Jan. 30 Joint Session Kellogg 5102 8:30 – 5:15	Action Research (Plan) Workshop, Part 1	* Bring a device to write Action Research Plan * Bring your Class Profile to class. * Read Secondary Differentiation Website http://secondarydifferentiation.weebly.com 1. Student Seating Chart Analysis: Create Seating Chart with Post its – Pink EL, Blue St w/ D, Yellow – Typical General Ed 2. Choose Case Study Students 1 EL, St w/ D & Other. Think/Pair/Share, Quick Write 3. Intro to Action Research Plan 4. Draft Differentiation Lesson Plan 5. Action Research Plan Rubric – 541 Syllabus Ticket: Draft Differentiation Lesson & Supports	
Session 3 Feb. 6	<u>Essential Question #2</u>: How do I reflect upon my own biases and ensure equity in my classroom?	**Read** *Culturally Proficient Instruction*, Chs. 1-3 * Choose from 2 selections on Cougar Courses * Understanding Unconscious Bias and Unintentional Racism * Equity, difference, and everyday practice. Taking a relational approach.	**Choice Assignment #1 DUE**
Session 4 Feb. 13 Joint Session Kellogg 5102 8:30-5:15	Action Research Workshop, Part 2 – Peer Review / Principal's Panel	**Read**: Review differentiation ideas on http://secondarydifferentiation.weebly.com * Bring paper draft of your Differentiated Lesson Plan for Action Research - must include a pre and post paragraph writing assessment. 1. Review Differentiated Lesson Plan & Content, Process, and Product Supports: 　　a. Accessible reading content support 　　b. Vocabulary development 　　c. Paragraph graphic organizer 　　d. Group activity 　　e. Paragraph rubric 2. Review Action Plan Requirements 3. Peer review of Lesson & Action Research Plan 4. Provide tangible suggestions to improve plan 5. Identify what needs to be revised and *how* Ticket: Revised Action Plan for implementation	

Syllabus is subject to change.

Date	Topic	Learning for the Week - Assignments	Due Date
Session 5 Feb. 20 Online Class	Essential Question #3 How do I listen and communicate openly, empathetically, and productively with students and colleagues?	**Read**: *Culturally Proficient Instruction*, Chs. 4-6 Answer Chapter Questions posted on forum by Wednesday evening, Feb. 22nd	
Session 6 Feb. 27	Essential Question #4 How do I present myself as a professional educator?	**Read**: *Culturally Proficient Instruction*, Chs. 7-9 * Ethics: YouTube videos * Teaching Tolerance: I thought about quitting today … Trauma and mindfulness * Discipline / Behavior in Schools	**Choice Assignment #2 DUE**
Session 7 March 6	Essential Question #5 How do I use assessment and reflection to inform my teaching?	**Read**: *Culturally Proficient Instruction*, Chs. 10-12 * Bring whole class work for analysis: Homework and Grades * What students would do if they didn't do their homework * Back to School: Dealing with Academic Stress	**Student Case Studies DUE**
Session 8 March 13	Essential Question #3 How do I listen and communicate openly, empathetically, and productively with students and colleagues?	* Social and Human Capital * Behavioral Intervention Strategies and Support * CDE Website *Reflect on causes and responses to behavior in school * Dropout Prevention Simulation * Exit Surveys, Goal Setting	
Session 9 March 20 Spring Break			
Session 10 March 27	No class – prepare for edTPA		
Session 11 April 3 2:45-5:15	edTPA Workshop with Joni UH 273 edTPA Task 3 and writing up commentaries. Bring all edTPA work with you – including videos.		
Session 12 April 10	No class – prepare for edTPA		
Session 13 April 17	No class – prepare for edTPA		
Session 14 April 24 8:30 – 5:15	edTPA Submissin due 1:30 edTPA upload party		
Session 15 May 1	Action Research Preparation & Presentation	Open House Poster Presentation	
Final Exam May 8 Joint Session Kellogg 5102 8:30 – 5:15	Reflection		**Journal Reflection DUE**

Syllabus is subject to change.

<p style="text-align:center;">COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS</p>

Course Assignments

The purpose of the assignments is to help you develop your reflective practice and professional knowledge. To that end, you have choices in deciding which assignments will be most beneficial for you. There are four (4) assignments due for this course; two (2) are required and two (2) are choice.

Reflective Journal (Required)

Throughout the semester in class and on your own, you will write thoughts, ideas, questions, and wonderings in your journal. At the end of the semester, you will do a review of your journal, write an overall reflection and self-assess on the rubric.

Student Case Studies (Required)

The purpose of this assignment is for you to get to know two students better (one with an IEP, and one ELD), assessing his/her learning strengths and needs as well as his/her attitudes about school and academic success in general. Knowing that you cannot do this type of in depth assessment with 170 students in a secondary setting, it is important to recognize that you need to "know" your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, learning styles inventories, interest surveys, reading and writing practices surveys, analyzing results from standardized tests informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices. (**This assignment supports edTPA. Complete assignment and rubric will be handed out and uploaded onto Cougar Courses**.)

