

<b>Course Number</b>	<b>EDUC 422 Section 1</b>
<b>Course Title</b>	<b>Technology Tools for Teaching and Learning</b>
<b>CRN Number</b>	<b>20374</b>
<b>Days</b>	<b>Online</b>
<b>Time</b>	<b>Online</b>
<b>Course Location</b>	<b>Online</b> <b>Open labs - (Dates and locations to be announced)</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
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<b>Hours</b>	<b>By Appointment or via Google Hangout</b>

**WELCOME!**

**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 outcomes

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## **COURSE DESCRIPTION**

Technology Tools for Teaching and Learning Focuses on knowledge and skills necessary to apply education-oriented productivity tools, graphic organizers, database and spreadsheets, presentation tools, school-appropriate multimedia tools, and communication tools. The course meets the technology prerequisite skill requirement for entering the credential program.

The EDUC 422 course prepares teacher candidates to apply specific educational technology-based applications in methods courses for implementation in teaching and learning with students as well as to their own professional growth. When entering the teacher education program, teacher candidates are expected to have competency in the applications covered in this course. Therefore, School of Education faculty will make assignments requiring teacher candidates to apply technology concepts and skills.

Evans: This course is designed for teacher candidates who have met the campus-wide Computer Competency Requirement (CCR) or have pre-requisite skills equal to the CCR and anticipate entrance into the teacher preparation program. This three-unit course partially fulfills the technology competencies as identified by the California Commission on Teacher Credentialing (CCTC) and the School of Education's Teacher Performance Expectations (TPEs) in technology.

### **Course Prerequisites: Necessary Technical Competency Required of Students**

Students need to have basic computing knowledge and skills such as word processing, file and folder organization and storage, and e-mail and the Internet, It is recommended that students complete a fundamental computer literacy course with a grade B or higher in the last 12 months.

### **Course Objectives**

Teacher candidates will demonstrate competency in:

- Meeting the International Society for Technology in Education Standards for Teachers (ISTE Standards •T) outlined below at a basic level of proficiency;
- Using a variety of educational technology tools that are applied in teaching and learning within the credential program and used in public school settings; and
- Setting up an electronic portfolio and demonstrating proficiencies in all five areas of ISTE Standards •T.

## **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

### **Required Texts**

There is no required text for this course. Instead, you will need the following:

- Cloud-based storage (e.g., Google Drive or Dropbox) or a mass storage device, e.g., USB flash drive (8 GB or larger).
- Use of a digital video camera for the video project. Check-out is available from the Kellogg library on 2<sup>nd</sup> floor. Alternatively, a mobile device with a good video camera may be used.

It is not necessary to purchase the educational software, as many of the specific software titles are available on the Web, free in demo-version, and/or available on campus.

### **Cougar Courses**

Access from <https://cc.csusm.edu/>, where course materials and assignments are posted. Any changes to assignments will be announced via Cougar Course News Forum which notifies you in your Cougar email.

## COURSE LEARNING OUTCOMES

### Teacher Performance Expectation (TPE) Competencies

This course is designed to help candidates 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. You will be required to formally address:

- TPE 14: CSUSM Educational Technology (based on ISTE Standards •T: see below)

The following TPEs are also addressed in this course:

- TPE 4 - Making Content Accessible (ISTE Standards •T I and II)
- TPE 5 - Student Engagement (ISTE Standards •T I and II)
- TPE 6 - Developmentally Appropriate Teaching Practices (ISTE Standards •T I and II)
- TPE 7 - Teaching English Language Learners (ISTE Standards •T II and IV)
- TPE 12 - Professional, Legal, and Ethical Obligations (ISTE Standards •T IV)
- TPE 13 - Professional Growth (ISTE Standards •T V)

The course also addresses Special Education Standards by California Commission on Teacher Credentialing:

- Multiple and Single Subject Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
- Preliminary Education Specialist Program Design Standard 6: Using Educational and Assistive Technology

