

Course & Section Nos.	EDMS 521_06
Course Title	Elementary Literacy I
Class Roster No.	43979
Course Day(s)	Tuesday
Time	4-6:50
Course Location	Online
Semester / Year	Fall 2020
Instructor	Garza
E-Mail	egarza@csusm.edu
Office Hours	by appointment

WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	1
Course Prerequisites.....	1
Course Objectives.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	1
Required Texts.....	1
Cougar Courses	1
TaskStream Account.....	1
COURSE LEARNING OUTCOMES	2
Authorization to Teach English Learners	2
Teacher Performance Expectation (TPE) Competencies.....	2
Teacher Performance Assessment.....	3
CalTPA	3
Expected Dispositions for the Education Profession	3
SCHEDULE/COURSE OUTLINE	4
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	5
Course Assignments.....	5
Grading Standards.....	5
Final Exam Statement.....	8
School of Education/Course Attendance Policy	8
GENERAL CONSIDERATIONS	8
CSUSM Academic Honesty Policy	8
Plagiarism	8
Students with Disabilities Requiring Reasonable Accommodations.....	8
Credit Hour Policy Statement.....	8
All University Writing Requirement	9
Electronic Communication Protocol.....	9

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms.

Course Prerequisites

none

Course Objectives

Teacher Candidates will develop as literacy educator professionals, teaching the English language arts. They will develop the ability to use their knowledge of students, the ELA Common Core State Standards and the ELA/ELD Framework to design and implement effective assessment and instruction that integrates ELA and ELD development across the curriculum. They will become effective literacy educators teaching diverse students the English language arts in multiple subject classrooms.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

May include some of the following:

- CA ELA/ELD Framework (2015). _ available on cougar course <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- CA common core state standards: English language arts & literacy (2013). _ available on cougar course <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>
- CA English language development standards (2012). _ available on cougar course <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- Zarrillo, J. (2016). Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (4th Edition) (ISBN-13: 978-0134146355)
- Johns, J. L. Basic Reading Inventory.
- RICA content specifications (2009) _ available on cougar course https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_TestPage.html
- Additional required readings in the form of scholarly resources, articles and websites will be made available throughout the course online via the cougar course website.

Cougar Course

Teacher Candidates will be required to utilize the cougar course website associated with the Elementary Literacy course section, available at <https://cc.csusm.edu>.

Task Stream Account

Teacher Candidates should make sure to have a current Task Stream account while participating in the Multiple Subject program.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, teacher candidates will be able to:

- > Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
- > Understand reading and writing processes, their relationship to thought, language and learning.
- > Understand how a first and second language is acquired.
- > Understand delivery a comprehensive program aligned with CA ELA/ELD standards and ELA/ELD Framework.
- > Demonstrate knowledge of components of effective literacy instruction.
- > Select appropriate materials and instructional strategies to meet the individual needs of students.
- > Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- > Analyze and interpret children's literacy behaviors to plan differentiated instruction and interventions.
- > Organize the classroom and instruction for differentiated literacy instruction and intervention for teaching reading and writing to the wide range of learners to provide Universal Access.
- > Appreciate the need to and value of integrating literacy across all curricular areas.
- > Teach students to develop and use academic language in English in all areas of literacy and to learn about the English language.
- > Use the ELA/ELD Framework and practice the 5 themes: making meaning, language development, effective expression, content knowledge, foundational skills.
- > Teach reading comprehension strategies and skills for both narrative and informational texts including how to cite evidence when interpreting a text or making a claim.
- > Teach writing composition strategies and skills for opinion/persuasive, expository and narrative texts that adapt to audience, task, purpose & discipline.
- > Teach foundational skills.
- > Model and assist students to use and evaluate media and technology as tools in the context of language arts, effectively integrating educational technology and being intentional in selecting media & tech tools.

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 (2020)

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 TPEs in this course:

TPE Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments # 1

Teaching English Language Arts in a Multiple Subject Assignment

TPE 3_ Understanding and organizing subject matter for student learning (3.1, 3.7)

TPE 4_ Planning instruction and designing learning experiences for all students (4.2, 4.3, 4.7, 4.8)

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 2019-2020 academic year, the CSUSM credential programs will use the CalTPA (California 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 website: www.csusm.edu/soe/currentstudents/tpa.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

This schedule/course outline is subject to change.

