California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMS 512
Course Title	Elementary Teaching and Learning II
CRN Number	23033 & 23034
Days	Tuesdays
Time	8:30-11:30 or 12:30-3:50
Course Location	Online
Semester / Year	Spring 2020
Instructor	Leah Anne Borrell
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Office	n/a
Hours	After Class & 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

TABLE OF CONTENTS

COURSE DESCRIPTION

Elementary Teaching and Learning II

This course focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program.

COURSE LEARNING OUTCOMES

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

- Elicit student understandings through the design and analysis of standards- and objectives-aligned formal formative assessments, student self-assessments, and summative assessments
- Develop success criteria in the form of a rubric to describe the extent to which students are learning
- Draw on the literature and clinical experiences to reflect on the practice and purposes of assessment
- Design and reflect upon standards-aligned, skills-based physical education instructional practices and assessments, including progress monitoring
- Describe a classroom management plan that reflects candidates' individual philosophies and practices, including those related to classroom expectations, routines, communication, social emotional growth, safety, and approaches to addressing challenging and biased behaviors

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required:
- Schwartz, Kyle (2016). *I Wish My Teacher Knew*. Da Capo Press

Recommended:
- Mackenzie, Robert, Stanzione, Lisa (2010) *Setting Limits in the Classroom*: A Complete Guide to Effective Classroom Management with a School-Wide Disciple Plan. New York, Three Rivers Press

Other Course Materials:

There are numerous readings and resources required to successfully complete this course available through Cougar Courses. Look to each section for required links and videos.

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 (2017)

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 2: Creating and Maintaining Effective Environments for Student Learning (Inclusive Classroom Management Plan—Assessed; Focused Observation—Practiced)

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 5: Assessing Student Learning (Connected Instruction Mini-Unit—Practiced and Assessed)

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 6: Developing as a Professional Educator (Focused Observation—Introduced & Practiced; Professional Portfolio Presentation—Introduced and Practiced)

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Teaching Physical Education in a Multiple Subject Assignment (Physical Activity Weekly Schedule—Introduced and Practiced; Physical Education Lesson Plan—Practiced and Assessed)

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 2020-2021 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 SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

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

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

Date	Topics	Readings and Assignments Due
Week 1 1/25/21	Course and Syllabus Overview CalTPA Cycle 2 Overview I Wish My Teacher Knew Book Video	None
Week 2 2/1/21	Classroom Management Classroom Management Plans Writing a Welcome Letter	For Week 2 Class Session *Read:* I Wish My Teacher Knew, Introduction
Week 3 2/8/21	Writing Lesson Series: Deconstructing a standard into a series of lesson objectives Selecting and Adapting Instructional Materials Common Core Writing Standards	For Week 3 Class Session *Read:* I Wish My Teacher Knew, Chapter 1
Week 4 2/15/21	Lesson Plan Workshop Day: Meet with colleagues, create writing lesson series in small grade level groups	For Week 4 Class Session *Read:* I Wish My Teacher Knew, Chapter 2
Week 5 2/22/21	Classroom Management Guest Speaker Chelsie Parent, M.S., BCBA	For Week 5 Class Session **Due:** Group Writing Lesson Series by Grade Level
Week 6 3/1/21	Interview skills Succeeding as a new teacher Guest Speaker Alison Fieburg, Principal, Del Mar Union School District Resume Writing Cover Letter Writing	For Week 6 Class Session *Read:* I Wish My Teacher Knew, Chapter 3 **DUE:** Welcome Letter to Families and Classroom Management Plan
Week 7 3/8/21	Interview Practice Peer Editing Personal Commercial Group Project: Research and present about a selected school type	For Week 7 Class Session *Read:* I Wish My Teacher Knew, Chapter 4
Week 8 3/15/21	Exploring Different Types of Schools Presentations Academic Language	For Week 8 Class Session **DUE:** Group Presentation about schools *Read:* https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley
Week 9 3/22/21	Asynchronous Professional Development Community-Based Activities (Full Time Clinical Practice)	For Week 9 Class Session **Due:** Personal Commercial *Read:* I Wish My Teacher Knew, Chapter 5 *Work on:* Professional Portfolio

