

*Engaging diverse communities through leading and learning for social justice.*

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<b>Course &amp; Section Nos.</b>	<b>EDSS 546a - 01</b>
<b>Course Title</b>	<b>Secondary English Education A</b>
<b>Class Roster No.</b>	<b>40313</b>
<b>Course Day(s)</b>	<b>Tuesdays and some Saturdays</b>
<b>Time</b>	<b>4:00 – 5:30 pm</b>
<b>Course Location</b>	<b>UH 441</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
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<b>Office Hours</b>	<b>By Appointment</b>

### **WELCOME**

Welcome to this methodology course for the Single Subject Credential Program where you will learn how to plan and use powerful and effective strategies for reading, writing, speaking and listening in secondary English Language Arts classes. In this course, you will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. You will have the opportunity to apply your learning in related assignments and clinical practice experiences during teaching and/or observations.

### **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**

This course focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A.

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

### **Course Prerequisites**

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

### **Course Objectives**

EDSS 546A (2 units) Secondary English Education A focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part A.  
*This course is aligned with California's SB 2042 Standards.*

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards:

1. A-Connect reading, writing, and oral language processes in an integrated fashion.  
Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
  - Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. A- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. A-Purposes and characteristics of the major genres of literature.
4. B- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. B-Writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. B-Academic language development emphasizing discourse that leads to the production of complex texts.
7. B-Incorporation of technology into language arts as a tool for conducting research.
8. A-Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. B-Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
10. B-Instruction in speaking applications including grade-level genres and their characteristics.
11. A&B-Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

- Burke, Jim. *The English Teacher's Companion*, 4<sup>th</sup> edition. Portsmouth: Boynton/Cook, 1999.
- CalTPA Handbook

### Recommended References

- California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/>
- **California Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

### Highly Recommended:

- Burke, Jim. *The Common Core Companion: The Standards Decoded, Grades 9-12; ISBN 978-1-4522-7603-8*
- Fisher, Frey and Lapp. *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text, ISBN-10: 1935543520 ISBN-13: 978-1935543527*

### Resources (for starters)

- Read write think: sponsored by the International Reading Association and National Council of Teachers of English <http://www.readwritethink.org/>
- National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)

### Cougar Courses

#### 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)

## COURSE LEARNING OUTCOMES

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

#### Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning

### **CTC Narrative: Teaching English Language Arts in a Single Subject Assignment**

Beginning Single Subject English teachers demonstrate the ability to teach the state-adopted academic content standards for students in English language arts and English language development. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards. They understand how to make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating. They understand how to teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective. Beginning teachers teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas. Beginning teachers understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction.

Beginning teachers model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. They provide students the opportunity to integrate media and technology as integral tools in the classroom.

### **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 2018-19 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

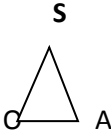
Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

### **Expected Dispositions for the Education Profession**

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *does not meet*, *approaching*, *meets*. 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.

