



Sul Ross State University
FALL 2022 | ED 3307 / ED 5305
Technology In The Instructional Setting



Instructor: Lori Yugen

Location: Web / Online (SRSU BlackBoard Collaborate)

Schedule: (Web/ Online)

Contact Information:

Office: MAB 309 – B

Office Hours: (by appointment in Virtual Meeting)

Email: lalimboyoguen@sulross.edu *Please put “SRSU Technology” in the subject heading

Final Exam/Project: **Friday, December 5th**

Course Description:

3307 This course prepares teachers to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology. Includes 20 hours of field experience.

Course Goal:

The goal is to support educators in enhancing curriculum and instruction through integration of Technology. Technology integration is a powerful pathway to learning for all students. The course will provide student teachers with ISTE Standards, basic computer history, TTIPP Model, cover TEKS (Texas Essential Knowledge and Skills), a child’s development using the types of learning styles, teaching strategies & methods, interactive activities, and explore varieties of applications to apply into lesson plans.

COVID Course Info

If you are not feeling well, please inform the professor and your team. Continue to complete assignments don’t fall behind. The assignments will be on-line. Turn your daily work in by reading the instructions for submission. Due to the impact of the virus I request that keep a social separation of 6 feet. COVID testing will be held on Mondays and Wednesdays. Information will be released by the administration through your Sul Ross email. A vaccine day for free vaccines will be held on September 9th. If you test positive you need to fill out a “SELF REPORT”

Tech Assistance

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

Performance Standards, Outcomes, and Learning Objectives

Marketable Skills:

1. **Digital Literacy** – Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills
2. **Digital Technology** – Students will understand and be able to apply and integrate technology in multiple professional settings.
3. **Focus on the 4C's for 21st Century Skills**
 - **Critical Thinking/ Problem Solving** – Students will analyze various strand of discrete data to support planning and decisions.
 - **Creativity** - Students will leverage innovative approaches to think outside the box during problem solving
 - **Collaboration** - : Students will apply collaborative workflows when working with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives.
 - **Communication** – Students will leverage digital technologies to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.

Department & Program Learning Outcomes (PLOs):

The graduating students will be able to:

- Write one lesson plan per discipline (2 total) that are developmentally appropriate for students.
- Teach a developmentally appropriate lesson.
- Acquire pedagogy and instructional strategies based on learning theories and principles.
- Create a positive classroom environment.
- Adhere to the legal and ethical requirements for teachers.

Course - Student Learning Outcomes (SLOs): (Interdisciplinary)

The graduating students will be able to:

- SLO #1 – Students will practice and expand personal use of various kinds of hardware and software.
- SLO #2 – Students will use technology in the design of curriculum for both directed & constructivist teaching and learning.
- SLO #3 – Students will apply learning theory to evaluate quality technology experiences.
- SLO #4 – Students will make informed decisions about social and ethical issues involving technology.
- SLO #5 – Students will develop strategies and commitment to explore new and emerging educational technologies.

Teaching Strategies: (Several Listed)

This course consists of two components, 1) Lecture, and 2) Hands on workshops which allows you to explore the practice and role educational technology applications. You will gain an appreciation and understanding for incorporating the (Math, Social Studies, Science, Fine Arts, Health, and Technology) for use in their classroom by:

- **Use of Multimedia:** Identifying & explaining information relating to each topic by learning terminology to be able to discuss in discussion boards or reflection journals.
- **Demonstration:** Identifying & explaining information relating to each topic by learning terminology to be able to discuss in discussion boards or reflection journals.
- **Collaboration:** Demonstrating communication through web tools and applications.
- **Digital Citizenship Skills:** Appropriate, responsible behavior when using technology. This includes social media, websites, online forums, communities, comments, and in apps and other device features.
- **Methods & Tools:** Uses a series of delivery methods and hardware and software tools to manage and deliver learning content and manage and track learner progress, as well as learner-to-learner and learner-to-instructor communication
- **Delivery Modes:** Technology-based learning is grouped into synchronous and asynchronous delivery modes.

Learning Activities:

This course consists of two components, 1) Lecture, and 2) Hands on workshops which allows you to explore the practice and role of Technology Application Educator. You will gain an appreciation and understanding for incorporating the Technology use in the classroom by:

- **Examine:** Identifying & explaining research studies and the effects and impact of technology on learning.
- **Connecting Ideas:** Relating to each topic by learning terminology to be able to discuss in discussion boards or reflection journals. Describing the development of computer technology over time and implication of this history for instruction.
- **Explore & Discover:** How manipulation of technology apps and more is inclusive to all subjects, why it is crucial to all four types of learning domains (cognitive, psychomotor, emotional, and social), and its relevance to critical & valuable life skills.
- **Understanding:** The technology application and the arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration across the academic curriculum, and in relation to the **TEKS** and other **standards**.
- **Apply:** Providing basic knowledge, skills, and strategies for teaching technology. Being introduced to current issues in educational technology including multicultural, students' conditions that shape the environment, emerging trends in technological resources, and more.
- **Create:** Participate in hands-on activities utilizing technology applications and devices that can be adapted and incorporated into other subject lesson plans.
- **Critique:** Making connections between creativity in teaching, teaching in and through digital literacy, and how it can help build equitable communities in all classrooms.
- **Teach:** Creating lesson plans which include hands on processes incorporating technology applications and devices to support curriculum within all disciplines.

