

<b>Course &amp; Section Nos.</b>	<b>EDMI 555 (01)</b>
<b>Course Title</b>	<b>MID LEVEL MULTILINGUAL EDUCATION</b>
<b>Class Roster No.</b>	<b>CRN 42514</b>
<b>Course Day(s)</b>	<b>Vary</b>
<b>Time</b>	<b>9:00-11:45 and 12:45-3:30</b>
<b>Course Location</b>	<b>Woodland Park Middle School 1270 Rock Springs Road San Marcos, 92069</b>
<b>Semester / Year</b>	<b>Fall 2017</b>
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<b>Instructor</b>	<b>Teri Gerent</b>
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<b>Office Hours</b>	<b>By Appointment</b>

### **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

## **COURSE DESCRIPTION**

### **Middle Level Multilingual Education**

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for Language minority students.

### **Course Prerequisites**

Admission to the Single Subject/CLAD Teacher Credential Program.

### **Course Objectives**

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in the Non-Discrimination Policy of the State of California.
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

### **Unique Course Requirements**

Students will be required to do classroom observations in schools and have access to elementary students to conduct some class assignments.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

- *Making Content Comprehensible for English Language Learners: The SIOP Model, 4th Edition.* (Echevarria, Vogt, & Short, 2013). ISBN: 978-0-13-268972-4
- *Common Core for the Not-So-Common Learner, Grades 6-12 English Language Arts Strategies.* (Hongsfeld & Dove, 2013). ISBN: 9781452257815

### Cougar Courses

- You can download the ELD standards from the CDE website ([www.cde.ca.gov](http://www.cde.ca.gov))
- Download: 2012 English Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)
- Download: California's Common Core State Standards from California Department of Education Common Core website ([www.cde.ca.gov/re/cc](http://www.cde.ca.gov/re/cc)).
- Download: Appendices A-D and Glossary from 2012 ELD Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)

### TaskStream Account

You will need one.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- **SWBAT** to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- **SWBAT** to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.
- **SWBAT** to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice (bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies) through lesson plan development.
- **SWBAT** to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy through lesson observations and write-up.
- **SWBAT** to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through English Learner Questionnaire and Multicultural Book and Multimedia Tool Presentation.
- **SWBAT** to demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages through reading reflections and lesson development.
- **SWBAT** to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource through TPE 15 Action Plan / Reflective Statement.

### 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, Multiple Subject, Special Education, etc.) 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 CSUSM local TPE in this course:

Foundational Social Justice and Equity TPE

### **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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

#### **CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.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.

**SCHEDULE/COURSE OUTLINE**

Date	Topic	Assignment / Due Date
Session 1 <b>August 31</b> <b>9:00-11:45</b>	<b>Building a multicultural community</b> -Introduction / Overview / Syllabus -Who are English Learners? -Diverse Characteristics of ELs -What is Sheltered Instruction? -SIOP Introduction	<b>Have access to a syllabus</b>  <b>Due: Personal Education Story</b>
Session 2 <b>Sept 5</b> <b>9:00-11:45</b>	<b>Second Language Acquisition</b> -Historical Overview of Bilingual Education: Theories & Research -SIOP Components: Lesson Design with Language Objectives -Common Core Key Shifts and Implications for ELs -Discuss EL Questionnaire -Multicultural Book/Multimedia Assignment	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 1 Introducing SIOP Model p.1-23  <b>Sign-up</b> for MC Book/ Multimedia presentations in class
Session 3 <b>Sept. 6</b> <b>9:00-11:45</b>	<b>Good Teaching</b> -CELDT and ELPAC Assessments -1999 ELD Standards /2012 ELD Standards and PLDs -Stages of Language Development -Building Background Knowledge	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 2 Lesson Preparation p.24-44  ___ <i>Common Core</i> Ch. 1 Introduction  <b>Download:</b> 1999 & 2012 ELD Standards
Session 4 <b>Sept. 7</b> <b>12:45-3:30</b>	<b>Putting Thought Into Action Part 2</b> -Objectives -Comprehensible Input & Strategies -SIOP Checklist Practice	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 3 Bldg Background p.63-75
Session 5 <b>Sept. 12</b> <b>9:00-11:45</b>	<b>Putting Thought Into Action Part 2</b> -Differentiating Instruction - Active Participation -Lesson Development: Student Interaction	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 4 Comp. Input p.95-104  ___ <i>SIOP Model</i> Ch. 5 Strategies p.115-131
Session 6 <b>Sept. 19</b> <b>9:00-11:45</b>	<b>Engagement and Comprehension Part 1</b> -Video: "Helping ELLs Grasp the Full Picture " on Cougar Courses -Common Core Speaking & Listening Strategies	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 6 Interaction p.143-160  ___ <i>Common Core</i> Ch. 6 Core Speaking and Listening Strategies  <b>Due: EL Questionnaire/Write up</b>