Date	TOPICS	DUE
Session 1 8/31-9/6	ELA CCSS & ELD Standards ELA/ELD Framework, TPEs & competencies	Module activities *weekly readings journal *participation/practice activities
Session 2 9/7-9/13	Language acquisition & ELD Know your students & developmental characteristics	Module activities *weekly readings journal *participation/practice activities
Session 3 9/14-9/20	Reading comprehension development Learning goals for comprehension & academic language	Module activities *weekly readings journal * participation/practice activities
Session 4 9/21-9/27	Emergent literacy & Concepts about print Formative assessment	Module activities *weekly readings journal *participation/practice activities
Session 5 9/28-10/4	Phonemic & phonological awareness Designing learning activities for comprehension lessons	Module activities *weekly readings journal *participation/practice activities
Session 6 10/5-10/11	Designing instruction to support learning for reading comprehension lessons	Module activities *participation/practice activities
DUE: 10/11		Literacy lesson plan
Session 7 10/12-10/18	Word analysis: decoding, phonics, morphemic analysis	Module activities *weekly readings journal * participation/practice activities
Session 8 10/19-10/25	Language: grammar, vocabulary	Module activities *weekly readings journal *participation/practice activities
Session 9 10/26-11/1	Fluency: automaticity, rate, prosody	Module activities *weekly readings journal *participation/practice activities
Session 10 11/2-11/8	ELA/literacy assessments	Module activities *participation/practice activities
Due: 11/8		Understanding literacy assessments
Session 11 11/9-11/15	Early writing development, spelling Writing instruction	Module activities *weekly readings journal *participation/practice activities
Session 12 11/16-11/22	Academic language development Integrating literacy across the curriculum	Module activities *weekly readings journal *participation/practice activities
Session 13 11/23-11/29	Differentiated ELA/literacy instruction for a wide range of learners for universal access	Module activities *weekly readings journal *participation/practice activities
	HAPPY THANKSGIVING	
Session 14 11/30-12/6	Digital literacy, digital tools, educational technologies and digital citizenship	Module activities *weekly readings journal
Session 15 12/7-12/12	Oral language development: speaking & listening skills Tpe & competencies review	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignment Descriptions

(521) Literacy Lesson Plan

[TPE 3.1 Assessed, TPE 3.7 Practiced, Assessed, TPE 4.7 Practiced, TPE 4.8 Practiced, Assessed]

Candidates complete a literacy lesson plan for reading comprehension. This assignment provides candidates the opportunity to demonstrate the knowledge they have been learning about reading comprehension and reading instruction in the CA CCSS for ELA & Literacy, the CA ELD Standards and ELA/ELD Framework. Candidates demonstrate their knowledge of the subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1). Candidates should design a lesson in which they explicitly teach a reading comprehension strategy, using the lesson plan template and the associated rubric criteria to prepare a lesson that helps the learner progress in reading comprehension. Candidates practice planning instruction that encourages student participation in learning by incorporating a range of communication strategies and activity modes between candidates and the students and among students (TPE 4.7). Candidates will design a literacy lesson that integrates digital tools and educational technologies. Candidates will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7). Integrated in the lesson plan design, candidates will demonstrate their understanding and application of digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (TPE 4.8).

Candidates develop a lesson plan that includes the following components. **1) ELA Subject Area** (i.e., reading comprehension), **2) ELA CCSS Standards, ELD Standards,** **3) Learning Goal(s)** for ELA & ELD plus identification of associated academic language (AL) demands. **4) Assessment:** Identify how teacher assesses during the lesson. Include the associated criteria/rubric and what teacher observes students do during lesson to demonstrate their learning. **5) Student Learning Activities:** Describe what students do, the activities students engage in and the materials they use during the lesson in order to learn the ELA learning goals. Include how students use digital tools or educational technologies during these activities (TPE 3.7 & 4.8) Describe how teacher groups students throughout the lesson. Practice incorporating into the learning activity a range of communication strategies and activity modes among students to encourage their participation in group-work (TPE 4.7). **6) Instruction to Support Learning:** Describe what teacher does, the instructional strategies the teacher uses in order to support students' learning of the learning goals at all stages of the lesson (Opening, Body, Closure). Include how teacher models and uses the resources, materials to engage students in learning. Include how teacher models and uses the resources, materials, digital tools and educational technologies to engage students in learning and offer students multiple means to demonstrate their learning (TPE 3.7 & 4.8). Practice incorporating into instruction a range of communication strategies and activity modes between teacher and students to encourage student participation (TPE 4.7).