Course Objectives and TExES Competencies Addressed:

Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the Course Standards listed below:

Technology Applications EC–12 Standard VII

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TExES Competencies Covered in ED 3307:

Competency 003: The Technology Applications teacher knows how to plan, organize, deliver and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

The beginning teacher:

- A. Knows how to implement developmentally appropriate instructional practices, activities and materials to improve student learning.
- B. Knows how to implement lessons using diverse instructional strategies.
- C. Demonstrates knowledge of issues related to the equitable use of technology for diverse populations.
- D. Knows how to implement instruction that allows students to solve problems by posing questions, collecting data and interpreting results.
- E. Knows how to develop and facilitate collaborative tasks among group members, incorporating diverse perspectives while exploring alternative solutions.
- F. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate and retain content-related information from a variety of texts and digital sources.
- G. Knows how to evaluate student projects and portfolios using various assessment methods (e.g., formal, informal).
- H. Knows how to promote effective self-evaluation and use of feedback from peers.
- I. Knows the relationship between instruction and assessment.
- J. Knows how to adjust instruction based on assessment results.
- K. Demonstrates knowledge of emerging technology and its role in education.
- L. Knows the importance of self-assessment and planning for professional growth.

Competency 009: The Technology Applications teacher knows how to design, produce and distribute multimedia products.

The beginning teacher:

- A. Demonstrates an understanding of the impact that digital publications have on current and emerging media environments.
- B. Knows how to apply copyright laws, licenses, and fair use (including Creative Commons and public domain) as well as use digital information such as attributing ideas and citing sources.
- D. Knows how to explain the ethical impact that digital publishing and audio and video production have on society.
- C. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming.
- A. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion.
- G. Knows how to create a portfolio to document work experiences and samples.

Course Format

A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

- Your ability to devote a minimum of 6-8 hours per week to your course is point one. If you don't have that kind of time right now, drop the course and take it later. **Assignments will not be accepted after the due date. A grade of "incomplete" will not be given for this course.**
- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the course calendar to know what to do each week. **Read, Study, & Follow the syllabus and calendar.**
- Your commitment to a steady a continual effort is pint three. Work consistently. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing written assignments. I provide feedback on Blackboard for your Blackboard Submissions. **Contact me through your SRSU email account or MS TEAMS APP.** Please stay in touch throughout the course.
- Your determination to maintain a sense of adventure is put for. Sharpen your coping skills. We are all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are nature states of affairs, expand your comfort zone. Between stimulus and response lies a space. In that space, you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!

Course Expectations

The instructor will:

- Provide weekly communication and check-ins with students via announcements, videos, or email.
- Be available virtual office hours are daily, Monday-Friday, by appointment.
- Respond to student emails within 24-hours of receipt during the hours of 9:00am - 5:00pm, Monday - Friday. Weekend communication will occur as unavailable.
- Provide grades/feedback to assignments within one week of the submission date.
- Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- Provide a range of opportunities to engage in the course content in a meaningful way.
- Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- Will participate and collaborate in online discussions, assignments, and activities
- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- Will engage in the course, with their peers, and the instructor with open communication and active participation.
- Will be respectful in their communication with the professor and classmates.
- Will respond to professor communication in a timely manner.
- Will not plagiarize and will demonstrate integrity in all their work.
- Will be proactive and resourceful to problem solve in case of internet or technical issues.

Required Format for Turning in Assignment Submissions:

When using Blackboard to turn in assignments, please turn in all of your assignments in by **Format Requested within each module** (Microsoft Word Links, PPT, OR PDF formats). I will not accept work turned in using any other format when listed. Every assignment must be typed or digitally uploaded, unless otherwise noted. For written work (research papers, essays, discussions, etc) all work should be double -spaced, Times New Roman, 12- point font. If you have questions please contact your team or email me before turning in.

***Please submit all documents using the following description:**

Last Name_First Name_3307_ (Assignment Name)

EXAMPLE : Yugen_Lori_3307_(Assignment Name)

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Educators

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c,
4. Collaborator: 4a, 4b, 4c, 4d 5.
- Designer: 5a, 5b, 5c 6.
- Facilitator: 6b, 6c, 6d 7.
- Analyst: 7a, 7b, 7c

Textbook and Materials: (Required)

You will need Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. It is your responsibility to check Blackboard 9 and your email/Announcements daily!

❖ **There is a textbook for this course:**

Integrating Educational Technology Into Teaching
(Transforming Learning Across Disciplines)
Roblyer & Hughs, **Edition #8**
ISBN-13: 978-0134746418
ISBN-10: 0134746414

Please make sure that you stay on task and read all the necessary resources in the Learning Materials Kit (LMK).

❖ **Required Student Planner & Content Notebooks Materials:**

These materials are the basic or common items that every student needs to bring. During the week of each activity the modules provided in blackboard will inform what the students need for class.

