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|-----------------------------|--|
| Course & Section | EDUC 604 |
| Course Title | Knowledge Construction and Accomplished Teaching |
| Class Roster No. | 42828 |
| Course Day(s) | Thursdays |
| Time | 5:30-8:20 PM |
| Course Location | Online |
| Semester / Year | Fall 2020 |
| | |
| Instructor | Anne René Elsbree |
| Phone | 760-750-4384 – email instead since I cannot go to office |
| E-Mail | aelsbree@csusm.edu |
| Office | Zoom meetings for remote learning |
| Office Hours | By appointment |

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

Knowledge Construction and Accomplished Teaching

Provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how it/they shape educational practice.

Course Prerequisites

Admittance to MA program

Course Objectives

Upon successful completion of the course students will be able to:

- Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice
- Explain how curriculum and instruction can address inequities in schools.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, D.C.

ISBN-10: 143383216X or ISBN-13: 978-1433832161 List price \$31.99

All other readings are provided on Cougar Courses as free electronic readings.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

#1: Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice

#2: Explain how curriculum and instruction can address inequities in schools.

#3: Design, conduct, and communicate research to address issues in curriculum and instruction

COURSE LEARNING OUTCOMES

#1: Analyze and evaluate curriculum and instruction that addresses issues of equity, access, and social justice

#2: Explain how curriculum and instruction can address inequities in schools.

PSLO #1 will be addressed with the Curriculum and Instruction Analysis Assignment.

PSLO #2 will be addressed with the Change Agent Assignment.

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

EDSS 604 SCHEDULE/COURSE OUTLINE

Week 1 September 3

REMOTE TEACHING & EQUITY DIMENSIONS – JOINT SESSION WITH EDUC 603

Read before class

1. Lee, Laura. (June 24, 2020). Setting the Stage for a School Year Online Learning: The digital classroom doesn't have to be a replica of the traditional classroom. Edutopia. <https://www.edutopia.org/article/setting-stage-school-year-online> & Click/Read links for 9 Ways online teaching should be different than face-to-face, jigsaw and dogfooding
2. (same chapter assigned for EDUC 603 class)
Gutiérrez Rochelle. (2012) Context Matters: How Should We Conceptualize Equity in Mathematics Education? In Herbel-Eisenmann B., Choppin J., Wagner D., Pimm D. (eds) Equity in Discourse for Mathematics Education. Mathematics Education Library, vol 55. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-2813-4_2
https://www.researchgate.net/publication/289822394_Context_Matters_How_Should_We_Conceptualize_Equity_in_Mathematics_Education

Week 2 September 10 – Asynchronous Class: No Zoom Meeting

KNOWLEDGE CONSTRUCTION & ACCOMPLISHED TEACHING

REQUIRES POLITICAL CONOCIMIENTO & SOCIOPOLITIAL CONSCIOUSNESS

1. Read before class Thursday, Sept 10th

Gutiérrez, Rochelle. (2018). Chapter 2. Political Conocimiento for Teaching Mathematics: Why teachers need it and how to develop it, In Signe E. Kastberg, Alyson E. Lischka, Andrew M. Tyminski, Wendy B. Sanchez (Eds.) *Building Support for Scholarly practices in Mathematics Methods* (pp. 11-38). The Association of Mathematics Teacher Education (AMTE). Information Age Publishing.
<https://www.mtholyoke.edu/~ahoyerle/math101/Gutierrez-Annotated.pdf>

2. Watch before class Thursday, Sept 10th

Ladson-Billings, Gloria. (July 31, 2017). Culturally Relevant Pedagogy, Alliance for Catholic Education Teachers and Leaders Conference Address, University of Notre Dame.
<https://ace.nd.edu/news/dr-gloria-ladson-billings-addresses-ace-teachers-and-leaders>

3. Post Week 2 Vocabulary Definitions on Google Doc by Thursday Sept

10th https://docs.google.com/document/d/1DABNsru9fxk3JaY_TvadlZ1Aefr4NOclUo3voMR8Bjg/edit?usp=sharing

4. Post on a Venn Diagram, Compare/Contrast Chart or Add Another Image by Sept 10th in response to: “What are the similarities and differences between the concept of Rochelle Gutiérrez’ (2018) concept of “political conocimiento” and Gloria Ladson Billings’ (2017) concept of “sociopolitical consciousness”?”

https://docs.google.com/document/d/1DABNsru9fxk3JaY_TvadlZ1Aefr4NOclUo3voMR8Bjg/edit?usp=sharing