**ENGLISH/LANGUAGE ARTS DRAFT SCHEDULE FOR FALL 2018  
REQUIRED ATTENDANCE FROM 4 – 6:10 PM EACH SESSION**

<b>ELA CALENDAR 4 – 6:10 P.M. UH 441</b>	<b>Topics</b>	<b>Preparation/due dates</b>	<b>Notes</b>
<b>August 21</b>	<b>Special Session 8 – 5—Mandatory attendance</b>		<b>Co-teaching and Restorative Practices</b>
<b>Aug 28</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	No class meeting for ELA and HSS  <b>ALL METHODS COURSE INSTRUCTORS PRESENT CURRICULUM MAPPING SCOPE AND SEQUENCE WEEK ONE OR TWO</b>		
Sept. 4 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	<b>ELA: COMMUNITY BUILDING</b> Backpack Mystery Syllabus and Assignments overview Teambuilding What is English and why do we teach it? Receptive and Expressive  <u>Who is Jim Burke?</u> Instructional Strategy: Using an Advance Organizer to prepare students: SEE CC	<b>ELA:</b> <b>Assignment #1:</b> Complete the Advance Organizer for <u>The English Teacher’s Companion</u> ; Plus Reflection <u>Due on CC by Sept. 4</u>	<b>Joint</b> -Intro to Humanities; <b>Curriculum Mapping: Scope and Sequence</b>
<b>Sept. 11</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	<b>ELA: What will I teach and why?</b>  <b>Lesson Planning model</b>   Lesson Planning CCSS Introduction STANDARDS Appendices  IDENTIFY A LESSON TO PRESENT IN CLASS SEPTEMBER 25 – presentation instructions  Banned Books Week 2018: Sept. 23 – 29 <a href="http://www.ala.org/advocacy/bbooks/banned">http://www.ala.org/advocacy/bbooks/banned</a> <a href="#">Planning your lesson</a>  Topics Survey	Review CTC Narrative and CCSS pgs 2 - 8  <b>Assignment #2 (for both):</b> Bring your Scope and Sequence from your assigned site classes	<b>Joint</b> Standards and Scope and Sequence Alignment  <b>SEPT. 10 JOINT CORE SESSION #1</b> Action Research process, lesson planning, collaborative Vocab lesson planning, ELD connections, Academic Language
<b>Sept 18</b> 4 – 5:15 ELA 5:20-6:10 JOINT	<b>ELA: READING and READING FICTION</b>  Reading – What does that mean?	Take the MARSJ survey- bring results to class	<b>Joint</b> -Guest speaker: Robert -

<p>6:15-7:30</p>	<p>What good readers do</p> <p>Short stories – why do we read fiction? Story elements <b>The Lottery</b> Lesson Planning: teaching short stories</p> <p>Reading Strategies: Reciprocal reading, read aloud, pair reading, literature circles, graphic organizers</p> <p>Text complexity Lexiles</p>	<p>REVIEW JIM BURKE – CHAPTER 5</p> <p>Bring copy of the CalTPA handbook</p>	<p>-alternatives to textbooks</p> <p><b>Core:</b> planning for focus students</p>
<p><b>Sept 25</b> <b>4 – 7:30 Combined</b> <b>Session</b> <b>**CANDIDATE LESSON</b> <b>PLAN PRESENTATIONS</b> <b>IN ALL METHODS</b> <b>COURSES THIS WEEK --</b> <b>PEER REVIEW AND SELF</b> <b>ANALYSIS</b></p>	<p><b>Lesson Plan presentations (video tape-15</b> <b>mn)</b> <b>Candidates present in class, another</b> <b>candidate video tapes 5 mn immediate</b> <b>feedback and written notes to use for self-</b> <b>analysis</b></p>	<p>Bring CalTPA Rubrics to class</p> <p><b>Assignment #3</b> Freedom to Read LP due Sept. 25</p>	<p><b>4 – 7:30</b> <b>Combined</b> <b>Session</b></p> <p><b>SEPT. 24 JOINT</b> <b>SESSION #2</b> <b>Assessment</b> Overview and strategies for the Vocab Lesson</p>
<p><b>Oct. 2</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30</p>	<p><b>ELA: SUPPORTING READING</b></p> <p>Content vocabulary, Literary Terms; Academic Language for English CalTPA connections</p> <p>Major Genres, Range of texts, Selecting reading materials, District/state lists Independent Reading/Readers How does your CT organize the teaching of reading/supporting reading to learn?</p> <p>REFLECT: is your lesson a Grecian Urn?</p>	<p><b>Assignment #4</b> (both): self- analysis/reflection Due October 2</p>	<p><b>Joint: UbD</b> Overview Review, Stages 1 and 2 Blooms and DOK</p> <p><b>CORE: VOCAB</b> <b>LESSON DUE</b> October 1</p>
<p><b>Oct. 9</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30</p>	<p><b>ELA: READING –NON-FICTION</b></p> <p>Motivation: Pink</p> <p>Why do we read non-fiction?</p> <p>Review UbD assignment Discussion on CCSS</p>	<p>Review all of CCSS; select a strand and follow from grade 6 – 12; what do you notice? What does that mean for you as a teacher? Write a short reflection and bring to class to discuss</p> <p>Read the article “Literary Classics</p>	<p><b>Joint-Writing</b> using guides: AXES, SOAPSTONE, etc.</p>