- Personal Planner
 - You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of your planner. However, this represents your self-discipline to organize course responsibilities, manage time and meet course assignment deadlines.
- Content Study Notebooks (Provided by Instructor)
 - You will need to create a Study Content Notebook for this course called the Blog Reflection Entries (BRE). I will not micro-manage the organization of this digital notebook. However, it must represent 20 hrs of study time for your Final Exam. Your BRE needs to include notes, images, links, and personalized elements expressing individuality.

❖ **Required Technology**

| | |
|-------------------------------------|---|
| <i>Devices</i> | <ul style="list-style-type: none">○ Computer / Laptop○ Iphone / Smartphone○ 2nd Webcam (To Be Used As A Document Camera)○ Microphone○ Vlogging Kit (Can buy at Walmart/Dollar Store/ Etc) |
| <i>Applications & Platforms</i> | <ul style="list-style-type: none">○ OneDrive (SRSU Account) – Make sure you know your login information.○ Google Drive (Personal Account) – Make sure your given name is on the profile.○ MS TEAMS APP (Sign up) – Direct Communication To Teacher |
| <i>Instructed Created Accounts</i> | <ul style="list-style-type: none">○ Canva (Setup Account - ITM)○ YouTube (Setup Account - ITM)○ iMovie App (Iphone) – Video Creation For Assignments○ InShot App (Smartphones) – Video Creation For Assignments |

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/ developing a positive learning environment
- Pedagogy/ Instructional Strategies

Texas Administrative Code

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| | |
|--------------|--|
| TITLE 19 | EDUCATION |
| PART 7 | STATE BOARD FOR EDUCATOR CERTIFICATION |
| CHAPTER 228 | REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS |
| RULE §228.30 | Educator Preparation Curriculum |

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development.
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

GENERAL POLICIES

Personal Responsibility

It is your responsibility to check Blackboard and your email/Announcements frequently! I leave detailed instructions and details in the Announcements/email feature and in the Tentative Assignment Schedule in Blackboard; it's up to you to check in and find out what's due, when, and how to turn in assignments. **All course content will remain open, however, there is a due date to turn work in please read the Late Work Policy below.**

Late Work Policy

All course content will remain open. However, work turned in **after the due date -5 pts, after a week -10 pts.**

Late work for any reason is **due to student negligence** (forgetting to turn in an assignment, forgetting to log in, not notifying your professor of impending absence, waiting until the last minute to begin assignments, not knowing how to use Blackboard, not managing your time properly, feeling exhausted after a long drive back to Alpine, etc). **DO NOT EMAIL ANY LATE WORK DOCUMENTS!**

Participation

I expect you to participate in discussions, lectures, and demonstrations. It is greatly appreciated if you will communicate with your group/team when collaborating on group work/assignments. I also expect you to work well with others and to help each other out with any questions. This will be the other half of your participation grade.

***WARNING NOTE – After the 2nd complaint of your team/ peers reporting no compliance you will have pts taken off!**

Feedback Policy

I am very good at getting back to you in a timely fashion. Using the **MS Teams App** will greatly expedite your important message to me. I try to check all my messages several times a day so you can usually get a response within a couple of hours but allow me up to 3-4 hours to respond to your communication. I understand how important it is for you to get clarification or an answer to a question as soon as possible! The best way to get in touch with me is through the class MS TEAMS APP. I grade throughout the week as assignments come in each Sunday of the week at 12 pm. You will have your grades constantly updated. If anything happens and I am going to be out of the loop for a couple of days (traveling, a conference etc....) I will let you know in advance. With this in mind, however, **Monday – Friday I'm unavailable after 6 and on the weekends.**

Communication Policy

Professor e-communication & Email

The preferable communication source is **MS Teams App or SRSU Email**. Telephone and virtual conferencing communications are also available. An appointment setup through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that. In an effort to maintain respect and clarity in the virtual classroom setting, please follow these guidelines when emailing your professor:

Please follow these guidelines when emailing your professor:

- 1) Include a salutation (Dear Professor Yugen,)
- 2) Provide your name, class, and section
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come during office hours.
- 5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.

COURSE POLICIES

Avoid, Late or Missing Assignments by keeping track using a planner. The requirements for this course are minimal and, in keeping with passing expectations, you are responsible for turning in all assignments by the class date for the week. **I will not accept late (Mid-Term/Final Work) unless I send out an announcement! DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

Attendance Policy

Arriving to class on time is essential. Being late three times will count as an unexcused absence. Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for material covered in class, whether you are present or not. Note that some in-class work (ie Journals) cannot be made up. Students are expected to attend the entire class time unless they have made prior arrangements with me in advance. Students who leave early or get up and leave class for any other reason will be counted as absent for that day. You are expected to login to Bb site several times a week.

EXCESSIVE ABSENCES WILL HURT YOUR OVERALL SEMESTER AVERAGE!