Week 3 September 17

HIDDEN CURRICULUM

Choose 1 article to read before class

1. David Berliner: The “Required Curriculum” Vs. “The Not Required” Curriculum. (July 29, 2020). Diane Ravitch’s Blog. <https://dianeravitch.net/2020/07/29/david-berliner-the-required-curriculum-vs-the-not-required-curriculum/>
2. Ghosh, Ratna. (2008). Racism: A hidden curriculum. *Education Canada* 48(4).
<https://www.edcan.ca/wp-content/uploads/EdCan-2008-v48-n4-Ghosh.pdf>
3. Collins, Cory. (2018). What is White Privilege, Really? Recognizing white privilege begins with truly understanding the term itself. *Teaching Tolerance* 60.
<https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really>
4. Jones, Stephanie P. (Spring 2020). Ending Curriculum Violence, *Teaching Tolerance*, 64
<https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence>
5. **Post by Tuesday Sept 15 on C&I Analysis Blog** the name of the curriculum you choose to analyze using the lens of Gutiérrez’ Dimensions of Equity
6. **Post Week 3 Vocabulary Definitions on Google Doc by Tuesday Sept 15th**

https://docs.google.com/document/d/1DABNsru9fxk3JaY_TvadlZ1Aefr4NOclUo3voMR8Bjg/edit?usp=sharing

Week 4 September 24

POST COVID 19 EDUCATION - VIRTUAL EQUITY

1. **Watch**

Building Culturally Relevant Schools Post-Pandemic with Dr. Gloria Ladson-Billings, June 30, 2020. PBS Wisconsin Education. <https://youtu.be/Rr2monteBbo>

2. **Read**

Picower, Bree. (2007). Supporting new educators to teach for social justice: The critical inquiry model. *Penn Perspectives on Urban Education*, 5(1). <https://files.eric.ed.gov/fulltext/EJ852632.pdf>

3. **Post Week 4 Vocabulary Definitions on Google Doc by Tuesday Sept 22nd**

https://docs.google.com/document/d/1DABNsru9fxk3JaY_TvadlZ1Aefr4NOclUo3voMR8Bjg/edit?usp=sharing

Week 5 October 1

CHANGE AGENT & ASSETS NOT DEFICIT THINKING

Read

1. Gorski, Paul. (April 2019) Avoiding Racial Equity Detours, *Educational Leadership*, pp.56-61. <http://www.edchange.org/publications/Avoiding-Racial-Equity-Detours-Gorski.p.df>

2. Wormeli, Rick. (August 2018). Read Grit and Growth Mindset: Deficit Thinking. *American Middle Level Education Magazine*.

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/937/Grit-and-Growth-Mindset-Deficit-Thinking.aspx#:~:text=Thomas%20ties%20it%20to%20his,too%20often%20black%2C%20brown%2C%20and>

3. Van Der Valk, Adrienne. (Spring 2016). Questioning Payne: She's popular, but is she right? TT examines Dr. Ruby Payne's A Framework for Understanding Poverty. *Teaching Tolerance*.

https://www.tolerance.org/magazine/spring-2016/questioning-payne?fbclid=IwAR1qq2QI_gSRJ8k0_q7L5NPaagh98uOP-sIM3n6mo-Y5ZrVOL0aeb5EcKZ8

4. **Post Week 5 Vocabulary Definitions on Google Doc**

https://docs.google.com/document/d/1DABNsru9fxk3JaY_TvadlZ1Aefr4NOclUo3voMR8Bjg/edit?usp=sharing

5. **Post on Change Agent Blog** what you plan to do for your change agent assignment.

Week 6 October 8 – Asynchronous Class: No Zoom Meeting

C & I ANALYSIS

1. **Locate/read** articles for C & I Analysis

2. **Post C & I Analysis Draft on – Access & Achievement Blog** Draft of C&I Analysis –

a. **By October 6, identify where your C & I is located on the dominant axis regarding access & achievement** – Provide examples and ground with the literature. 20 points

b. **By October 8, read the posts** by your classmates and **provide a response** to at least 2 other people that have one or no other comments. Avoid responding to anyone with 2 responses. Provide a comment that contributes a meaningful conversation about the analysis of the curriculum. See Writing Forum Posts and Responses: <http://www.bladencc.edu/web/wpc/uploads/Writing-Forum-Posts-and-Replies-1.pdf>

Use one of the following sentence starters:

- a. "No because..."
- b. "Yes, and ..."
- c. "Yes, but ..."