Week 10 3/29/21	Asynchronous Professional Development Community-Based Activities (Full Time Clinical Practice)	For Week 10 Class Session **Read:** I Wish My Teacher Knew, Chapter 6 **Work on:** Professional Portfolio
Week 11 4/5/21	Asynchronous Professional Development Community-Based Activities (Full Time Clinical Practice)	For Week 11 Class Session **Read:** I Wish My Teacher Knew, Chapter 7 **Work on:** Professional Portfolio
Week 12 4/12/21	Asynchronous Professional Development Community-Based Activities (Full Time Clinical Practice)	For Week 12 Class Session **Read:** I Wish My Teacher Knew, Chapter 8 **Work on:** Professional Portfolio
Week 13 4/19/21	ELA/ELD Standards Assessment Feedback Higher Order Thinking Skills	For Week 13 Class Session **Read:** https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
Week 14 4/26/21	Using homework as a learning tool Research findings about homework at the elementary school level Multiple Tiered Systems of Support (MTSS)	For Week 14 Class Session *Does Homework Improve Academic Achievement? If So, How Much Is Best?* https://sedl.org/pubs/sedl-letter/v20n02/homework.html *Expert: Do your homework, but not too much* https://www.seattletimes.com/nation-world/expert-do-your-homework-but-not-too-much/
Week 15 5/3/21	Accountable Talk Induction Programs Interview Practice	**Due:** Observation of an IEP or SST Meeting with written reflection.
Week 16 5/10/21	Celebration of Learning: Professional Portfolio Presentations	**Due:** Professional Portfolio

<p style="text-align: center;">**COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**</p>

Participation

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about and engage around the required readings and assignments due. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and clinical experiences whenever possible. The class is scheduled to meet 8 times over the spring term. Each of you is expected to be present at every class or activity, to be on time, and to not leave class early. Participation is not graded but the expectation is that you will participate actively and generously.

GRADED COURSE COMPONENTS

Writing Lesson Series (30 points)

This assignment is designed for you to demonstrate your skills and understandings related to formal formative assessment, student self-assessment, summative assessment, and success criteria. You will outline 3-5 lessons of connected instruction (lessons that would be taught back-to-back on the same topic, theme, strategy, or skill; this may be referred to as a "mini-unit of study" or a "unit segment"). This assignment requires:

Foundational Information for the Mini-Unit
1. Preliminary Information: Provide preliminary information for the chosen lesson including student profile information and developmental considerations
2. Standards: Provide information on the content and ELD standards for the entire connected instruction segment. Be sure to include proper notation for the standards (using the letters and numbers for the content standard(s))
3. Objectives: Clearly lay out the content and ELD objectives for each lesson within the connected instruction mini-unit

Assessments to Design
1. A formal formative assessment for *each* lesson within the mini-unit. If appropriate, include a blank copy of the assessment
2. Success criteria in the form of a rubric for *one* of the formal formative assessments
3. A student self-assessment that is a component of *one* of the lessons within the mini-unit
4. A summative assessment for the entire connected instruction mini-unit. If appropriate, include a blank copy of the assessment
5. Success criteria in the form of a rubric for the summative assessment

Reflection
Compose a reflection, using visuals and text, that addresses the following:
1. What are you trying to accomplish within this mini-unit? What are you aiming for the students to learn? How are you envisioning the instruction unfolding over the course of the 3-5 lessons?
2. How do you see the different assessments created for this assignment supporting you in eliciting evidence of students' learning over the course of the mini-unit? Consider the specific purposes, characteristics, and appropriate uses of the different kinds of assessments. Root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the assessments you designed.
3. How do you see the success criteria you created helping you to evaluate the evidence you have gathered through the assessments? Again, root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the success criteria you designed.

4. How do you see these assessments and success criteria potentially informing changes as you teach the mini-unit as well as within future units?

TPE 5.1 (Practiced and Assessed)

Writing Lesson Series Rubric

	Exceeds Expectations	**Meets Expectations**	**Does Not Yet Meet Expectations**
Foundational Information			
Preliminary Information (2 points)		Candidate provides clear and robust information on the students who will be taught this connected instruction mini-unit The description includes specifics about developmental considerations for students within this age group	
Standards (1 point)		Candidate clearly outlines the content and ELD standards for the entire connected instruction mini-unit Includes proper notation for the standards (using the letters and numbers for the content standard(s))	
Objectives (1 point)		Candidate clearly lays out the content and ELD objectives for each lesson within the connected instruction mini-unit The objectives have the proper structure and align with the standards	
Assessments to Design			
Formal Formative Assessments (4 points)		Candidate designs/adapts a formal formative assessment for <u>each</u>	

		lesson within the mini-unit Each assessment is described in detail, making clear how student learning toward the objectives will be elicited at/by the conclusion of each lesson If appropriate, a blank copy of the assessment is included	
Success Criteria for Formal Formative Assessment (3 points)		Candidate clearly lays out, in a rubric, the success criteria for one of the formal formative assessments. The success criteria are clearly aligned with the objectives and the standards and lay out what different levels of student performance look like The success criteria adhere to the tenets of strong rubric creation	
Student Self-Assessment (2 points)		Candidate designed/adapted a student self-assessment that will be a component of one lesson within the mini-unit The student self-assessment is described in detail, making clear the criteria students will use to evaluate their own learning The student self-assessment is aligned with the	

