

Course & Section Nos.	EDUC 422 Section 1
Course Title	Teaching, Learning and Technology
Class Roster No.	20009
Course Days & Time	Synchronous online: Tuesdays 9-11:50 AM Asynchronous modules on Cougar Courses
Course Location	Zoom: https://csusm.zoom.us/j/83211993444 (due to COVID-19 Pandemic)
Semester / Year	Spring 2021
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Office Hours	By Appointment or after class

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

COURSE DESCRIPTION

Required for all credential candidates. Focuses on developing knowledge and skills using technology for teaching and learning within the broader context of Science, Technology, Engineering, Arts, and Math (STEAM) education through fifteen (15) hours of field experience with children in K-12 educational settings. Certificate of clearance and TB risk assessment required prior to engaging field experience hours.

Additional information: This course is one of the three prerequisite courses for entering the teacher credential program at CSUSM. The other two prerequisite courses are EDUC350 *Foundations of Teaching as a Profession* and EDUC364 *The Role of Cultural Diversity in Schooling*. EDUC 422 is also a required course for the Minor in Education Studies

Course Prerequisites

Due to the COVID-19 pandemic, this course is fully online with both synchronous sessions and asynchronous activities. The synchronous sessions require video conferencing through Zoom. To successfully complete online activities, you need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online forums, etc.). You need to use e-mail effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, an image viewer, a PDF reader, etc.), engage in collaboration and file sharing (such as Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Technology Support Services: <https://www.csusm.edu/tss/>

Remote Learning: Some Considerations

Due to the COVID-19 pandemic, this class will be held online with both synchronous sessions and asynchronous learning modules (see the schedule a few pages below). Such remote teaching and learning brings many challenges (and flexibility). A challenge is community building. We will meet virtually via Zoom, and there will be discussion forums on Cougar Courses. All class members are expected to actively participate in both venues and pitch in to make this a wonderful class for everybody. **Remember that effective learning happens in a caring community and that every class member is responsible for the collective learning of the class.**

Access to Technology: It's crucial for you to log into Cougar Courses a few times every week to stay engaged. If you have any technology needs such as access to the Internet or a computer, please contact [IITS for Students](#). For example, you may be able to check out a laptop or a webcam.

Camera On: During a synchronous Zoom session, I'd love to see your face and get to know you. So I expect you to turn on your camera. However, if you have a good reason for not showing your face in a particular session, please let me know. See this quick guideline: [Camera on? Camera Off?](#)

Civility: This fall 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 CSUSM's student code of conduct, will be directed to the appropriate campus administrator.

Cougar Care Network: The pandemic can be stressful for many people. If you need help dealing with issues in your study, work, or life, use Cougar Care Network (CCN). It provides information, connection to resources, advocacy and support for students dealing with personal, academic,

financial or other challenges which may adversely affect their academic success and/or collegiate experience. Contact Cougar Care Network at (760) 750-7627 or via ccn@csusm.edu.

Academic Honesty: Each student shall maintain academic honesty in the conduct of their studies and other learning activities at CSUSM. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty. The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

CSUSM has established a resources portal called [CSUSM as One](#). Check it out.

Course Objectives

- a) Contextualize STEAM teaching and learning in authentic contexts
- b) Develop and disseminate STEAM learning experiences
- c) Implement, assess and reflect on STEAM learning experiences
- d) Engage in instructional conversations and collaborations that enhance STEAM teaching and learning across content areas
- e) Increase confidence and self-efficacy in STEAM teaching and learning
- f) Increase understanding of design thinking

COURSE ACTIVITIES

Synchronous Zoom sessions will be on most Tuesdays, 9 to 11:50 AM. Students are expected to attend each weekly session and be prepared to actively participate in a discussion-based class session. Students are expected to have completed activities prior to the Zoom session. The Zoom session will be spent reflecting on these activities and key concepts related to design thinking and teaching STEM/STEAM. In addition, during the weeks of the course in which you complete the field experience, you will reflect on this experience in groups and plan for subsequent field experience lessons.

Asynchronous activities include but are not limited to reading, watching video lectures or tutorials, participating in discussion forums, designing artifacts, and so on.