3. **Read the comments to all posts before we meet next on October 15.**

Week 7 October 15

COLORBLIND, INVISIBILITY, ANTI-BIAS EDUCATION, & ANTI-RACIST EDUCATION

1. **WATCH** Sapon-Shevin, Mara. (June 9, 2017). On the Impossibility of Learning "Not to See": Colorblind, invisibility, & anti-biased education. *Early Childhood Seminar Series*, Auckland, New Zealand. <https://youtu.be/e5XdFt58gA4>

2. **By October 13 post C & I Analysis Draft on – Identity & Power Blog** Draft of C&I Analysis - Identify where it is located on the dominant axis regarding identity & power – Provide examples and ground with the literature. 20 points
3. **By October 15 read the Identity & Power Blog Posts**

Week 8 October 22

C & I ANALYSIS PEER REVIEW MEETINGS

1. **Post Draft of C & I Analysis by Monday, Oct 19** – Revise Access, Achievement, Identity, & Power analysis and add:
 - a. What are the strengths of the curriculum? 5 points;
 - b. What are the weaknesses of the curriculum? 5 points;
 - c. How could the curriculum be improved? 10 points
2. **Read other posts before class October 22**

Week 9 October 29

CURRICULUM & INSTRUCTION ANALYSIS PRESENTATIONS

Due October 27: Curriculum and Instruction Analysis Assignment

Due October 29: C & I Analysis Presentation in class

Week 10 November 5

CHANGE AGENT PRESENTATIONS

Due November 5: Change Agent Assignment

Week 11 November 12

TBD: TOPIC TO BE DETERMINED

This session is to address a class request.

Week 12 November 19 - Asynchronous Session

WRITING THE PROPOSAL- Asynchronous Session

No Class Meeting

Prepare your IRB Proposal.

Week 13 November 27

THANKSGIVING WEEK

No Class Meeting

Due for EDUC 611: IRB application must be uploaded. See instructions from Joni Kolman.

Week 14 December 3 - Asynchronous Session

PROPOSAL WRITING TIME - Asynchronous Session

No Class Meeting

Independent Writing Time for Research Proposal

Week 15 December 8 EDUC 604/611 Joint Session

PROPOSAL PRESENTATIONS & COURSE EVALUATIONS

Due for EDUC 611 Dec 8: Final submission of research proposal

Due for EDUC 611 Dec 8: Prepare a one-page document and presentation that summarizes your proposal.

Turn a copy of the research proposal into Anne René if she is your thesis chair.

Due Dec 10: Online Course Evaluations – No Class Meeting

This calendar has been thoughtfully planned, but it could change to meet student needs.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Two (2) Assignments

Curriculum and Instruction Analysis Assignment

60 Points

Drafts Due Week 3, 6, 7, & 8; Final Due Week 9

1. Choose a curriculum to analyze using the lens of Rochelle Gutiérrez' Dimensions of Equity. Due Week 3
2. Identify where it is located on the dominant equity axis regarding access & achievement. Provide examples and ground with the literature. 20 points Due Week 6
3. Identify where it is located on the critical equity axis regarding identity & power. Provide examples and ground with the literature. 20 points Due Week 7
4. What are the strengths of the curriculum? 5 points Due Week 8
5. What are the weaknesses of the curriculum? 5 points Due Week 8
6. How could the curriculum be improved? 10 points Due Week 8
7. Complete Assignment Due Week 9

See rubric on next page.