		standards/objectives of the lesson and/or mini-unit If appropriate, a blank copy of the assessment is included	
Summative Assessment (4 points)		Candidate designed/adapted a summative assessment for the entire mini-unit The summative assessment is described in detail, making clear how student learning toward the standards and objectives taught <u>across</u> the mini-unit will be elicited If appropriate, a blank copy of the summative assessment is included	
Success Criteria for Summative Assessment (3 points)		Candidate clearly lays out, in a rubric, the success criteria for the summative assessment for the mini-unit The success criteria clearly lay out what different levels of student performance look like in terms of all the objectives and standards taught The tenets of strong rubric creation are evident	
Reflection			
Focus of teaching (4 points)		Reflection uses visuals and texts to clearly describe what the candidate was teaching across the lessons in the mini-unit	

		Candidate lays out in detail what they wanted students to learn and how they envision the instruction unfolding over the course of the 3-5 lessons	
Eliciting Evidence (4 points)		Candidate draws on the literature and specific examples from their assessments to explain how they see the different assessments created for this assignment supporting them in eliciting evidence of students' learning over the course of the mini-unit Candidate clearly lays out how what they created aligns with the specific purposes, characteristics, and appropriate uses of the different kinds of assessments	
Success Criteria (4 points)		Candidate draws on the literature and specific examples from their success criteria to explain how it will support them in evaluating the evidence gathered about student learning in the assessments	
Informing Teaching (4 points)		Candidate describes in detail how they see the assessments and success criteria potentially informing changes as they teach the mini-unit (within the subsequent lessons taught) as well as for future units	

Inclusive Classroom Management Plan and Letter to Families (25 points)
Your inclusive classroom management plan details your philosophy of classroom management as well as how you plan to apply it; it should be written for an audience of school leaders and teachers. Drawing upon research (e.g., *Punished by Rewards, Culturally Relevant Classroom Management, Lost at School)*, your focused observations, learning from your clinical placements, as well as classroom discussions and activities, use <u>text and visuals</u> to clearly lay out and provide a rationale for:

1) How you will establish and maintain clear expectations for positive classroom behavior and for student-to-student/student-to-teacher interactions. Describe how you will structure and communicate routines, procedures, and norms to students and their families (e.g., arrival routines, signals, transitions, materials management, and end-of-day routines, parent communication letters).

2) How you plan to promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

3) How you plan to establish, maintain, and monitor your inclusive learning environment to ensure that students feel physically, mentally, intellectually, and emotionally healthy, safe, and ready to learn.

4) How you intend to address challenging and biased behaviors in your classroom, including instances of intolerance and harassment among students, such as bullying, racism, and sexism.

This assignment will have two parts:
1. **Inclusive Classroom Management Plan:** Letter to your principal explaining your classroom management philosophy and how it will look in practice (15 Possible Points). Include the following:
   - Building a Classroom Community (5 possible points)
   - Establishing Classroom Norms/Rules (5 possible points)
   - Engaging Students in Learning (5 possible points)

2. **Letter to Parents/Teaching Philosophy:** Letter to your future families welcoming them to your classroom explaining your teaching philosophy, goals for the year along with a student interest inventory to get to know your students better (10 possible points).

The Inclusive Classroom Management Plan and Letter to Families are due the week of **March 1, 2021 via Cougar Courses.**

TPE 2.1, 2.3, 2.6 (Assessed)

Inclusive Classroom Management Plan (ICMP) Rubric

	Exceeds Expectations	Meets Expectations	Yet to Meet Expectations
Expectations for positive classroom behavior and		The ICMP clearly lays out how expectations for positive classroom behavior (including	

interactions (5 points) Does the candidate articulate, using text and visuals, how they will establish and communicate clear expectations and routines for positive classroom behavior, and positive student-to-student/student-to-teacher interactions? TPE 2.6		student-to-student/teacher-to-students interactions) will be established and maintained. The ICMP specifically describes how the candidate plans to structure and communicate routines, procedures, and norms to students and their families. The ICMP draws on the research, and includes visuals and text, in its description of expectations for positive classroom behavior and interactions	
Promoting growth and development in a caring community (5 points) Does the candidate articulate, using text and visuals, how they will promote students' social-emotional growth, use positive interventions and supports, and foster a caring community of respect and fairness? TPE 2.1		The ICMP clearly lays out how the candidate will promote students' social emotional growth and development through management. The ICMP specifically describes what approaches to positive interventions and supports, restorative practices, and conflict resolution practices they intend to use in their classroom. The ICMP describes how these practices are designed to foster a caring classroom community where all students are treated fairly and respectfully by adults and peers.	