		Shelved” See link on CC	
		<b>Assignment #5 (for both): UbD on unit of choice Stage 1 and 2 due for ELA on Sunday, October 14</b>	
<b>Oct 16</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	<b>ELA: LONG RANGE PLANNING</b>  Peer review on UbD  Curriculum mapping for English topics  Developing a reading plan	Bring in any materials your CT uses to help student evaluate sources	<b>Joint</b> -Using Primary sources – DBQ, ERWC <b>CORE: CANDIDATES TEACH AND VIDEO TAPE</b> this week
<b>Oct. 17</b>	<b>Special Session 5:30 – 8:00 p.m.</b>		<b>An evening with Dr. Rich Villa, Inclusive Practices</b>
<b>Oct 23</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	<b>ELA: STRATEGIES EXPLORED</b>  Marzano – Top 9 Effective Strategies  Rubrics for all seasons		<b>Joint</b> -Developing and using rubrics Responding to rubrics  <b>CORE:JOINT SESSION DATA ANALYSIS</b> Bring in student data
<b>Oct 30</b> <b>4 – 7:30 Combined Session</b>	<b>CaITPA workshop</b>		<b>4 – 7:30 Combined Session</b>  <b>FILM</b> CaITPA lesson this week or next
<b>November 6</b> 4 – 5:15 ELA 5:20-6:10 JOINT 6:15-7:30	<b>ELA: WRITING or last class joint?</b>  Writing floats all boats... Inviting Students to write “The Worst Essay of Your LIFE”		<b>Joint</b> - Website Jigsaw Wrap up and Evaluations  <b>FILM</b> CaITPA lesson this week if not completed
Week of November 12		<b>SUBMIT CaITPA</b>	No core class



		<b>November 13 (NO late submissions allowed)</b>	
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**COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

**Course Assignments (in brief)**

Assignment #1 (25) Due September 4 – Advance Organizer and Reading Response (bring to class and turn in on Cougar Courses)

Assignment #2 (10) Due Sept. 11 - Bring your Scope and Sequence from your assigned site classes

Assignment #3 (15) Due Sept. 25-- One day lesson plan on 'Freedom to Read' introduce Public library system, Censorship; see <http://www.ala.org/advocacy/bbooks/banned>

Assignment#4 Due Oct 2 (20)– self-reflection on LP presentation

Assignment #5 Due Oct 16 (30?)-- UbD on unit of choice Stage 1 and 2

**Thoughtful participation (assessed partially by Professional Dispositions 10 points):**

**Thoughtful participation (assessed partially by Professional Dispositions 10 points):** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

### Grading Standards

Candidates may earn 100 points in this course. Grades will be assigned according to the following scale:

90 – 100% = A

80 – 89% = B

75 – 79% = C+

Candidates must earn a C+ or higher to meet the Single Subject requirements to continue in the program.

### Final Exam Statement

There is no final exam for 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*).

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a letter grade (10%).** Third absence will result in a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three Statements of Concern on this and/or other issues combined** warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

### Policy on Late/Missed Work

As a general rule late work will not be accepted. Special circumstances should be discussed with the instructor.

## 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 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:

- In courses with face-to-face instruction candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

### **All University Writing Requirement**

The writing requirement of 2500 words will be met through research responses and notes, teacher interview, strategy matrix, lesson plans and unit plan.

### **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.