Class Attendance: 3 Kinds of Absences

1) Authorized/Excused Absences (Assignments MUST be completed BEFORE you'll be absent)

These absences fall under university-sponsored activities (clubs, athletics, student government, etc). It is your responsibility to notify me before you will be absent, and to make arrangements to make up any assignment. You must notify me BEFORE you will be absent from class, not after. Work must be turned in BEFORE student is absent. Student athletes: You know ahead of time that you will be away at games; you MUST turn in work BEFORE you leave campus. No special privileges for anyone will be granted.

2) Explained Absences (possibly excused)

These are reserved for serious cases of illness or personal/family injury and/or other emergencies, which are beyond the student's control. Explained absences are given at the professor's discretion only. Makeup work allowed only IF student notifies professor ahead of time (a reasonable amount of time, not just prior to when class begins); student is solely responsible for completing /turning in assignment(s) within one week of absence. If you are allowed turn in your work because of a pre-approved excuse, please follow these rules:

3) Unexcused Absences (never excused)

The student did not turn in their work due to negligence. Negligence is defined as: the student not taking proper care in executing any and all assignments. For example: the student did not familiarize themselves with how Blackboard works. The student did not ensure their work was properly uploaded to Bb. The student did not check Announcements daily, as required. The student missed the deadline due to forgetfulness or other responsibilities getting in the way of uploading an assignment. Any work assigned/due earns "0" points. No makeup/late work allowed.

SRSU Attendance Policy

Nine absences result in you being dropped from the course with a grade of "F" as per university policy. Upon the 4th unexcused absence, you will be dropped one letter grade. Upon the 6th unexcused absence, you will be dropped another letter grade. And upon the 8th unexcused absence you will be dropped yet another letter grade. Plain and simple... attendance is crucial to your survival in this course.

If you must miss a class for a school-related activity, the absence must be discussed (and arrangements made regarding coursework) prior to the absence. If you must miss a class for an emergency or illness, please contact me by email or phone as soon as possible and provide documentation (such as a doctor's note). Late work will not be accepted, unless you have contacted me about extenuating circumstances before the due date. Extenuating circumstances will be considered on a case-by-case basis.

Excessive Absence Policy

--In a **MWF** course, you will earn a grade of "F", if you have **9 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included.

--In a **TTh** course, you will earn a grade of "F", if you have **6 TOTAL** absences, which includes explained and unexcused absences. Authorized absences are not included

Academic Integrity & Honesty

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part of another course and/or professor; - turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz with collaboration if forbidden.
- Plagiarizing, cheating, or any other dishonest behavior in the classroom will not be tolerated. Rules and regulation regarding plagiarism, dishonesty, and other issues concerning classroom participation can be found in University Rules and Regulations and Student Handbook. A student found to be engaging in these activities will be penalized to the full extent of university policy.

Here is my policy on plagiarism for this course:



The first offense of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The second offense, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

If you need help with referencing information from outside sources, please ask for my advice. I am more than happy to help.

Disabilities Accommodation

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly.

No extra points, no extra credit work will be assigned, so don't ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

RECOMMENDED INFORMATION

SRSU Library Services

The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

This course syllabus is intended to be a guide and may be amended with adequate notice for the professor as necessary with appropriate notification to the student.

COURSE ACTIVITIES

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining BlackBoard Announcements, SRSU email account, MS TEAM App for communicational purposes. (STUDENT'S **MUST USE MS TEAMS APP OR SRSU EMAIL ACCOUNT** FOR COMMUNICATION WITH PROFESSOR).

Homework, Participation, Coursework Share: Ongoing...

Students are expected to participate on the Coursework Share link (**Filing Cabinet**) on Blackboard (Bb).

Modules

Each module is divided into topic units by chapters or sections. When assigned, you will participate in fine arts unit by interacting with the content links or folders. Each module provides Overview, Specific Learning Objectives, Material Learning Kits (MLKs), activities, guided instruction, quizzes, and assignments.

Reading Assignments

Read assigned content for that week to enhance understanding of the material. Reading assignments include [Textbook, Websites, Articles, Texts, Handout Notes, and Other Resources] to prepare before taking quizzes.

Video Assignments

Watch the assigned content for that week to enhance. There are two types of video responses depending on the assignment.

Interactive / Hands On Activity Collaborative Projects

When assigned, you will complete an interactive / hands on activity that demonstrates a type of teaching strategy that you can use for a traditional or virtual classroom. You will be able to participate in real time with your peers and get a feedback quickly.

Interview Data Collection

When assigned, you will complete a research interview investigation using the template provided in the module. Schedule 2 different interviews with EC-6th grade teachers of the same grade level. In the template provided generate questions that relate to the trends / issues on page. 31. **More instruction will be provided in the module.**

Individual Writing Assignments

When assigned, you will complete a research interview investigation workshop or demonstration activity for that assigned day and record all your photographic & note information in your BRE that will be shared in BB with your classmates and professor for learning feedback. Check the discussion board rubric located in Course Information in Blackboard.