### ISTE Standards for Teachers (ISTE Standards •T)

Effective teachers model and apply the ISTE Standards for Students (Standards •S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

#### I. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

## II. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards •S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

## III. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

## IV. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

## V. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

### **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.

- *Social Justice and Equity*: Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- *Collaboration*: Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers, and those in the wider community.
- *Critical Thinking*: Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.
- *Professional Ethics*: Candidates learn to make and act on well-reasoned, principled judgments.
- *Reflective Teaching and Learning*: Candidates critically review their professional practice and the impact it has on student success.
- *Life-Long Learning*: Candidates are committed to actively seeking new knowledge, skills, and experiences throughout their career.

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.

### SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments	Due Date
<b>Week 1</b>	Introductions & Course Overview	<b>Forum Post:</b> Introduction Initial Post 2 Peer Responses  <b>Assignment:</b> Complete Student Survey Statement of Own Work	Wednesday, January 25, 11:55 pm Sunday, January 29, 11:55 pm  Sunday, January 29, 11:55 pm Sunday, January 29, 11:55 pm
<b>Week 2</b>	Web 2.0 Technologies, Social Media, and Professional Learning Networks	<b>Forum Post:</b> Web 2.0 Technologies Initial Post 2 Peer Responses  <b>Assignment:</b> Web 2.0 Tool- Animoto Professional Learning Network	Wednesday, February 1, 11:55 pm Sunday, February 5, 11:55 pm  Sunday, February 5, 11:55 pm Sunday, February 5, 11:55 pm
<b>Week 3</b>	Digital Citizenship	<b>Forum Post:</b> Digital Citizenship Initial Post 2 Peer Responses  <b>Assignment:</b> Digital Citizenship Poster Copyright Challenge	Wednesday, February 8, 11:55 pm Sunday, February 12, 11:55 pm  Sunday, February 12, 11:55 pm Sunday, February 12, 11:55 pm
<b>Week 4</b>	Evaluating Educational Technology	<b>Forum Post:</b> Assessing Instructional Apps Initial Post 2 Peer Responses  <b>Assignment:</b> Technology Review Main Blog Post Post hyperlink in the discussion forum to share your blog post so others can comment on blog post. 4 Peer Comments	Wednesday, February 15, 11:55 pm Sunday, February 19, 11:55 pm  Wednesday, February 15, 11:55 pm Wednesday, February 15, 11:55 pm  Sunday, February 19, 11:55 pm
<b>Week 5</b>	Student Surveys, Instructional Video Project, ISTE Teacher Standards	<b>Forum Post:</b> Digital Portfolios Initial Post 2 Peer Responses  <b>Assignment:</b> Student Survey Student Survey Responses Instructional Video (Pitch)	Wednesday, February 22, 11:55 pm Sunday, February 26, 11:55 pm  Wednesday, February 22, 11:55 pm Sunday, February 26, 11:55 pm Sunday, February 26, 11:55 pm