Field Experience: Your field experience includes (a) facilitating three design challenges with children (grades 4 through 8), and (b) attending three spear series events for professional development. You will participate in a total of 6 sessions as part of your field experience. All these sessions will be online via Zoom. You will accumulate approximately 15 hours of field experience in this class. The field experience requirement in this course counts toward the CTC's 45-hours of field experience requirement for teacher candidates to apply for a teacher credential program.

- a) **Facilitating Design Challenges:** As part of the course, students will create learning environments that promote productive student STEM learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive [TPE 2.2]. Students will implement the STEM activities they learned in class with children (grades 4 through 8) via zoom. This will include using digital tools and learning technologies to provide personalized and integrated technology-rich lessons that support student learning, digital literacy, and provide multiple means for students to demonstrate their STEM learning [TPE 4.8]. Students will monitor student learning according to anticipated difficulties the children will have the design challenge and adjust instruction while teaching so that students continue to be actively engaged in learning [TPE 1.8]. In addition, students will be expected to access resources for planning and instruction, including the expertise of community and school colleagues (e.g., after school program contact) through in-person or virtual collaboration, co-teaching, coaching, and/or networking [TPE 4.6]. This process is designed to support students in improving their teaching practices and learning about the local population of students they will serve. The field experience will take place in the afternoon once a week for three weeks during the semester. Students will work in groups of three to five

throughout the semester and will be assigned to one school site. Each after school session, EDUC422 students will take a different role within their groups. Using a messaging and phone app (e.g., WhatsApp, GoogleTalk, etc.) is recommended for coordination and communication among group members.

- b) **Participating in Speaker Series:** You are required to sign up for the speaker series event held by the School of Education. These events are scheduled on February 13, March 6, and April 24 10am - 12pm.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

There is not a required textbook. A few articles will be posted on Cougar Courses for reading assignments. You'll need the following resources:

- **Google Drive:** This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>
- **Additional File Storage:** While you can create, upload, and store files using Google Drive, you may need to use an additional secondary cloud file storage service such as Dropbox (You can create an account at www.dropbox.com) and/or purchase a USB stick (16 GB or larger) to store large files.
- **Cougar Courses:** Course materials, assignment instructions, and grades will be available on Cougar Courses site. Available at: <https://cc.csusm.edu/>. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.
- **Campus Resources:** In addition to attending class meetings, students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor.
- **Backing Up Work:** Many technology platforms you will be using in this course are online and require a username and password. However, for some assignments you will need to take a screenshot or copy/paste your work into a word file, therefore it is important that you backup your work.
- **Username & Password:** You will be using a variety of online platforms. Avoid creating a new username and password for each platform, instead, use the same username and password for all platforms for you to easily remember.

COURSE LEARNING OUTCOMES

In the end of this course, students will meet the International Society for Technology in Education (ISTE) Educator Standards, at the pre-service level. (see <https://www.iste.org/standards/standards-for-students>).

These standards are:

1. **Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. **Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. **Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. **Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. **Facilitator:** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students .

7. **Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

In addition, the following CCTC Teacher Performance Expectations (TPE) will be addressed:

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.8 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.

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

TENTATIVE COURSE SCHEDULE

The dynamic nature of teaching and learning makes it hard to establish a set schedule. Please note that modifications will likely occur at the discretion of the instructor and based on coordination with school sites. Any changes to assignments and activity schedule will be announced in class via e-mail.