Lesson Plan

A lesson plan is the teacher's guide for running a lesson developed by a teacher to guide class learning. It provides a detailed description of the course objectives, outcomes, instructional methods, and assessment. Details will vary depending on the preference on standard requirements, covered subjects, and the needs of the students. Lesson plans are created by student teacher either individually or collaboratively in groups. There are 3 important sections to a lesson plan (Required General Information, Generated Artifacts, and Instructional video)

Required General Information (Framework of Lesson Plan) TEMPLATE GIVEN

The required general information is the standard framework of all lesson plans. The information provided contains: Title of lesson plan, grade level, main subject, integrated subject, TEKS Standards, Specific Learning Objectives, Assessments (Formative & Summative), Teacher Script, Language Function, Etc.

Generated Artifacts (Technology Projects)

Each module has an assigned Technology application or subject activity that you will be introduced in with a demonstration or hands on activity to activate previous or to create inferences. You will work either individually or with an assigned group to select a lesson plan activity to use as an artifact for your lesson plan.

Producing An Instructional Video

You and your group will collaborate on using a selected type of video editing app and varied recording formats will be used to make an Instructional Video that follows the format of your lesson plan.

Development & Evaluation:

ePortfolio / Lesson Plans / Interactive Notebook Entries / Peer Teaching / Exams

Evaluation

You will be graded on participation in class, **Discussions, Teacher ePortfolio, Lesson Plan Presentations, Peer Lesson Critiques Feedback, Interactive Notebook Entries, Quizzes, Interactive Activities, and a two-part Midterm & Final Exams.** I expected all student to participate in discussions in class and on Blackboard, and if you are rarely or never offer thoughtful comment or questions, you will only get half credit for your participation grade. If you aren't comfortable speaking in front of class, please come talk to me. Details on each assignment (Hands-On Projects) will be presented when assigned.

❖ **Lesson Plan Artifact & Instructional Video:**

Each student will develop a brief, but engaging and meaningful art lesson that is balanced and corresponds to TEKS. This lesson should apply best practices you've learned about art education and lessons learned about teaching a given age group through observations at your K-6 school site. You will learn how to use a lesson plan format that can help you address components required by the **SRSU Education Department**. You will have time in class to work, create teacher examples, and consult with the instructor, but you will likely also use time beyond class to prepare. Submit a typed copy of your final lesson plan to the **Assignment Submission on BlackBoard**.

Peer Teaching: (Lesson Plan Presentations & Critique)

You will be responsible for implementing your lesson plan through peer teaching with your group throughout the semester. On the dates you do not teach, you will be responsible for participating as a student in the lesson and offering peer feedback.

❖ **e-Portfolios**

e-Portfolios are known as Electronic Portfolios that will contain all 'Artifacts' on **Technology Journal Entries, Hands On Project Documentation, and more**. You will **collect teaching resources, assignments, handouts, and lesson plans while researching art education. During the course you will organize the material into the electronic resource portfolio that will include material turned in for course as well as additional resources relating to Technology Applications**. You will demonstrate use of local fine art resources in this community as well as in state, national or international areas. You will share the resources and ideas they find so each student will have a rich personal portfolio to make integration of the arts and health a natural step in lesson planning. **(A rubric for the e-Portfolio will be posted)**

Midterm & Final Exams (Two parts)

Midterm – Technology Research Analysis Report

Final Exam - Final Project

Course Policies & Procedures

Grading Policy

| | |
|--|---|
| Student Orientation | 55 pts (Individual Submission) |
| Teacher Teams Setups <ul style="list-style-type: none"> ○ Pre-Assessment – Digital Literary Survey (Art) ○ Class Whiteboard: Goals & Expectations ○ Syllabus Quiz ○ Collaborative Team Contract ○ Permission to record letter | 10 pts 10 pts 20 pts 15 pts 1 pt |
| Interdisciplinary Training Workshops (7) | 66 pts (Individual Submission) |
| Teacher Teams Setups <ul style="list-style-type: none"> ○ Profile Card ○ Teacher Teams Training Videos: <ul style="list-style-type: none"> ○ Google (7) <ul style="list-style-type: none"> ➢ Docs, Slides, Sites, Drawing, Google Classroom, Sheets, Forms ○ Microsoft (4) <ul style="list-style-type: none"> ➢ Word, PowerPoint, Excel, Forms ○ Canva ○ iMovie ○ InShot ○ YouTube ○ Lesson Plan Writing (Not Graded) <ul style="list-style-type: none"> ➢ Designing Lesson Plans ➢ Constructing Artifact / Activities ➢ Producing Instructional Videos | |
| Pre-Assessment – Digital Literacy Survey | 10 pts (Individual Submission) |
| Discussion Boards | |
| Blog Reflection Entries - Blog Reflection Entry (10) | (6 pts /each) 60 pts (Individual Submission) |
| Video Response (3 min) *Given Prompt* | 1 pts |
| Quality of Post | 1 pts |
| Media Application (Correctly Added) | 1 pt |
| Contribution to the Learning Community: Reply to 3 Peers | (1 pt /each) 3 pts |
| <i>*(Rubric Details Are Found Within Each Blog Reflection)</i> | |
| Coursework Share – Individual Assignment (8) | (20 pts) 160 pts (Group Submission) |
| Collaboration | 4 pts |
| Time & Effort | 4 pts |
| Craftsmanship & Critical Thinking | 4 pts |
| Media Application (Correctly Added) | 4 pts |
| Response To 2 Group Projects | 4 pts |
| Coursework Share – Collaborative Assignment (8) | (20 pts) 160 pts (Group Submission) |
| Collaboration | 4 pts |
| Time & Effort | 4 pts |
| Craftsmanship & Critical Thinking | 4 pts |
| Media Application (Correctly Added) | 4 pts |
| Response To 2 Group Projects | 4 pts |
| Research & Analysis | (1 pts) 120 pts (Individual Submission) |
| Interview #1 | (10 pts) |
| Interview #2 | (10 pts) |
| Analysis Research Report & Presentation | (100 pts) |
| Lesson Plan & Presentations (2) | (100 pts /each) 200 pts (Group Submission) |
| Designed Lesson Plan | 50 pts |
| Teaching Artifacts (Hands On w/ Educational Tech) | 25 pts |
| Instructional Video | 25 pts |
| Lesson Plan w/ Artifacts & Instructional Video (Peer Critiques) (2) | (50 pts /each) 100 pts (Group Submission) |
| [Instructions provided in module] | |
| Response to group lesson plan | |
| ePortfolio (Submission) | 100 pts (Individual Submission) |
| Final Project (Part 1, Part 2, Part 3) | 150 pts (Group Submission) |
| Part #1: Final Project Proposal Plan | 25 pts |
| Part #2: 1-page progress report (project reflection) | 25 pts |
| Part #3: Final Project with Final Reflection | 100 pts |
| | Total 1,001 pts |