<b>Week 6</b>	Project-based Learning	<p><b>Forum Post:</b> Project-based Learning Initial Post 2 Peer Responses</p> <p><b>Assignment:</b> Web Hunt Instructional Video (Storyboarding)</p>	<p>Wednesday, March 1, 11:55 pm Sunday, March 5, 11:55 pm</p> <p>Sunday, March 5, 11:55 pm Sunday, March 5, 11:55 pm</p>
<b>Week 7</b>	Using Technology for Assessment	<p><b>Forum Post:</b> ISTE Teacher Standards 1 Initial Post Due 2 Peer Responses Due</p> <p><b>Assignment:</b> Google Forms Quiz Post hyperlink to Quiz Quiz Responses Google Forms Quiz Scoring Evidence Online Gradebook Grading Rubric</p>	<p>Wednesday, March 8, 11:55 pm Sunday, March 12, 11:55 pm</p> <p>Wednesday, March 8, 11:55 pm Wednesday, March 8, 11:55 pm Saturday, March 11, 11:55 pm Sunday, March 12, 11:55 pm Sunday, March 12, 11:55 pm Sunday, March 12, 11:55 pm</p>
<b>Week 8</b>	Game-based Learning	<p><b>Forum Post:</b> Game-based Learning Initial Post 2 Peer Responses</p> <p><b>Assignment:</b> Video Games ISTE Teacher-Standards 1</p>	<p>Wednesday, March 15, 11:55 pm Sunday, March 19, 11:55 pm</p> <p>Sunday, March 19, 11:55 pm Sunday, March 19, 11:55 pm</p>
<b>Week 9</b>	No class	No forums No assignments	Spring Break
<b>Week 10</b>	Coding in the Classroom	<p><b>Forum Post:</b> Coding in the Classroom Initial Post 2 Peer Responses</p> <p><b>Assignment:</b> Codesters ISTE Teacher-Standards 2</p>	<p>Wednesday, March 29, 11:55 pm Sunday, April 2, 11:55 pm</p> <p>Sunday, April 2, 11:55 pm Sunday, April 2, 11:55 pm</p>
<b>Week 11</b>	Mobile Learning	<p><b>Forum Post:</b> Mobile Learning Initial Post 2 Peer Responses</p> <p><b>Assignment:</b> Mobilism Proposal ISTE Teacher-Standards 3</p>	<p>Wednesday, April 5, 11:55 pm Sunday, April 9, 11:55 pm</p> <p>Sunday, April 9, 11:55 pm Sunday, April 9, 11:55 pm</p>
<b>Week 12</b>	Flipped Classroom	<b>Forum Post:</b> Flipped Classroom	



		Initial Post 2 Peer Responses  <b>Assignment:</b> Screencast ISTE Teacher-Standards 4	Wednesday, April 12, 11:55 pm Sunday, April 16, 11:55 pm  Sunday, April 16, 11:55 pm Sunday, April 16, 11:55 pm
<b>Week 13</b>	Instructional Video Project	<b>Assignment:</b> Instructional Video (Final Submission) ISTE Teacher-Standards 5	Sunday, April 23, 11:55 pm Sunday, April 23, 11:55 pm
<b>Week 14</b>	Digital Portfolio	<b>Assignment:</b> Course Digital Portfolio	Sunday, April 30, 11:55 pm
<b>Week 15</b>	Final Submissions	<b>Assignment:</b> ISTE Teacher Standards 1-5 (Final Submission) Teacher Website (Final Submission)	Sunday, May 7, 11:55 pm Sunday, May 7, 11:55 pm

