California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDUC 422 Section 905**
Course Title	**Technology Tools for Teaching and Learning**
Class Roster No.	
Course Day(s)	**Tuesdays**
Time	**6:00 to 8:50 pm**
Course Location	**University Hall 273 and Online**
Semester / Year	**Spring 2018**
Instructor	Matthew Evans
Phone	(619) 677-5563 (Google Voice)
E-Mail	mevans@csusm.edu
Office	On campus or at location by agreement
Office Hours	By Appointment or via Google Hangout

WELCOME!

Welcome to EDUC 422. In this course you will learn about and experience many different tools and applications that you will be able to potentially use in your future classroom.

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 course is designed to provide you with insights and experiences to potential technologies that you may use in your future classroom.

In lieu of lectures, we will have some mini-lectures and I will guide you through course assignments and there will also be readings and discussion forums. The discussion forums will be an opportunity for you to synthesize and share what you have learned and to help others with their understanding of the material being discussed.

The course is predominately project-based so you will complete projects to show your knowledge and mastery of the technology that has been assigned.

The course will be a hybrid course in that we will have scheduled meeting times, as stated in the syllabus and on Cougar Courses, and other weeks you will complete work on your own online. The weeks that we do not meet have assignments that are more easily completed on your own in your own time.

1. Please note about weekly Forums
    - Initial forums due on Thursdays by 11:55 p.m.
    - Two peer responses due on Sundays by 11:55 p.m.
    - No Late initial forums or peer responses will receive points unless circumstances prevent you from doing so. If this happens, please let me know immediately so we can formulate a plan for you to complete the discussion forum and receive a score.

2. Please note that Assignments are due on Sundays by 11:55 p.m.

3. Please note that all assignments will be submitted as hyperlinks via the online text option in Cougar Courses. For help with creating hyperlinks in Cougar Courses, please see helpful information below. The way Cougar Courses is set up for this course you will not be able to attach Word Docs or PDFs.

4. While logged into the course, please click on "This Course" to view your grades, assignments, and forums. The "Assignments" option is most helpful to view each week's assignments by week, see due dates, and grade for a particular assignment.

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.

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) 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 seven areas of ISTE Teacher Standards.

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 2nd 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

ISTE STANDARDS FOR EDUCATORS
Empowered Professional
1. **Learner**
Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
2. **Leader**
Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

Syllabus is subject to change.

3. **Citizen**
Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst
4. **Collaborator**
Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. **Designer**
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. **Facilitator**
Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. **Analyst**
Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

For more information, contact standards@iste.org. ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved. iste.org/standards

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
Week 1 Jan. 23 In-person	Introductions, Course Overview, complete course work	**Forum Post:** Introduction Initial Post 2 Peer Responses **Assignment:** Complete Student Survey Statement of Own Work Digital Portfolio buildout	 Thursday, January 25, 11:55 pm Sunday, January 28, 11:55 pm Sunday, January 28, 11:55 pm Sunday, January 28, 11:55 pm Sunday, January 28, 11:55 pm
Week 2 Jan. 30 In-person	Web 2.0 Technologies, Social Media, and Professional Learning Networks	**Forum Post:** Web 2.0 Technologies Initial Post 2 Peer Responses **Assignment:** Web 2.0 Tool- Animoto Professional Learning Network	 Thursday, February 1, 11:55 pm Sunday, February 4, 11:55 pm Sunday, February 4, 11:55 pm Sunday, February 4, 11:55 pm
Week 3 Feb. 6 Online	Digital Citizenship	**Forum Post:** Digital Citizenship Initial Post 2 Peer Responses **Assignment:** Digital Citizenship Poster Copyright Challenge	 Thursday, February 8, 11:55 pm Sunday, February 11, 11:55 pm Sunday, February 11, 11:55 pm Sunday, February 11, 11:55 pm
Week 4 Feb. 13 In-person	Student Surveys, Instructional Video Project, ISTE Teacher Standards	**Forum Post:** Digital Portfolios Initial Post 2 Peer Responses **Assignment:** Student Survey Student Survey Responses Instructional Video (Pitch)	 Thursday, February 15, 11:55 pm Sunday, February 18, 11:55 pm Thursday, February 15, 11:55 pm Sunday, February 18, 11:55 pm Sunday, February 18, 11:55 pm
Week 5 Feb. 20 Online	Evaluating Educational Technology	**Forum Post:** Assessing Instructional Apps Initial Post 2 Peer Responses **Assignment:** Technology Review-Main Blog Post	 Thursday, February 22, 11:55 pm Sunday, February 25, 11:55 pm Thursday, February 22, 11:55 pm Thursday, February 22, 11:55 pm