(521) Lesson Plan Rubric		
5	3	1
Lesson Learning Goals		
All of 3, plus: Creates individualized LGs	-Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1) by basing ELA & ELD learning goals (LGs) on appropriate ELA Standards & ELD Standards and ELA/ELD Framework. -Creates manageable LGs that build on students' prior academic knowledge related to the ELA content and that appropriately address students' developmental considerations, assets and needs. -Identifies salient academic language (AL) demands associated with the learning goals (i.e., vocabulary, grammar)	-LGs not based on salient ELA knowledge from standards/ framework or on salient knowledge of students, or, -Insufficient AL
5	3	1
Assessment		
All of 3, plus: Makes individualized adaptations & accommodations	-Identifies the kinds of evidence looking for when assessing (criteria/rubric) to determine the extent to which students meet learning goals (LGs). -Describes how teacher checks for students' understanding and monitors students' progress and learning/higher order thinking during the lesson.	-Criteria/ rubric not identified or aligned to LGs, or, -Lacks sufficient/ appropriate asmt or

to assessments of the lesson's learning goals	-Describes the ways students demonstrate their learning that the teacher observes and assesses, applying digital tools and learning technologies to offer students multiple means to demonstrate their learning (TPE 4.8)	ways for students to show learning
5	3 Student Learning Activities (SLA)	1
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression and representation for individual learning differences	-Describes appropriate ELA student learning activities (SLAs) that... > support students to achieve the learning goals (LGs), > support students to develop the academic language (i.e., vocab & grammar), > engage & challenge students, developing their higher-order thinking, > address appropriately the students' developmental considerations, assets, & needs, > use appropriate resources and materials, apply digital tools & learning technologies as appropriate to engage students in learning (TPE 4.8) and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship (3.7), > provide English learners the language adaptations & accommodations that support access to ELA content in SLAs while also integrating salient ELD as needed. -Indicates how teacher appropriately groups students during ELA learning activities and manages student interactions/group work to support student learning, trying a range of communication strategies and activity modes among students (TPE 4.7).	-SLAs not aligned with LGs or lack support, challenge or engagement of students, or, -SLAs inadequately address students' assets, needs, dev considerations, or EL needs, or, -Lack appropriate grouping or materials or tech
5	3 Instruction to Support Learning (ISL)	1
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression and representation for individual learning differences, -Applies digital technologies to create personalized and integrated technology-rich lessons (4.8)	-During the opening of lesson, describes instruction to support learning (ISL) that clearly sets learning expectations, directly links to students' relevant prior academic knowledge and establishes a positive learning environment. -During the body of lesson, describes appropriate ISL that... > supports students achieving LGs by effectively engaging them in learning activities, > teaches, demonstrates and supports use of the academic language (i.e., vocab & grammar) associated with the LGs. > engages & challenges students, developing their higher-order thinking, > addresses appropriately students' developmental considerations, assets, & needs, and thus can be adapted/accommodated to improve student access to LGs, > uses appropriate resources, materials, digital tools & learning technologies to engage students in learning (TPE 4.8), modeling and developing digital literacy by using technology to engage students and support their learning, and promote digital citizenship including copyright law, fair use guidelines, Creative Commons license, and Internet Security (3.7), > uses language adaptations & accommodations to support English learner access to ELA learning and ISL that teaches salient ELD as needed > tries using a range of communication strategies and activity modes with students to encourage student participation (TPE 4.7). -During the closure of the lesson, describes ISL that teacher uses to review and summarize key points of the lesson's ELA content and LGs.	ISL not aligned with LGs or LAs, or, -ISL lacks support, challenge or engagement of students, or, -ISL inadequately addresses students' assets, needs, dev considerations, or EL needs, or, -Lacks appropriate use of resources, materials, technologies, or, -Does not clearly support student learning at each stage of lesson

Participation and Practice Activities (521 & 522)

[TPE 3.1 Practiced]

Candidates complete participation and practice activities. This assignment provides candidates opportunities throughout the course to practice demonstrating knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1), more specifically the CA CCSS for ELA & Literacy, the CA ELD Standards and the ELA/ELD Framework. Candidates participate in learning activities related to ELA/Literacy instruction through their interactions both face-to-face and online. Participation and practice activities correspond with weekly topic(s) of study and candidates submit evidence associated with participation in these practice activities as directed. These practice activities include but are not limited to the following: recording instructional examples of RICA competencies, demonstrating ELA/Literacy instructional strategies and learning activities and exploring the use of technologies that support literacy development.