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

Assignment	Description	Points
<b>Discussion Forums</b>	Students to complete 11 discussion forum assignments in which they write their own post and then respond to two other students' posts with value-added comments. Initial Post (15 pt.)-Peer Posts (5 pt. each x 2)= 25 points x 11: ISTE Teacher Standards Peer responses (5 pt. each x 2)	275
<b>Student Survey</b>	Student Survey is completed to help instructor get to know students	5
<b>Statement of Work</b>	Students provided a signed statement that states all work they complete and submit will be their own.	5
<b>Personal Learning Network</b>	Students use Web 2.0 tools to build a personal learning network and engage in collaborative learning and professional growth.	30
<b>Web 2.0 Tool- Animoto</b>	Animoto is a Web 2.0 Tool to create digital stories. Digital storytelling is a wonderful new medium for telling stories through pictures, videos, and words. Students will create a digital story of themselves to share with their students as a way to visually introduce themselves to students, parents, and anyone else who might visit the teacher's website (to be completed later in the course).	40
<b>Copyright Challenge</b>	In this day and age, teachers and students need to pay careful attention to copyright. This exercise will help teachers to develop knowledge about copyright issues.	20
<b>Digital Citizenship Poster</b>	Web 2.0 technologies such as social networking sites have changed the way we learn, share, connect, and communicate. To be able to support appropriate uses of technology in-and-out of their classrooms, teachers must address new rules, norms, and responsibilities with respect to privacy, identity, ownership and authorship, credibility, and participation that come with the use of these technologies. For this assignment, you will create a poster that informs students and parents about the issues of digital citizenship. You will create your poster using one of the following web 2.0 technologies: Google Drawing (accessed through Google Drive), Prezi, and Glogster.	40
<b>Technology Review</b>	To be able to integrate technology into the classroom, teachers must develop the skills to successfully evaluate different technologies that exist, and choose the appropriate technology that best meets the needs of their students. For this assignment, you will search, find, test, and write a blog post about a piece of technology that teachers, parents, and students can use to enhance academic content learning. You can will create your own blog with <a href="#">Google Blogger</a> , and publish your blog post, and comment on other blogs created by your peers.	60
<b>Student Survey</b>	Teachers need to get to know their students quickly in the beginning of the school year. What better way than to have them complete a survey. Teachers will create a survey using Google Forms. Once students their students complete the survey, the teacher can view the results in a Google Sheets.	10
<b>Web Hunt</b>	Teachers need to have lessons before they start teaching. There are multiple ways to integrate technology into classroom instruction. Critical and creative thinking skills are two important skills teachers need to develop to be able to identify appropriate technology tools to support students' learning process. For this assignment, you will create a classroom activity utilizing a Web Hunt. Students will create	40

	a lesson that can be used in their intended classroom. The lesson will be based on the content area and grade level the teacher intends to teach, matching it with state teaching standards. Drawing upon an inquiry-based and problem-based pedagogy of learning, a Web Hunt facilitates the process of students developing an in-depth understanding of a topic through exploring the web. You will create your Web Hunt in Google Docs, and share it with others in this class, and with the instructor in Cougar Course.	
<b>Assessment Tools:</b>	Technology offers a variety of tools that can be used in the classroom to track student progress and assess their learning. It can also be used to facilitate communication between the teacher and the students as well as parents about student growth and development. Using technology tools for assessment allows teachers to be more efficient and productive as they can document and analyze student data in a virtual space. For this assignment, you will engage in the authentic practices of teachers by designing assessment items, measuring student learning, analyzing student learning, and communicating student learning to students and parents using a variety of technology tools.	<b>Google Form Quiz</b> 20 <b>Google Form Quiz Scoring Evidence</b> 5 <b>Rubric</b> 10 <b>Online Gradebook</b> 10
<b>Video Games</b>	Today, we live in a world of constant change where social practices are evolving around new computing and digital technologies that allow people to connect, communicate, learn, play, and work in ways that are different than the previous century. Children need to develop a broader set of competencies that cut across disciplinary boundaries to solve new and complex problems facing the world. One highly engaging technology that provides opportunities for both content learning and the development of these skills is video games. In this assignment, you will develop an in-depth understanding of video games by playing a game, analyzing a game, and writing a reflective blog post on the game you played.	40
<b>Coding in the Classroom</b>	It is essential that teachers become familiar with the teaching of coding in the classroom. More and more jobs have something to do with coding. Teachers need to develop a level of comfort and confidence when it comes to teaching coding. Teacher will gain knowledge about the world of coding and practice some coding on their own.	40
<b>Mobilism Proposal</b>	Technology can be expensive and beyond the means of many schools. How does a school district, a school, or a classroom teacher find a way to integrate technology that can improve student learning? The answer is: external grants. But, grants require writing a grant proposal that justifies the need for funding. For this assignment, you will write a grant proposal as an individual or <u>in pairs</u> to integrate mobile technology into your classroom. If you work with another person, one person should create a Google Doc and share it with the other person (giving editing ability), and the pair should work collaboratively on the grant together.	40
<b>Screencast</b>	In schools now, teachers need to use technology to communicate with more clarity and impact than you can with written words alone. Screencasting allows the teachers to do this. Teachers can create a screencast to record a video of their screen. Screencasts allows teachers to record procedures and answer common questions, give students audio-visual feedback (the next best thing to a 1:1 conversation), record lessons that students can access anytime, anywhere, make a video to help your substitute teacher if you have to miss class.	20