Please monitor your “My Grades” are in Blackboard for grades on Assignments
ASIDE: There will be opportunities to earn extra credit by attending art events & exhibitions

Assignments Descriptions

The syllabus, assignments, calendar, and reading lists, are available on BlackBoard. You are responsible for maintaining their BlackBoard, SRSU email account, Remind Text App for communicational purposes. **(STUDENT'S MUST USE MS TEAMS APP OR SRSU EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR).** All assignment/ tasks must be completed based on topics assigned for each chapter by Midnight on the Sunday. Read and follow the instructions for each assignment. It is your responsibility to keep up with assignments and due dates. Some Assignments require observation time. Some assignments require a written critique, some assignments are BRE/ Lesson Plans Posted to Blackboard, etc. Assignments vary from chapter to chapter, so read assignment descriptions, manage, and schedule YOUR time wisely in order to stay on track with course requirements. USE COMPLETE SENTENCES FOR ALL ASSIGNMENTS... If you want an "A", use correct APA format to support your thoughts/ conclusions/claims by citing the course textbook / articles.

| |
|---|
| All information is found in the weekly modules |
| Student Introduction Video (2 pts) |
| Students will create a introductory video. Information can be found in the BlackBoard " <i>Start Here – Student Orientation</i> " on the side panel. |
| Teacher Teams Setup (Required) |
| Students will review peer introductory videos and schedule profiles to determine the best suited group to work in. Information can be found in the BlackBoard " <i>Team Station Signup</i> " on the side panel. |
| Interdisciplinary Training Modules (66 pts) |
| Training videos to increase digital literacy skills using platforms (Microsoft, Google, Canva, iMovie, InShot, Bitmoji, YouTube) |
| Pre-Assessment – Digital Literacy Survey (10 pts) |
| A digital literacy survey assesses student's current digital literacy skills |
| Discussion Board Entries (DBE) (60 pts) |
| Weekly reflection prompts will be provided to check for understanding. Students will answer prompts, submit hands on work, provided reasoning, etc. |
| Coursework Share – Collaborative Assignments (160 pts) |
| Students will work in groups to create a generated artifact based on the reading, videos, and hands on learning stations. |
| Research & Analysis (120 pts) |
| Students are required to seek out (2) EC-6 grade teachers within the same grade level to refer to their chosen trend/ issue of technology in the educational setting. The interview questions will be generated through Chapter 5 strategies and how the teacher implements them into their own classrooms. |
| Lesson Plan & Presentations (100 pts) |
| Students will create lesson plans using the knowledge and skills gained within the course to teach a hybrid lesson (Asynchronously). Students will generate and present their lesson plan, materials, and instructional video to be reviewed by peers. |
| Lesson Plan w/ Artifacts & Introduction Video (Peer Critiques) (100 pts) |
| Students will review group lesson plan w/ a provided rubric and responses to areas needed for improvement. |
| ePortfolio (100 pts) |
| Students are required to create an ePortfolio to prepare them for the teaching field and provide physical evidence of work materials. (Teaching artifacts, posters, websites, computer generated materials, websites, etc.). |
| Final Project (200 pts) |
| Final project consists of 3 parts. Part #1: Final Project Proposal Plan (Planning chosen project to develop throughout the course) Part #2: 1-page progress report (Project reflection paper based on the development of overall product) Part #3: Final Project (Finished Product with reflection) |

Course Schedule & Assignments

*NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication to be successful.