		The ICMP draws on the research, and includes visuals and text, in its description of approaches to promoting growth and development in a caring community	
Establishing and maintaining a safe and inclusive learning environment (5 points) Does the candidate articulate, using text and visuals, how they will establish and maintain a safe and inclusive learning environment in their classroom? TPE 2.3		The ICMP clearly lays out the candidate's management plan in respect to establishing, maintaining, and monitoring an inclusive learning environment to ensure students feel physically, mentally, intellectually, and emotionally healthy, safe, and ready to learn. The ICMP draws on the research, and includes visuals and text, in its description of how the candidate will establish and maintain a safe and inclusive learning environment.	
Addressing biased and challenging behaviors (5 points) Does the candidate articulate, using text and visuals, how they will address biased and challenging behaviors in their classroom, particularly those related bullying, racism, homophobia, and sexism? TPE 2.3		The ICMP clearly lays out how the candidate intends to address challenging behaviors in their classroom. Specifically, the candidate articulates how they intend to address instances of bias, intolerance, and harassment (e.g., bullying, racism, homophobia, sexism). The candidate draws on the research, and includes visuals and text, when describing how they will address challenging and biased	

		behaviors in the classroom	

Digital Professional Portfolio   25 points

At the end of the semester, you will present your professional portfolio to a small group for feedback as well as to practice describing yourself as a competent novice teacher. Your professional portfolio is both a collection of documents and a formal reflection upon your work that provides a holistic portrait of your growth as an educator. Your portfolio should demonstrate your understandings and competencies related to all aspects of student learning and classroom management, including learning outcomes for all students. It should also begin to lay out your professional learning goals and provide evidence of learning to this point. Your presentation should make abundantly evident that you conduct yourself with integrity and model ethical conduct and are ready to engage in communication and inquiry with colleagues. You will create a classroom website that you can use during your interviewing process as a support and reflection upon your preparation as a teacher.
The website will include the following documents:
- Resume
- Letter to Principal about your Classroom Management Plan
- Welcome Letter to Families
- ELA Lesson Plan
- Math Lesson Plan
- Examples of how you differentiate for EL, SPED, Social/Emotional support
- Examples of how you have used technology
- Photos of your instruction with students
- Possible video link to you teaching a lesson

On **May 13** you will share your website with your peers as a celebration and an opportunity to receive feedback.

TPE 6.2, 6.3 (Introduced and Practiced); TPE 6.5 (Introduced)

Special Education Reflection Paper   10 Points

In class, we have learned about special education services, laws, and processes. With this knowledge in mind, use the observation template developed in class to observe an SST meeting **or** an IEP meeting. If you are unable to attend these, please let your instructor know and you will be provided with videos to watch.

Following the observations, write a reflection that draws on specific examples that addresses the following: (1) Where does the meeting you attended fit into the MTSS structure? (2) Who attended the meetings and what were their roles? Were all participants valued and included in the process? (3) What kind of assessment data was presented during the meeting? How did the team use this assessment data to establish learning goals, as well as plan, differentiate, design accommodations, and/or modify instructions for the student? (4) Where in these meetings did you see opportunities for students to understand and advocate for strategies that meet their individual learning needs? (5) If the student attended the meeting(s), how did they participate? Where were opportunities for the student to advocate for themselves? If they did not attend, where in the meeting did you see opportunities for the student to advocate had they been there? (6) What occurred that you were not anticipating? (7) What were you expecting to occur that did not? (8) What do you think the meeting ultimately accomplished? (9) In what ways do you believe the student, family, and school personnel benefited

from the meetings? (10) Given what occurred, how might you support the student in your classroom by providing opportunities for the student to understand and advocate for strategies that meet their individual learning needs? (11) What questions do you have?

The special education reflection paper is due the week of April 19, 2021

TPE 4.5 (Introduced, Practiced, and Assessed); TPE 5.8 (Introduced and Practiced)

Grading Standards

Participation- Collaborative Conversations	10 points
Writing Lesson Series Assignment	30 points
Special Education Reflection Paper	10 points
Classroom Management Plan and Welcome Letter for Families	25 points
Digital Portfolio	25 points
Total	**100 points**

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 = 0-59

Final Exam Statement

There is no final exam for this course.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments will not be accepted if they are more than one week late. Please speak with me if there are exceptional circumstances.

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.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

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.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is a virtual course format.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

ITT student support services link - http://www.csusm.edu/sth/support/index.html

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:
1. Would I say in person what this electronic message specifically says?
2. How could this message be misconstrued?
3. Does this message represent my highest self?
4. 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.