Curriculum and Instruction Analysis Rubric

| Components | Exceeds 10 | Meets 7-9 | Approaching 3-6 | Unacceptable 1-2 |
|---|--|--|--|--|
| 1. Educational Practice - Research Summary (10 points) | Elaborate summary of the educational history, context, key educators that contributed to practice, & their contact information with APA citation of 4+ peer-reviewed references. | Summary of educational history, context, & key educators who created the practice with APA citation of 3 peer-reviewed references. | Brief summary of educational history, context, & key educators who created the practice with APA citation of 2 peer-reviewed references. | Does not provide an articulate summary an educational history, context, & key educators who created the practice with APA citation of 1 peer-reviewed reference. |
| 2. Examples of the Ed Practice (10 points) | Provides multiple examples of the practice at the elementary, middle and high school level. | Provides at least two examples at either the elementary, middle or high school level. | Provides an example of the educational practice. | Does not provide an articulate example of the educational practice. |
| 3. Instructional Steps (10 points) | Provides a thorough step-by-step process for implementing the educational practice and provides variation for different grade levels, subjects &/or populations. | Provides a step-by-step process for implementing the educational practice. | Provides a basic outline of the steps needed for implementing the educational practice. | Does not provide an articulate outline of the steps needed for implementing the educational practice. |
| 4. Tools, Materials, & Resources (10 points) | Tools, materials and resources are provided for implementing the educational practice for a variety of grade levels, subject areas and populations. | Tools and materials are provided for a variety of grade levels, subject areas or populations. | A couple tools, materials or resources are provided. | One or less tools, materials or resources are provided. |
| 5a. Practice Critique – Positives (5 points) | Provides a thorough critique of the educational practice that identifies the positives and who benefits. | Provides a critique of the educational practice that identifies the positives and who benefits. | Provides a brief critique of the educational practice that identifies the positives and who benefits. | Does not provide an articulate critique of the educational practice that identifies the positives and who benefits. |
| 5b. Practice Critique – Negatives (5 points) | Provides a thorough critique of the educational practice that identifies the negatives and who does not benefit. | Provides a critique of the educational practice that identifies the negatives and who does not benefit. | Provides a brief critique of the educational practice that identifies the negatives and who does not benefit. | Does not provide an articulate critique of the educational practice that identifies the negatives and who does not benefit. |
| 6. Recommendations (10 points) | Provides a thorough recommendation on how to implement educational practice with consideration of the positives/negatives. | Provides a recommendation on how to implement educational practice. | Provides a brief recommendation on how to implement educational practice. | Does not provide an articulate recommendation on how to implement educational practice. |

Change Agent Assignment

40 points

Due Week 10

This assignment asks you to choose one equity dimension (i.e., access, achievement, identity, power) and describe how you, as a classroom teacher, might address the inequities highlighted through your data collection. The product for this assignment can be in any format (e.g., essay, vlog, power point presentation, sculpture, video, interpretive dance) and should include the following:

1. Describe the equity dimension upon which you are focusing and how it manifests in your school/classroom(s).
2. Describe how your curriculum and instruction might shift or change to address the inequities described within that particular dimension. Be sure to be specific in your explanation as to how you might go about addressing this inequity on an everyday basis in your classroom.
3. Provide references to research and scholarship to support your actions.

Change Agent Rubric

| Aspect | Points | Criteria |
|---|--------|--|
| Description of inequity in school-classroom(s) | 5.0 | · Uses vivid examples to clearly describe an area of inequity in the school/classroom(s) based on one of the dimensions of equity studied (access, achievement, identify, or power); |
| | 5.0 | · Utilizing data, clearly describes the prevalence of this inequity in their school/classroom(s); |
| Explanation & Show of how they might use curriculum and instruction in their classroom to address named inequity | 5.0 | · Clearly overviews how they could use curriculum and instruction in their classroom(s) to address this inequity; |
| | 5.0 | · Clearly lays out a plan that explains how they would use curriculum and instruction on an everyday basis in their classroom(s) to address this inequity |
| | 10.0 | · Show a revised curriculum/instruction (curriculum material system in class such as routines classroom space, management approach) |
| Coherence and Mechanics | 2.5 | · All required elements are included; |
| | 2.5 | · Mechanics of writing (e.g., spelling, punctuation, paragraphs, quotation marks) are consistently used correctly; |
| | 2.5 | · References and citations follow APA format; |
| | 2.5 | · The product provides a clear description of the inequity and how it would be addressed through curriculum and instruction in their classroom(s) |

Grading Standards

| | | | |
|------------|------------|------------|----------------|
| 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=59 or lower. |

Final Exam Statement

No final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **As a professional courtesy, I would appreciate an email letting me know when you will be missing class.** Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late/Missed Work

It is expected that you turn in your assignments on time and completed to the best of your ability. Particularly for this course, if you do not complete everything in a timely manner, it will impact your ability to complete your proposal by the end of the semester and, potentially, your timeline for graduation. Late work will be graded but will not receive the same depth of feedback provided for assignments turned in during the regular timeline.

Student Collaboration Policy

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class.

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 be approved for services by providing appropriate and recent documentation to the Office of Disability Student Services (DSS). This office is located in Craven Hall 4200 and 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, or by email at dss@csusm.edu. Students authorized by DSS to receive reasonable

accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy of 45 hours per credit unit equates 45 hours X 3 units = 135 hours/15 weeks = 9 hours of learning per week. EDUC 604 will be all online with both asynchronous and synchronous activities. The asynchronous activities represent one-two hours per unit of student learning outside of class for each unit, that calculates to 3-6 hours a week. The synchronous instruction represents an 'hour' of class-time per unit which calculates to 1-hour X 3 units = 3 hours per week. ***There will be on average 6 hours per week of asynchronous activities and 3 hours per week of synchronous activities.*** Our synchronous sessions will be Thursday 5:30-8:20 pm.