In addition to the required Reflective Journal and required Student Case Studies, choose two (2) of the following assignments. Review the assignments and choose what will help you the most. You must include one assignment from the ***Writing, Analysis, and Reflection*** category and one assignment from the *Professional Development* category. If you have an idea of an alternate assignment you may discuss that with me. You may represent your assignments through a variety of modes, e.g. 2-4 page traditional paper, 3-5 min. Youtube presentation, Infographic, Prezi, Digital Essay, etc. Be creative and explore a mode that you can also ask your students to use in their assignments.

CATEGORY I: WRITING, ANALYSIS, AND REFLECTION OPTIONS (Select one from this category)

Student Survey Analysis (Supports edTPA):

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more informative. If you have access to a classroom set of tablets, you could use something like Google Forms for the survey. This would make whole class analysis more efficient. You will submit your survey to the forum on Cougar Courses prior to administering it. Depending on when your school site semester begins, you will administer the survey in the first week or two and write a succinct analysis including a **brief summary** of the results, important findings regarding the **needs of your students**, **implications for your teaching**, and a **reflection** regarding how you and your students are alike and different in your learning preferences along with **how you will adjust your teaching style** to meet their needs.

Have a peer assess your work, as well as completing a self-assessment using the following rubric. **Submit** the analysis in whatever mode you choose, and the completed rubrics early in the CPII semester. That is when this information is most useful.

<p style="text-align:center;">Syllabus is subject to change.</p>

Choice Book Reflection and Review:

Review the books below and you will select the one you want to read during class. You will make a reading plan with your group. The plan must include at least 3 meetings, which can be face-to-face, virtual (online in the discussion forum) or a combination. If it is a rather short book, I would suggest that you all read the entire book, agreeing on which pages to read for each book group meeting in class. If it is a longer book, you may want to all read the introductory material and first chapter, then select other chapters, agreeing on which chapters to discuss for each book group meeting in class. Groups will create a 15-minute presentation that offers key points from the book and engages the audience in a provocative discussion related to one or more of the points. Each person will post a self and peer assessment on the forum.

On the Shelves in the Library

Robinson, K. (2011) Out of our Minds: Learning to be Creative
Wagner, T. (2012). Creating Innovators: The Making of Young People Who will change the world
Learning a New Land: Immigrant Students in American Society
Boss S. (2012) *Bringing Innovation to School: Empowering students to thrive in a changing world.*

On Reserve in the Library:

Ayers, R. Ayers, W. (2014) Teaching the Taboo: Courage and Imagination in the Classroom, 2nd ed.
Nieto, Sonia. (2015). Why We Teach Now
Boyle, G. (2010) Tattoos on the Heart: The power of boundless compassion
Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools, 2nd edition.*

Book Group Reading and Discussion Plan:

Title of Book:
Book Group Members:

Agree on dates and deadlines for your group. Decide if the book group meetings will be face to face, virtual, or a combination of both. Post your plan in your discussion group forum. For face to face meetings, one member should post a brief summary of the discussion to the forum.

Mtg.	Format: Face to face Virtual	Pages to have read	Date to post your questions to the forum or to meet face to face	Date to respond to Group Members at least 3 times (if virtual)	Due Date to submit assignment self and peer assessment
1					
2					
3					

Instructions:
Step 1: One person from the group submits the reading plan to the appropriate discussion forum on Cougar Courses.
Step 2: Complete your reading before the scheduled meeting. Identify and save significant passages and quotes with page numbers so that you can refer to them during your discussion.
Step 3: Be sure to follow the guidelines and format on the rubric. You should also post and tweet information and links connected to the author and topic, in general, that you find on Twitter, YouTube, or other social media. You could even tweet your question to the author or relevant organization.
Step 4 (virtual meetings only): Revisit your initial post (from step 2) and respond to each group member directly. Read each of your group members' questions. Respond to each group member at least once throughout the 3 weeks. Be sure to check the discussion forum during the week to give your feedback and input. Remember to include specific references to the text and to support your claims with relevant evidence.
Step 5: Submit the peer and self-assessment by the due date.

Syllabus is subject to change.

Your Responsibilities:
- Follow the agreed upon plan and be diligent about posting and checking responses during virtual meeting times.

Remember:
- Always reference the text and provide evidence for your claims.
- Interact positively with your group members. Provide encouragement and feedback to your classmates. Acknowledge classmates who provide especially insightful or creative ideas.
- Ask clarifying questions if you are unsure what a group member is saying.
- For virtual discussions ead each discussion topic and the existing responses carefully before you create your response. Try to show awareness of what has already been said. Connect your ideas to those of your group members and keep the discussion moving forward.

*Creating your Question
1. Cite a compelling passage or quotation from the book.
2. Develop a high level, open-ended discussion question. Be sure to frame the question with context, background, and other relevant information.
3. Use the questions below to help you strengthen your initial post.