Week	Date	Topics	Tasks & Assignments
1	1/25-1/29	<ul style="list-style-type: none"> • Introductions & course overview • Field experience and sign-up 	Discussion forum 1
2	2/1-2/5	<ul style="list-style-type: none"> • Design Thinking 	Discussion forum 2
3	2/8-2/12	<ul style="list-style-type: none"> • Facilitating STEM exploration • Intergenerational Participatory Co-Design 	Discussion forum 3 CITI Training: Due Feb 16
4	2/15-2/19	<ul style="list-style-type: none"> • Learning to teach: A mastery orientation • Practice Design Challenge 1 	Certificate of Clearance due Feb 22 Discussion forum 4: Design challenge 1
5	2/22-2/26	<ul style="list-style-type: none"> • Teachers as researchers: Noticing & wondering • Plan for DC1 implementation 	
6	2/23-3/1	Field Experience: Implement Design Challenge 1 Practice Design Challenge 2	Field Experience Reflection #1 <u>Due within 48 hours of implementation</u>
	3/2	Plan for DC 2 implementation	Discussion forum 5: Design challenge 2
7	3/2-3/8	Field Experience: Implement Design Challenge 2 Practice Design Challenge 3	Field Experience Reflection #2 <u>Due within 48 hours of implementation</u>
	3/9	Plan for DC 3 implementation	Discussion forum 6: Design challenge 3
8	3/9-3/15	Field Experience: Implement Design Challenge 3 Practice Design Challenge 4	Field Experience Reflection #3 <u>Due within 48 hours of implementation</u>
	3/16	Plan for DC 4 implementation	Discussion forum 7: Design challenge 4
9	3/16-3/19	Field Experience:	Field Experience Reflection #4

	& 4/12	Implement Design Challenge 4 * note that Monday groups will do 4/12	Due within 48 hours of implementation
	3/23	CSUSM spring break-- no class	
10	3/22-3/26	CSUSM spring break-- no field experience	
	3/30	<ul style="list-style-type: none"> Create your own design challenge Teaching Learning & Technology Portfolio 	
11	3/25-4/5	Escondido school district spring break-- no field experience	Discussion forum 8: Design challenge 5
	4/6	Practice Design Challenge 5 and plan for implementation	
12	4/6-4/9 & 4/19	Field Experience: Implement Design Challenge 5 * Monday groups will do 4/19 Practice Design Challenge 6	Field Experience Reflection #5 Due within 48 hours of implementation
	4/13	<ul style="list-style-type: none"> Plan for DC 6 implementation Create your own design challenge 	Discussion forum 9: Design challenge 6
13	4/13-4/16 & 4/26	Field Experience: Implement Design Challenge 6 * Monday groups will do 4/26	Field Experience Reflection #6 Due within 48 hours of implementation
	4/20	<ul style="list-style-type: none"> Reflection on field experience Create your own design challenge (con't) Plan for instructional video 	
14	4/26-4/30	Group/individual work on final assignments Optional Zoom session	Create Your Own Design Challenge Due May 4
15	5/3-5/7	Group/individual work on final assignments Optional Zoom session	Instructional Video Due May 11
16	5/10-5/14	Group/individual work on final assignments Optional Zoom session	Teaching Learning & Technology Portfolio Due May 18

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignments	Points
CITI Training	10
Certificate of Clearance	10
Discussion Forums (9 x 10 points)	90
Field Experience Reflections (6x10 points)	60
Create Your Own Design Challenge	30
Instructional Video	30
Teaching Learning & Technology Portfolio	20
TOTAL	250

CITI Training: As part of your field experience, you will take on the role of a teacher-researcher, collecting data (information) about children's STEM learning through photos, field notes, and interviews. You will complete the CITI (Collective Institutional Training Initiative (CITI) and receive a certificate upon completing the appropriate modules and submit the certificate to the instructor. The modules will provide information about procedures and guidelines that must be followed when doing research in educational settings with children.

Certificate of Clearance (must be completed before field experience): You will apply and obtain a certificate of clearance through the California Commission on Teacher Credentialing (CTC) website. The

certificate will be posted in your online account. You will submit a digital copy of the certificate as an assignment. You cannot start your field experience without the submission of the certificate. **The field experience is a required component of this course. A certificate of Clearance is required to be able to complete your field experience. You must submit your certificate of clearance before the first day of field experience. If you do not submit your certificate of clearance, you will not be allowed to participate in the field experience with children portion of the course. If you do not complete field experience with children portion of the course, you will not pass this course**

Discussion Forums: There will be discussion forums on Cougar Courses. You will submit an initial post to share your thoughts then reply to at least two of your peers' posts. Your replies are expected to be substantive and move beyond saying "good job" (See the "norms for collaboration in discussion forums" link in cougar courses for additional details on how to effectively communicate in online discussion forums).