<b>Instructional Video Project</b>	Students will work <u>individually or in pairs (your choice)</u> to create an instructional video (3-5 minutes) for classroom use. Students will identify the content standards that are met with the instructional video, and the grade level. Students will create pitch for their project and storyboard for the instructor. Students will use digital camera, edit video files, and upload their video and publically share it on YouTube or Vimeo.	Pitch 10 Storyboard 20 Final Video 80
<b>Digital Portfolio</b>	For teachers to easily share their what they have completed in the class and to practice with a digital portfolio, teachers will create a digital portfolio of their assignments using <a href="http://education.weebly.com">education.weebly.com</a> or other application such as Google Sites.	40
<b>Teacher Website</b> <i>Submitted at end of semester-students should develop early in the semester</i>	Students will create a teacher website with <a href="http://education.weebly.com">education.weebly.com</a> or other application such as Google Sites to create a website for teacher's to share about their class and its rules, activities, resources and more.	50
<b>ISTE Teacher Standards 1-5</b>	Students will reflect on ISTE Teacher Standards (1-5) and select artifacts from the course to show evidence for meeting TPE14. The portfolio must include a narrative that describes and provides evidence for how the artifacts meet each standard. Throughout the course, students will work on writing their reflections, and will submit the complete online teacher portfolio as their final project.	60 ISTE T- Standards 1, 2, 3, 4 & 5 (10 pt. each.) Final Submission (10 pt.)
<b>Professional Disposition</b>	Students are expected to have a positive and professional disposition toward learning and teaching. Students should help each other to create a positive learning environment for everyone. This means have a positive attitude and actively participate in discussion forums and other activities with other students and online.	20
	<b>Total Points</b>	<b>1000</b>

Detailed information is provided on Cougar Courses. Please note that modifications may occur at the discretion of the instructor. In addition to the assignments described above, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

### **Grading Standards**

All assignments, requirements, due dates and scoring rubrics will be available through Cougar Courses. *You are responsible to successfully submit all assignments, review instructor's feedback, and track your grades and progress in the course.* In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions. All assignments are due by 11:55 p.m. on the due date, unless specified otherwise. **No credit will be awarded if you miss the deadline for posting on discussion forums.**

### **Course Grades**

Final grades are calculated on the standard of:

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

Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from entering a teaching credential program.

### **Final Exam Statement**

There will be no final exam. The digital portfolio assignment provides the student and instructor with a summary of learning for the 422 course.

### **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 participate actively. 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*).

### **Policy on Late/Missed Work**

**Late assignment policy:** 10% deduction for being one day late, 20% deduction two days late, 30% deduction three days late, and so on. After a week, no assignments will be accepted. If extraordinary circumstances occur, please contact the instructor BEFORE the deadline.

### **Student Collaboration Policy**

Some assignments in this course require students to collaborate. It is expected that all participants in this course to cooperate, share in collaborative assignments by being responsible for shared work divisions, meeting deadlines and ensuring collaborative assignments are completed in the best format possible.

## **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](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: Online courses are comprised of out-of-class time associated with the no face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

### **All University Writing Requirement**

The All-University Writing Requirement of 2500 words for a 3-unit course is satisfied written blogs and Forum Assignments of this course.

### **Course Format**

This course is 100% online with 120+ hours of out of class and online class participation.

### **Necessary Technical Competency Required of Students**

For on-line and hybrid courses: This course is based on the Cougar Course Moodle designed by the instructor. To successfully complete online activities, you need to use Cougar Courses (download course materials, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use e-mail effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration, and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

### **Contact Information for Technical Support Assistance**

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

### **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.