Date	Topic	Assignment / Due Date
Sessions 7/8 Sept. 25 9:00-3:30	<b>Engagement and Comprehension Part 2</b> -Language Forms and Functions -Academic Language -2012 ELD Standards Appendices A, B, & C	<b>Read:</b> ___ <i>SIOP Model</i> Ch. 7 Practice/ Application p.171-181 ___ <i>SIOP Model</i> Ch. 8 Lesson Delivery p.191-200 <b>Due: ELD / Sheltered Instruction Lesson Observation</b>
Session 9/10 Oct. 3 9:00-3:30	<b>Assessment</b> - Depth of Knowledge (DOK) -Formative and Summative Assessments -The Achievement Gap	<b>Read:</b> ___ <i>Common Core</i> Ch. 2 Strategies for Academic Language Development ___ <i>Common Core</i> Ch. 4 Reading Strategies for Informational Texts
Session 11 Oct. 4 9:00-11:45	<b>ELA's at the core</b> -Integrating a Culture & Language Curriculum -GLAD Strategies <b>Parental Involvement</b> -Involving Parents, Families, and Communities of ELs - <i>Discuss TPE 15 Action Plan</i>	<b>*Bring</b> Ideas of how to involve EL families in your school site. ___ <i>SIOP Model</i> Ch. 9 Review & Assessment p.210-225 <b>Due: TPE Action Plan</b>
Session 12 Oct. 9 9:00-11:45	<b>Special Concerns, Considerations &amp; Situations</b> -EL's with Learning Disabilities -Special Ed. & Accommodations for ELs	<b>Read</b> ___ <i>SIOP MODEL</i> CH.10: SPECIAL ED. AND ELLS P.238-257
Session 13 Oct. 11 9:00-11:45	<b>Long-Term ELs</b> -Long Term English Learners (LTELs) -Transferable Skills between Spanish/English	<b>Read:</b> ___ <i>Common Core</i> Ch. 5 Writing Strategies
Session 14 Oct. 16 9:00-3:30	<b>The Workshop Model</b> -Making content accessible to EL's - Writing Strategies -Scaffolding for Success  - <i>Discuss SDAIE Multicultural Thematic project</i>	<b>Read:</b> ___ "Reparable Harm "Article p.1-47 on Cougar Courses ___ <i>Common core</i> Chapter 3
Session 15 Oct. 18 12:45-3:30	<b>Bilingualism, Past, Present &amp; Future</b> -Becoming Bilingual Video <b>Writer's Workshop</b> -Prepare for MC Unit Presentation	<b>Due: Sheltered Instruction Lesson Plan</b>

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

- **Personal Education Story** **10 points**  
You may recall writing an essay for your EDUC 364 class on a “Personal History of Otherness” in which you describe yourself in eight different categories, including: ethnicity, age, sexual orientation, gender, religion, socio-economic status, physical/mental ability, and language as a dominant and/or subordinate member of each group.  
This assignment is similar in that you are describing yourself using those eight descriptors, but applying them in the context of your experience as a student throughout your educational experience K-12. Questions to consider for this essay:

- What was your educational experience like?
- What was your favorite subject – and why?
- Was English your first or second language? And if it was your second language, was types of strategies did your teacher(s) use to making the content more accessible for you?
- Was it positive, negative, or somewhere in between?
- What was your best year like, and what was your worst year like?
- How involved were your parents in your educational journey?
- Did your educational experience – whether positive or negative – lead to your decision to become a teacher?