Course Format

This online class will have both asynchronous and synchronous activities.
The asynchronous activities will require all tasks completed to earn credit for attendance.
The synchronous sessions will be on Thursdays 5:30-8:20 pm.

Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library by appointment, (760) 750-4790. techsupport@csusm.edu

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.

Recording

To ensure the free and open discussion of ideas, students may not record class/program activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

*****COVID-19 Statement*****

The single subject credential program is being offered amid a global pandemic, which means you will be juggling this course alongside your other responsibilities, such as other courses, work, family obligations,

economic disruptions, and perhaps even COVID-19 sick friends and family. The single subject team understands these are disruptive, unprecedented times, and have collaborated to offer a program that accounts for and accommodates those disruptions.

Please contact me, other instructors, or Julie Rich our coordinator if you need assistance, clarification, and/or support on course concepts, expectations, or assignments. Together, we will get through this tough time. We want our program to be a place where we can come each week to learn from each other and find some sense of normalcy and humanity despite all that is going on. We look forward to working with and learning from all of you.

Here are some resources:

CSUSM Student Crisis Resource List

<https://www.csusm.edu/counseling/counselingmarketing/crisislist.pdf>

CSUSM Establishing Student Expectations in Virtual Learning Environments

https://www.canva.com/design/DAEC6sp2jJc/lzHIdbV2kg10cPx7CV_kQ/view?utm_content=DAEC6sp2jJc&utm_campaign=designshare&utm_medium=link&utm_source=viewer#1

Guidelines for Engaging in Online Discussions

Engaging in online discussion and collaboration is an important part of being a professional educator. Our program has created several opportunities for you to build your personal professional learning network through online discussion, both within Google Classroom and within each of your individual Cougar Courses, as well as in Zoom during breakout rooms. This document outlines some of the guidelines you're expected to follow to help make your online discussion and collaboration experiences positive, productive and professional. These principles of course apply for IRL (In Real Life) discussions and interactions as well. Please read these guidelines and internalize them going forward.

1. **Treat each online post as a public statement.** Even if your posts are online (not face-to-face), they are still "semi-public" and visible to the other students and professors in our program. So do not post anything in Chat or in online forums that you would not say out loud to a colleague or to a professor.
2. **Use the online forums as a way to build community.** It seems simple, but the online forums and chats are a great opportunity to build community. This could include: complimenting your colleagues on their work and ideas; posting your own insights and moments of celebration; sharing teaching ideas and resources; asking for ideas and help from colleagues to troubleshoot a teaching issue; having fun!
3. **Avoid using the online forums to air grievances.** Teaching is among the most rewarding professions. It is also sometimes pretty stressful, not least because there are a number of factors that affect your teaching life over which you have little control. And there will be times when you will be tired, and a bit overtaxed. This is completely normal and it's all part of the process. Using the chat rooms, forums and Zoom break-out rooms to get support is a great idea. Using them to air grievances, complain, gossip, or disparage colleagues, professors, school site faculty or staff, or least of all your students, is unacceptable. In addition, if you see that kind of behavior either in the chats or online forums (or anywhere else throughout the program), it is not only acceptable, but it is necessary to call that out. We are here to support each other. For example, you could respond by saying something like, "I am not sure if this is the right forum for this" or "I can understand your frustration but this isn't the right time or place for that conversation" or "let's look at some solutions."
4. **Assume good intentions, then ask questions.** Sometimes communications in online settings can be confusing, since tone and intent can be clouded. If someone posts something that leads you to have a negative reaction (confusion, frustration, offence or even anger), first presume good intentions. It could be that the poster (including professors) may not have been clear in communicating their ideas. Or it could be that you're reacting personally when that is not the poster's intent. So, start by asking questions. "Could you please clarify ____?" or "It sounds like you're saying _____, do I have that right?" You could also say, "I noticed you mentioned _____, so I that makes me

wonder_____.” Using these approaches will help ensure that communication is clear, open, and constructive. This approach also works really great with kids.

By following these simple guidelines, we hope that the chats, online forums and Zoom sessions throughout the program offer opportunities for you to build community and establish connections that will last you years to come!