		Post hyperlink in the discussion forum to share your blog post so others can comment on blog post. 4 Peer Comments	Sunday, February 25, 11:55 pm
Week 6 Feb. 27 In-person	Using Technology for Assessment	**Forum Post:** Online Gradebook Initial Post 2 Peer Responses ISTE Teacher Standards 1 Initial Post Due 2 Peer Responses Due **Assignment:** Google Forms Quiz Post hyperlink to Quiz Quiz Responses Google Forms Quiz Scoring Evidence Online Gradebook Grading Rubric	Thursday, March 1, 11:55 pm Sunday, March 4, 11:55 pm Thursday, March 1, 11:55 pm Sunday, March 4, 11:55 pm Thursday, March 1, 11:55 pm Thursday, March 1, 11:55 pm Saturday, March 3, 11:55 pm Sunday, March 4, 11:55 pm Sunday, March 4, 11:55 pm Sunday, March 4, 11:55 pm
Week 7 Mar. 6 Online	Project-based Learning	**Forum Post:** Project-based Learning Initial Post 2 Peer Responses **Assignment:** Web Hunt Instructional Video (Storyboarding) ISTE Teacher-Standards 1	Thursday, March 8, 11:55 pm Sunday, March 11, 11:55 pm Sunday, March 11, 11:55 pm Sunday, March 11, 11:55 pm Sunday, March 11, 11:55 pm
Week 8 Mar. 13 Online	Game-based Learning	**Forum Post:** Game-based Learning Initial Post 2 Peer Responses **Assignment:** Video Games ISTE Teacher-Standards 2	Thursday, March 15, 11:55 pm Sunday, March 18, 11:55 pm Sunday, March 18, 11:55 pm Sunday, March 18, 11:55 pm
Week 9	**No class**	**No forums** **No assignments**	**Spring Break**
Week 10 Mar. 27 Online	Coding in the Classroom	**Forum Post:** Coding in the Classroom Initial Post 2 Peer Responses **Assignment:** Codesters ISTE Teacher-Standards 3	Thursday, March 29, 11:55 pm Sunday, April 1, 11:55 pm

Syllabus is subject to change.

			Sunday, April 1, 11:55 pm Sunday, April 1, 11:55 pm
Week 11 Apr. 3 In-person	Mobile Learning	**Forum Post:** Mobile Learning Initial Post 2 Peer Responses **Assignment:** Mobilism Proposal ISTE Teacher-Standards 4	Thursday, April 5, 11:55 pm Sunday, April 8, 11:55 pm Sunday, April 8, 11:55 pm Sunday, April 8, 11:55 pm
Week 12 Apr. 10 Online	Flipped Classroom	**Forum Post:** Flipped Classroom Initial Post 2 Peer Responses **Assignment:** Screencast ISTE Teacher-Standards 5	Thursday, April 12, 11:55 pm Sunday, April 15, 11:55 pm Sunday, April 15, 11:55 pm Sunday, April 15, 11:55 pm
Week 13 Apr. 17 Online	Instructional Video Project	**Assignment:** Instructional Video ISTE Teacher-Standards 6	Sunday, April 22, 11:55 pm Sunday, April 22, 11:55 pm
Week 14 Apr. 24 In-person	Teacher Website	**Assignment:** Teacher Website ISTE Teacher-Standards 7	Sunday, April 29, 11:55 pm Sunday, April 29, 11:55 pm
Week 15 May 1 In-person	Final Submissions	**Assignment:** Course Digital Portfolio ISTE Teacher Standards 1-7 (Final Submission)	Sunday, May 6, 11:55 pm Sunday, May 6, 11:55 pm

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Assignment	Description	Points
Discussion Forums	Introduction of student to other students: Initial post 15 pt. Peer Posts (5 pt. each x 2) = 10	25
	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.	220
	Initial Post (10 pt.)-Peer Posts (5 pt. each x 2)= 20 points x 11: ISTE Teacher Standards 1 Peer responses (5 pt. each x 2)	
		10
Student Survey	Student Survey is completed to help instructor get to know students	5
Statement of Work	Students provided a signed statement that states all work they complete and submit will be their own.	5
Digital Portfolio build out	Students to build out foundation for Google Site digital portfolio for all assignments to be completed at end of semester.	20
Personal Learning Network	Students use Web 2.0 tools to build a personal learning network and engage in collaborative learning and professional growth.	30
Web 2.0 Tool-Animoto	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
Copyright Challenge	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
Digital Citizenship Poster	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.	20
Technology Review	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 Google Blogger, and publish your blog post (40 points), and comment on 4 (20 points) other blogs created by your peers.	40
		20
Student Survey	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	10

		Forms. Once students complete the survey, the teacher can view the results in a Google Sheets.	
Web Hunt		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 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.	40
Assessment Tools:		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.	**Google Form Quiz** 20 **Google Form Quiz Scoring Evidence** 5 **Rubric** 10 **Online Gradebook** 10
Video Games		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
Coding in the Classroom		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.	60
Mobilism Proposal		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 in pairs 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 mobilism proposal together.	60

Screencast	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
Instructional Video Project	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 a pitch for their project and storyboard for the instructor to approve. Students will use a digital camera or other camera, edit video files, and upload their video and share it on YouTube.	Pitch 10 Storyboard 20 Final Video 70
Teacher Website *Submitted at end of semester- students should develop early in the semester*	Students will create a teacher website with Google Sites to create a website for teachers to share about their class and its rules, activities, resources and more.	40
Digital Portfolio *Submitted at end of semester- students to be adding to digital portfolio as semester progresses*	For teachers to easily share what they have completed in the class and to practice with a digital portfolio, teachers will create a digital portfolio of their assignments using Google Sites.	50
ISTE Teacher Standards 1-7	Students will reflect on ISTE Teacher Standards 1-7. The written narratives must include a narrative that describes and provides evidence for how the artifacts meet each standard with a hyperlink within the narrative to the evidence/artifact. Throughout the course, students will work on writing their narratives, and will submit the completed at the end of the semester.	70 ISTE Teacher Standards 1-7 (10 pt. each.) Final Submission (10 pt.)
Professional Disposition	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
	Total Points	***1000***

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 submitted at the end of the semester provides the student and instructor with a summary of learning for the EDUC 422.

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

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Hybrid 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 has in-person sessions and online sessions with 60+ 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 (view course materials, watch presentations and videos, submit assignments via hyperlink, post discussion responses and reply to peers' posts, join online chats, etc.). You may 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 Google Suite for Education applications such as Google Drive, Google Docs, Google Forms and other applications, 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.