| Week 1 8/22 – 8/27 | Course Information & Activities |
|-----------------------|--|
| 8/28 | Introductions & Student Orientation Introduction Video (25 pts) |
| | Pre-Assessment Digital Literacy Survey |
| | Student Introduction - VoiceThread |
| | Class Whiteboard: Goals & Expectations |
| | Syllabus Quiz |
| | Collaborative Team Contract |
| | Complete Interdisciplinary Training Modules (All Modules) |
| Week 2 8/29 – 9/3 | ED TECH - CHAPTER #8: BLENDED & ONLINE LEARNING |
| 9/4 | Reading (Textbook) - Chapter #8 w/ leading Question |
| | Challenges of Blended Learning Poll / Results of poll for (DBE) - (Individually) |
| | Discussion Board Entry #1 – (Individually) |
| | Collaboration Project #1 (Applying What You Know) – Google Classroom 2/ one learning module |
| | |
| Week 3 9/5 – 9/10 | ED TECH - CHAPTER #1: EDUCATIONAL TECH & LEADERSHIP IN EDUCATION |
| 9/11 | Reading (Textbook) - Chapter #1 w/ leading Question |
| | Educational Trends Leveraging Tech. Innovations (Wiki) – (Individually) |
| | Discussion Board Entry #2 – (Individually) |
| | Collaboration Project #2 (Applying What You Know) – Active & Passive Uses Poster |
| | |
| Week 4 9/12 – 9/17 | ED TECH - CHAPTER #5: INSTRUCTIONAL SOFTWARE FOR STUDENT LEARNING |
| 9/18 | Reading (Textbook) - Chapter #5 w/ leading Question |
| | Selecting Appropriate Instructional Software (MS Whiteboard) – (Individually) [Final Project] |
| | Discussion Board Entry #3 – (Individually) |
| | Collaboration Project #3 (Applying What You Know) – Instructional Software |
| | *Reminder* Technology Analysis Research Paper – Interview #1 (Due) 9/25 |
| Week 5 9/19 – 9/24 | ED TECH - CHAPTER #2: THEORY INTO PRACTICE FOUND. FOR TRANSFORM TECH INTEG. |
| 9/25 | Reading (Textbook) - Chapter #2 w/ leading Question |
| | Theory Into Practice (Create a learning model) – (Individually) |
| | Discussion Board Entry #4 – (Individually) |
| | Collaboration Project #4 (Applying What You Know) – Using Tech for Learning Theories |
| | *Reminder* Final Project: Part #1 – Proposal Outline (DUE) 9/9 |
| Week 6 9/26 – 9/1 | ED TECH - CHAPTER #3: LEARNING AND LEADING TRANSFORMATIVE TECHNOLOGY INTEGRATION |
| 9/2 | Reading (Textbook) - Chapter #3 w/ leading Question |
| | Educational Technology – Transformation for Motivation & Engagement Ideas - (Individually) |
| | Discussion Board Entry #5 – (Individually) |
| | Collaboration Project #5 (Applying What You Know) – Teacher Leadership |
| | (DUE) Technology Analysis Research Paper – Interview #1 *Reminder* Technology Analysis Research Paper – Interview #2 (Due) 9/16 |
| Week 7 9/3 – 9/8 | ED TECH - CHAPTER #4: TECH DEVICES & SOFTWARE RESOURCE FOR CLASSROOM PRODUCT |
| 9/9 | Reading (Textbook) - Chapter #4 w/ leading Question |
| | Devices & Resources for Classroom Productivity (Software & Apps Research & Analysis) – (Individually) |

| | |
|--|---|
| | Discussion Board Entry #6– (Individually) |
| | Collaboration Project #6 (Applying What You Know) – Magazine / Poster Advertisement |
| | (DUE) Part #1 Project Proposal Outline *Reminder* Final Project: Part #2 – Progress Report (DUE) 11/13 |

| | |
|---------------------------------|---|
| Week 8 9/10 – 9/15 | ED TECH - CHAPTER #6 – WEB-BASED RESOURCES |
| 9/16 | Reading (Textbook) - Chapter #6 w/ leading Question |
| | Evaluating Website Quality Checklist – (Individually) |
| | Discussion Board Entry #7 – (Individually) |
| | Collaboration Project #7 (Applying What You Know) – Interactive Web Compilations Sheet |
| | (DUE) Technology Analysis Research Paper – Interview #2 *Reminder* Technology Analysis Research Report – Completed Paper (Due) 9/30 |
| Week 9 9/17 – 9/22 | ED TECH - CHAPTER #7: WEB BASED COMM., COLLAB, DESIGN, CREATION, MAKING. |
| 9/23 | Reading (Textbook) - Chapter #7 w/ leading Question |
| | Website Content & Design Evaluation Checklist – (Individually) |
| | Discussion Board Entry #8 – (Individually) |
| | Collaboration Project #8 (Applying What You Know) – Teacher & Student Teacher Collaboration Site |
| Week 10 9/24 – 4/29 | ED TECH – PROJECT UNIT – APPLYING WHAT YOU KNOW |
| 9/30 | Educational Research – Introduction & Info Packet |
| | (DUE) Technology Analysis Research Report – Completed Paper |
| Week 11 10/31 – 11/5 | ED TECH - LESSON PLANNING & REDESIGNING ‘GOOGLE CLASSROOM 2/ ONE LEARNING MODULE’.... |
| 11/6 | Reading ITM - Lesson Plan Writing (Mini Module) |
| | Curating Materials & Activities by applying (Theory & Model) |
| Week 12 11/7 – 11/12 | ED TECH - LESSON PLAN #1 TEACHING & LEARNING W/ TECH IN |
| 11/13 | Reading (Textbook) - Chapter #10 or #13 |
| | Collaboration Lesson Plan #1 (Applying What You Know) |
| | (DUE) Final Project: Part #2 – Progress Report *Reminder* Final Project: Part #3 – Final Product (DUE) 12/5 |
| Week 13 11/14 – 11/19 | LESSON PLAN CRITIQUES |
| 9/20 | Review and submit lesson plan Rubric /Critiques (notes & point score) in Blackboard Coursework Share . <i>[Instructions are posted in Module]</i> |
| Week 14 11/21 – 11/26 | TEACHER EPORTFOLIO |
| 11/27 | Cover Page, Snapshot Resume, Cover Letter, Teaching Philosophy, 3 – 5 References Page, Recommendation Letter Request, Recommendation Letter, Personal Roster, Student Choice Artifact #1 & #2 |
| | Blog Reflection Entry #9 – (Individually) |
| Week 15 11/28 – 12/3 | ED TECH – DEAD DAY |
| | Working Week! |
| Week 16 12/5 – 12/10 | Final |
| 12/5 | Discussion Board Entry – (Individually) Farewell Messages & What I liked most about this course |
| | (DUE) Final Project: Part #2 – Final Product– Completed |