Field Experience Reflections: At the end of each after-school session with children and speaker series, students will submit a reflection that documents what happened during the session and their reflections about the session. [TPE: 1.8 (I,P); 4.6 (I); 6.1 (I)]

Create Your Own Design Challenge: You will work in a group to (a) **create a design challenge** that integrates and emphasizes technology. You will set learning goals that are met with the design challenge and the grade level(s) that are targeted. The description of the design challenge needs to be clear. (b) **plan an assessment** of student learning from the design challenge. [TPE: 3.6 (I); 5.4 (I)]

Instructional Video: You will make an instructional video (3-6 min) about your design challenge and share it using social media so that other teachers can implement the lesson in their own classrooms.

Teaching, Learning, and Technology Portfolio: You will build a website as a means to document your work, showcase your learning, and things you have created as a future educator. Your portfolio (i.e. website) must include: (1) your bio with a photo, (2) the design challenges you complete for the course, (3) your own design challenge and presentation, (4) your instructional video, (5) a narrative about how you met at least two ISTE standards for educators, and (6) a written plan for how you will integrate STEAM powered by Maker Education in your future classroom. [TPE: 3.8 (I)]

Assignment Policy

All assignments, requirements, due dates, and scoring rubrics will be available through Cougar Courses. **You are responsible to track your grades and monitor your progress in the course.**

Late assignment and missed work: There will be 10% deduction for being one day late, 20% deduction two days late, and 30% deduction three days late. After 7 days, no assignments will be accepted. If extraordinary circumstances occur, please contact the instructor BEFORE the deadline. **However, you need to submit a reflection within 48 hours after completing a field experience session. You will receive no credit if you miss the 48 hours deadline.**

Grading Standards

Final grades are calculated on the standard of:

A: 94% - 100%	A-: 90% - 93%	B+: 87% - 89%	B: 84% - 86%
B-: 80% - 83%	C+: 77% - 79%	C: 74% - 76%	C-: 70% - 73%
D: 60% - 69%	F: below 60		

Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from continuing the teaching credential program.

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 are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

In EDUC 422, attendance will be taken each synchronous Zoom class session. 10 points will be deducted from your final grade for each of the missed Zoom session or if you are late or leave early more than 15 minutes. **Note that the course is built upon field experience in after-school programs at selected elementary and middle schools. This is the service learning component of the course. Therefore, during the six weeks when you complete the service learning component of the course, you cannot miss the Zoom class sessions (where we prepare for activities in after-school sessions). If you miss a Zoom class session during this period, you will not be allowed to facilitate the correspondent after-school session. There is also no make-up for missing an after-school session. Field experience is at the core of the course. You will fail the class if you do not meet the field experience hours, even if you attend the class sessions and submit assignments.**

PROFESSIONAL DISPOSITIONS

The California State University San Marcos School of Education fosters the development of the following professional dispositions among teacher candidates: *Social Justice and Equity, Collaboration, Critical Thinking, Professional Ethics, and Life-Long Learning.*

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. Arriving to all class meetings and field experience (practicum) **on time.** Emailing the instructor when you are unable to attend class meetings or when you will be late. If you come late to class more than twice in the semester, you will be considered absent. Consistently being late to class will not be tolerated. You cannot be late to the field experience.
2. Submitting required assignments **on time.** When you are unable to complete an assignment and need more time, e-mail the instructor and explain the reasons for requesting an extension, and provide a projected timeline for successful completion of the assignment.
3. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty. This applies to the learning and teaching of different technologies and other class and field work related issues.
4. Working respectfully and productively with peers, the instructor, children, and school site staff at all times.
5. Contributing to and being part of a supportive and collaborative teaching and learning environment. This includes helping classmates with technical and/or content issues, interacting with your peers, selecting one or two class “buddies” to ensure that you receive information and handouts if you miss a class, and help you keep track of the course assignments, upcoming tasks, and deadlines.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES

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 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 4200, 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, in order to ensure confidentiality, in a more private setting.

DSS website is at <http://www.csusm.edu/dss/>. The CSUSM's accessibility policy can be found at <https://www.csusm.edu/accessibility/>.

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of 6 hours *outside* of the classroom each week because this is a 3-unit course. The online asynchronous tasks are designed to reflect an appropriate amount of time needed for the course credit.

All University Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format. If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

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.