The essay should be at least two typed, double-spaced pages, but not longer than four pages.

- **Multicultural Book & Multimedia Tool Presentation** **15 points**  
Working with a partner (in a different discipline than yours) create and present a cross curricular multicultural presentation that will illustrate how you will either
  - Build community in your classroom
  - Teach a lesson with a multicultural emphasis (using literature, a cultural hero, alternate math strategy, etc)
  - Honor diversity in your classroom
  - Touch on a real life or global issuePlease be resourceful in researching your idea and creating your plan. Your presentation should be no more than 20 minutes and include a tech supplement.

- **English Learner Questionnaire/Class Profile – Learning about Your English Learners** **15 points**  
You will bring to class a list (class profile) of your ELs (pseudonyms only) and their English proficiency levels. Candidates will examine the diversity of levels and will work in groups to write lists of questions to ascertain information about their English Learners (ELs) for the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations. From these lists, each student will create a questionnaire that can be administered to his/her ELs. Try to think of questions that elicit language from your EL students, not just “yes” or “no” answers. Think about the language proficiency of your students. Indicate the grade level and possible PLD level of the students. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional). More information will be provided in class.

You will administer the questionnaire to an EL student. You will reflect on your questions and student responses. What did you find valuable about this process? How would you improve your questionnaire? How did you elicit information to help you plan for instruction and get to know your EL students better? After administering your questionnaire to an EL student, upload your questionnaire **with a paragraph reflection on our Cougar Course by the due date**. Share your findings in class.

• **Social Justice Action Plan / Reflective Statement**

**20 points**

*Fairness is everyone gets shoes; equity is everyone gets the right size...*

In this course, you are specifically responsible for demonstrating that you have met the Foundational TPE on Social Justice and Equity, in your coursework. Each student will create a personalized diversity/social justice action plan/project designed specifically for his/her English learners and/or their parents. You can work individually or in pairs. Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom, school, district or the community. The emphasis is on the educational world. Your plan/project should include the following;

- Identifying / defining the issue you have chosen to address.
- Description of the English Learners and/or parents your plan is designed for
- Reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created.
- Your action plan and reflective statement **MUST** reference this Foundational TPE so that you are demonstrating how you have met the TPE.

• **ELD / SDAIE Lesson Observation**

**15 points**

For this assignment you will observe an ELD or SDAIE lesson at your school site. Your observation can be in any classroom with English learners (ELD, SDAIE / Sheltered, or “mainstream”). Your observation write-up should include; a description of the classroom, what the teacher did, and what the students did. Please refer to the SIOP Protocol (pp. 292-293) as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss why the lesson/activity observed was effective for the English learners in the class in light of the information and knowledge gained in the course.

• **ELD/Sheltered Instruction Lesson Plan (SIOP)**

**25 points**

In order to answer the essential question, “How do I create lessons that meet the needs of all language learners?” Apply the Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will supplement the lesson plan assignment from one of your courses. The plan should include an accurate assessment plan, instructional strategies, and interactive activities that are appropriate for English Learners at all three proficiency levels. (In the real world you would modify for the students actually in your class.) You will write and share a lesson plan that clearly delineates how every student will have the opportunity for success by providing universal access to diverse students (e.g., gifted, English Learners, special needs, struggling learners). This is a group task (2-4 students) and members will need to coordinate unit lessons around a central theme.

In addition, you will have the opportunity to *collect multicultural resources* (books, websites, articles, videos, apps, etc.) that are rooted in multicultural education/social justice and equity for students. The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

There will be opportunities to work on lesson plans during some class sessions and receive feedback from instructor. Students will apply what they have learned from the readings, class discussions, and their classroom experiences. Final lesson plans will be submitted to Cougar Course.

## Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 – 100	A	90 – 94	A-
87 - 89	B+	83 – 86	B
80 – 82	B-	77 – 79	C+ (minimal passing grade)
73 – 76	C	70 – 72	C-

## **Electronic Submissions of Assignments**

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Arial. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses.

## Final Exam Statement

There is no final exam in this 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 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*).

## 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.*

## 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: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

### **Course Format**

This course is offered in a traditional face-to-face format over an eight week cycle.

### **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.