Rubrics

Discussion Board Entries (DBE)

Individual Reflections on Chapter Readings

BlackBoard Posts: Rubric descriptions can be found in each posting

| | |
|---|-----------------|
| Video Response (3 min) (Thoroughly Answered Questions or Post) + "Subject Related" not guess work | 1 Point |
| Quality of Post | 1 Point |
| Media Application: Use of Multimedia & Design Tools (Correctly Added) | 1 Point |
| Contribution to the Learning Community: Reply on 3 other classmates Discussions (1pts / each) | 3 Points |
| Total | 6 Points |

Coursework Share –Collaborative Projects Assignment

Collaborative Group Generated Projects

BlackBoard Posts: Rubric descriptions can be found in each posting

| | |
|---|------------------|
| Collaboration: Individual Participation (All Members of The Group – Non-Participation Results In -1 pt.) | 4 Point |
| Time & Effort | 4 Point |
| Craftsmanship & Critical Thinking | 4 Points |
| Media Application | 4 Points |
| Response to 2 group projects | 4 Points |
| Total | 20 Points |

Research Analysis (Interviews)

Technology Research

Rubric descriptions can be found in each posting

| | |
|----------------------------------|------------------|
| Generated Questions | 2.5 Point |
| Response Feedback by Interviewee | 2.5 Point |
| Video Recording | 5 Point |
| Total | 10 Points |

Research Analysis (Paper)

Technology Research

Rubric descriptions can be found in each posting

| | |
|--|-------------------|
| Formatting | 25 Points |
| Cohesive development of ideas | 25 Points |
| Supporting ideas from interviews and content | 25 Points |
| Writing Conventions | 25 Points |
| Total | 100 Points |

Lesson Plan W/ Artifact & Instructional Video (COMPLETED)

Technology Application Subject Integrated Lesson Plans: Group Generated Lesson Plan

Rubric descriptions can be found in each posting

| | |
|---|-------------------|
| Designed Lesson Plan | 50 Point |
| Teaching Artifacts (Hands On W/ Educational Tech) | 25 Point |
| Instructional Video | 25 Point |
| Total | 100 Points |

Lesson Plan W/ Artifact & Instructional Video (PEER FEEDBACK)

Technology Application Subject Integrated Lesson Plans: Peer Feedback

Rubric descriptions can be found in each posting

| | |
|---|-------------------|
| Response to peer group lesson plan (Individually) (2) | 50 Point |
| Total | 100 Points |

e-Portfolio

BlackBoard Submission Assignment

Rubric descriptions can be found in each posting

| | |
|--|-------------------|
| Cover Page | 10 Points |
| Resume Snapshot | 10 Points |
| Cover Letter | 10 Points |
| Teaching Philosophy | 10 Points |
| 3-6 References Page | 10 Points |
| Letter of Recommendation Request | 10 Points |
| Lesson Plans w/ Artifacts & Instructional Video Links | 10 Points |
| Classroom Roster Template | 10 Points |
| Student Choice – Classroom Rules & Procedures (Bathroom, Reading, Learning Labs, Etc.), Welcome Letter to Parents, Awards and Certificates, Etc. | 10 Points |
| Student Choice – Classroom Rules & Procedures (Bathroom, Reading, Learning Labs, Etc.), Welcome Letter to Parents, Awards and Certificates, Etc. | 10 Points |
| Total | 100 Points |

Final Projects

BlackBoard Submission Assignment

Rubric descriptions can be found in each posting

| | |
|--|-------------------|
| Refer to BlackBoard Module "Week 16" for rubric (3 Part) | 200 Points |
|--|-------------------|