Is your question...
Clear?
Are you asking a direct and clear question? Is your question grammatically correct? Text-Based?
Is your quote based on a specific passage from the text? Have you included the text for your group's reference?
Contextualized?
Have you effectively explained the background and the situation that leads up to your question? Could someone who hasn't read your book understand what you are asking?
Compelling?
Does your question interest your reader? Does it look at the text from a unique or interesting angle? Will exploration of your question reveal some key insight into your understanding of the book?

<u>Foundational Knowledge and Beliefs about Educating Adolescents</u>:
Teacher candidates will articulate their knowledge and beliefs about teaching and learning and the nature and learning of adolescents including adolescent characteristics, learning profiles, curriculum, instruction and management strategies for adolescents. Every decision you make about your teaching and the students you see each day must be grounded in a belief system. That is the basis for this paper, which is part philosophical, part academic, and part opinion.

It should be written in APA style, double-spaced with citations for references where appropriate. It should include 5-7 references, which could come from any of your single subject program texts, readings, or any other references you have found to be informative for your teaching. You may want to review the philosophy paper you wrote in EDUC 350; however, **I would not suggest that you use and revise that paper**. Since you wrote that paper, you should find that you are a great deal more knowledgeable and have some valuable teaching experience that informs your belief system regarding adolescents and teaching. In addition, the paper you wrote in EDUC 350 does not likely address all of the criteria below and in the rubric. ***This assignment is designed to help you articulate your belief system for purposes of making teaching decisions, preparing for job interviews, and responding to TPA 3.***

You should portray your personal beliefs and use your teaching experiences to illustrate how your beliefs "look" in a classroom setting. While this assignment is definitely about you and your beliefs, you will use citations and references to reinforce your opinions and base your knowledge upon theorists, scholars, and researchers in education.

Think about how you will begin, e.g. a story, a quote, a metaphor, or a powerful thesis statement. Use examples from your teaching and real students (pseudonyms), where appropriate, to illustrate your statements. **You must address all of the following subtopics**:

- **Physical, social, and emotional factors** that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in your particular subject area.
- **Learning environment**, e.g. building and maintaining a positive and productive learning community.
- **Expectations,** e.g. encouraging and providing opportunities for students to take responsibility for their own learning and working responsibly with others.
- **Classroom Management**, e.g. establishing clear expectations for academic and social behavior, setting classroom routines and procedures, etc.
- **Knowledge and Dispositions that Meet the needs of all students**, e.g. English learners, at-risk students, gifted students, average students, etc.
- **Professional, Legal, and Ethical Obligations**

Think of assignment as a rehearsal for being able to articulate your beliefs, knowledge, and rationale for teaching decisions in an interview setting. Keep in mind that an interview panel does not want to hear you drone on and on and on. Be succinct and get to the point. Remember also, that these are topics that will help you respond to EdTPA.

CATEGORY 2: PROFESSIONAL DEVELOPMENT OPTIONS (Select one from this category)

1. Attend one of the Open Professional development sessions at the Museum of Tolerance http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.9230113/k.9732/Open_Enrollment_Institutes.htm. Submit a 2-page reflection and self-assessment on the rubric below.

2. Choose 3 of the professional development modules found at the following link in Teaching Tolerance. http://www.tolerance.org/seminar/critical-practices-anti-bias-education. Submit a 2-page reflection self-assessment on the rubric below.

3. Observe Project AWARE sessions at your school site and submit a 2-page reflection self-assessment on the rubric below. http://projectawareenterprises.org/

4. Attend the Restorative Action Training Conference at CSUSM on Wed. January 18, 2017, and submit a 2-page reflection and self-assessment on the rubric.

5. Attend the Kinsey Collection – connecting students to the untold story of Amfrican American history on Friday, February 3, 2017, and submit a 2-page reflection and self-assessment on the rubric.

Grading Standards

There are 4 key assessments for EDSS 531 with 100 points possible. This section contains assignment descriptions. See Cougar Courses for templates and rubrics.

Journal Reflection	25 points
Study Case Studies	25 points
Writing, Analysis and Reflection Assessment (Choice)	25 points
Professional Development (Choice)	25 points
Total Possible Points for EDSS 531	**100 points**

See Attendance Policy – you may loose points for absences, tardies or early departures.

Grading Scale

A	= 93-100	C+	= 77-79
A-	= 90-92	C	= 73-76
B+	= 87-89	C-	= 70-72
B	= 83-86	D	= 60-69
B-	= 80-82	F	= 0-59

You must repeat the course if you do not earn a C+ or higher.

Policy on Late/Missed Work

It is expected that work will be turned in on time. This is to prepare you to be an effective educator.
No late assignments will be accepted. You cannot pass the class if an assignment is missing.

Student Collaboration Policy

Candidates may collaborate to process various assignments, but individual assignments must be turned in for grades.

Final Exam Statement

There will be no final exam for EDSS 531.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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 the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This

office is located in Craven Hall 4300, 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 1 online session.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations, and social media.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course as well as the CSUSM Help Desk.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Syllabus is subject to change.