(521) Weekly Readings

[TPE 3.1 Introduced, TPE 3.7 Introduced, TPE 4.2 Introduced, TPE 4.3, TPE 4.7 Introduced, TPE 4.8 Introduced]

Candidates complete weekly readings. This assignment provides candidates opportunities throughout the course to be introduced to essential knowledge. Weekly readings are assigned to help the candidate merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are introduced to key concepts and knowledge related to ELA/Literacy content and

ELA/Literacy instruction and assessment through a variety of course readings each week. The following topics are included throughout the weekly readings in this course:

- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (TPE 3.1)
- Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (TPE 3.7)
- Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (TPE 4.2)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (TPE 4.3)
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (TPE 4.7)
- Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (TPE 4.8)

Candidates should read each week’s readings and prepare a written reflection and/or response to the weekly readings in a journal. This supports their ongoing class discussions about the readings as well as their engagement in activities related to the readings. Candidates submit the weekly readings journal as directed.

Understanding Literacy Assessments

Overview: Candidates will explore authentic literacy assessments. Candidates become familiar with the different purposes of literacy assessment and involved in the process of gathering and analyzing assessment data. Candidates have the opportunity to explore the power of authentic literacy assessments to inform their instructional planning and delivery and to practice giving feedback to students and reflecting on subsequent instruction. The professor will provide a variety of literacy assessment resources, and candidates will learn how to conduct and score literacy assessments. When candidates write about the learning experience, they answer the following questions:

What overall insight(s) have you gained about literacy assessments and their use?

What more do you want to learn about literacy assessments and how to use them to inform your instructional decisions and your feedback to your students?

Grading Standards

In order to earn a teaching credential from the state of California, candidate must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program. All work should be edited prior to submission to ensure the text is error-free and the ideas are logically presented. All citations, where appropriate, should use current American Psychological Association (APA) format. No late work will be accepted unless prior approval by the professor is granted for an extension via email.

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72

points	521 Assignments
30	(521) Literacy Lesson Plan
20	Understanding Literacy Assessments
20	(521) Weekly Readings
30	Participation & Practice Activities (521 & 522)

Final Exam Statement

There will be no final exam.

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).* **Please Note:** Attendance includes both the synchronous and asynchronous activities of each weekly module. Attendance means being present at and participating in the zoom meetings at the designated time/day. In addition, attendance means completing the module activities on cougar course and submitting them by the due date at the end of the weekly module.

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 or make an appointment.

Credit Hour Policy Statement

In this course with face-to-face instruction, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Each unit of credit corresponds to at least an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement

The All-University Writing Requirement of 2500 words for courses of 3 or more units is satisfied in the course through written assignments such as lesson plans, reflections and analyses.

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.

This semester brings heightened concerns related to COVID-19, the political climate, social unrest, financial hardships, online learning, and many other issues. It will therefore be especially important for all of us to be highly self-aware and self-monitoring to ensure that stress does not negatively influence the way we interact with others. It is the expectation that students' words and actions will be professional, collaborative, courteous and supportive at all times. Instances of a failure to display a civil disposition that violates our student code of conduct will be directed to the appropriate campus administrator.

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? 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.

Course Online Format & Tech Support

This course is offered in online format with both asynchronous and synchronous online activities. No recording of the online zoom meetings will be used in this course at any time. Students must have access to and competence with using cougar course. For online video conference meetings via ZOOM, students need a microphone and webcam. If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit IITS For You Student page.

<https://www.csusm.edu/iits/iitsforyou/students.html> If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit IITS For You Appointment page.

<https://www.csusm.edu/iits/iitsforyou/schedule-onsite-appointment.html> The new USU computer lab offers computer access and free printing. <https://www.csusm.edu/usu/index.html> The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed.