Course Prefix and Number: TKT 4803/6803

Course Title: Integrating Technology for Meaningful Learning

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Prerequisites: TKT 4743/6743 or consent of the instructor. This course deals with the process of using multimedia applications to present instruction and information.

Course Description:

Educators use technology as tools and channels to create meaningful learning experiences for their students. In this course students will examine and evaluate methods of integrating technology for meaningful learning. This includes examining and evaluating different technologies in terms of instructional goals, whether technology corresponds to those goals, and the implications of technology use for educators and students. This course is not intended to make students proficient in the manipulation of all technology, but to help students become capable at specifying and selecting the appropriate technologies for instruction. The goal of this course is to help students achieve a greater understanding of issues and techniques related to the integration of educational technology in K-12 educational settings.

This course is not designed as a total lecture-based course. Instead, this course is developed in a format of reciprocal teaching in which students will lead in chapter module and discussion moderations. The contexts for this course will be primarily interactive, collaborative, multi-disciplinary, and student-centered.
College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. KNOWLEDGE - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. COLLABORATION - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. REFLECTION - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. PRACTICE - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Course objectives are based on the ISTE (International Society for Technology in Education) Standards for Teachers. Visit ISTE’s Web site for more information:
http://cnets.iste.org/perprofiles.html

Upon completion of this course, the student will be able to meet the following ISTE standards:

1. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills. (I, III) (CFPO # 7)

2. Differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities. (II, III, V, VI) (CFPO # 7)

3. Identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction. (I, II) (CFPO # 7)

4. Identify, select, and use hardware and software technology resources specially designed for use by PK-12 students to meet specific teaching and learning objectives. (I, II) (CFPO # 7)
5. Plan for the management of electronic instructional resources within a lesson design by identifying potential problems and planning for solutions. (II) (CFPO # 7)
6. Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity. (III, VI) (CFPO #7)
7. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students. (II, IV, V, VI) (CFPO #s 7, 13)
8. Discuss technology-based assessment and evaluation strategies. (IV) (CFPO # 7)
9. Examine multiple strategies for evaluating technology-based student products and the processes used to create those products. (IV) (CFPO # 7)
10. Examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data. (I, IV) (CFPO # 7)
11. Integrate technology-based assessment strategies and tools into plans for evaluating specific learning activities. (IV) (CFPO # 7)
12. Identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education. (V) (CFPO # 7)
13. Apply online and other technology resources to support problem solving and related decision making for maximizing student learning. (III, V) (CFPO #s 7, 10)
14. Participate in online professional collaborations with peers and experts. (III, V) (CFPO #s 7, 9)
15. Use technology productivity tools to complete required professional tasks. (V) (CFPO #s 7)
16. Identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information. (VI) (CFPO # 7)
17. Examine acceptable use policies for the use of technology in schools, including strategies for addressing threats to security of technology systems, data, and information. (VI) (CFPO #7)
18. Identify issues related to equitable access to technology in school, community, and home environments. (VI) (CFPO # 7)
19. Use research-based and technology practices that promote reinforcement, acceleration, personalized instruction, adaptive instruction, collaborative learning, and performance-based instruction that allows for multicultural participation, and academic success. (CFPO #s 2, 7)

**Topics to be Covered:**

1. **Key Themes and Issues for Using Technology in the Classroom (4 hours)**
   a. Themes of technology use in the classroom
   b. Technology in today’s classroom
   c. Technology and school reform
   d. National Standards
   e. Changing the way technology is used in schools
   f. Application of technology

2. **Meaningful Learning in an Information Age (4 hours)**
   a. Fundamental properties of mental activity
b. Processes: Mental tools  
c. Conceptual models of school learning  
d. Teaching, learning, and the role of technology  
e. Research about learning with technology  

3. Using Tools: Word processors, Databases, Spreadsheets, and Data Probes (5 hours)  
a. Word Processing  
b. Spreadsheets  
c. Databases  
d. Data collection devices  

4. Using Instructional Software and Multimedia for Content-Area Learning (6 hours)  
a. Categories of instructional software  
b. Multimedia and hypermedia in the delivery of computer-assisted instruction  
c. Learning from multimedia instructional resources  
d. Constructivism and cooperative learning with instructional software  

5. The Internet as a Tool for Communication (3 hours)  
a. Roles the Internet can play in instructional practice  
b. Learning by communicating  
c. Facilitating online discussion  

6. The Internet as a Tool for Inquiry (5 hours)  
a. The World Wide Web and Web exploration tools  
b. Locating information on the Web: Browsing versus searching  
c. Categories of Web resources  
d. Strategies for using primary sources on the Web  
e. Evaluating Web information  
f. Using the Web for active learning  

7. Using Multimedia Tools (3 hours)  
a. Classifying student multimedia projects  
b. Software tools for creating multimedia projects  
c. Multimedia authoring environments  

8. Working with Images, Sound, and Video (5 hours)  
a. Tools for creating and manipulating images  
b. Tools for capturing still images  
c. Locating image sources  
d. Working with video  
e. Learning with sound and graphic tools  

9. Learning from Student Projects: Knowledge as Design and the Design of Hypermedia (6 hours)  
a. Knowledge as design  
b. Student-Authored Hypermedia
c. Principles of hypermedia design: The process of developing software
d. Student cooperation: Design teams
e. Hypercomposition design model
f. The teacher’s role in the design process
g. Student’s projects on the web

10. Responsible Use of Technology (4 hours)
   a. Equity of educational opportunity
   b. Copyright law and respect for intellectual property
   c. Protecting students from inappropriate material and experiences

Texts:


Methods of Instruction:

This class will be taught primarily through online discussion with possible small group (cooperative learning) activities as deemed appropriate. The course will also be taught through guided, reflective, and small-group discussions. The inquiry method will also be used to engage students’ critical thinking skills in order for them to be able to analyze and solve problems in a systematic manner. Students will work individually and may occasionally work in small groups (as assigned by the instructor) to research some assigned topics, participate in online discussions, or other assigned projects. Use of the *Publication Manual of the American Psychological Association* (6th ed.) will not be taught in this class. Undergraduate and Graduate students are expected to purchase and learn how to use the APA Manual correctly. The use of E-Mail, the Internet, WWW, electronic databases, and the Mississippi State University Library resources will be used throughout the semester. (CFPO #s 7, 8, 9)

Course activities and assignments are designed to help students develop the knowledge, skills, and attitudes needed to become skillful and thoughtful users of instructional technology. Learning experiences revolve around two major themes:

- Participation in technology lessons/experiences as one means of developing mental images of what it means to “integrate technology,” and
- Reflection on, discussion about, and evaluation of classroom lessons that utilize technology.

The goal is to provide resources that related to the course. This means that the role of the student is to review all resources provided and to use online discussion with classmates to make sense of these materials and their inherent similarities, dissimilarities, and contradictions.
This course requires consistent and serious investment of cognitive energy on the part of everyone involved. The course will be most rewarding for those who invest the necessary mental effort and will be least successful for those who do not.

Suggested Student Activities:

1. Each student will be responsible for participating in all online discussions and responding to discussion questions in myCourses/Blackboard, reading assigned materials, completing assignments, and mastering course objectives. (CFPO #s 4, 8, 9, 11, 12); Objectives #s 1, 14

2. Each undergraduate student will report on one current journal peer reviewed journal articles pertinent to the field of technology. Each graduate student will report on two current journal articles pertinent to the field of technology. A format for writing critiques will be provided in Course Content and Related Materials in Blackboard. Do not critique journal articles dated back past three years. Students must submit a proof of peer reviewed print screen for each reference used. The proof of peer reviewed print screen document must be attached at the end to each critique. Please do not submit the proof of peer reviewed print screens in a separate word document file; submit in the same file as your journal article critique. There must be a match of references used in text with references shown in the reference list. Add the screen prints of your proof of peer reviewed document at the end of your critique. Make sure that Peer Reviewed Yes or No is clearly seen on the document for the journal article that you have used as a reference in your critique before you submit the document. The Publication Manual of the American Psychological Association (6th edition) must be used for writing journal article critiques. No credit will be given for any articles that are dated back past three years. (CFPO #s 7, 13); Objectives #s 7, 10, 14, 19

Format. You must use the required format that is provided for writing your critiques in Blackboard, Course Content and Related Materials. The summary section should be single-spaced. The analysis section must be double-spaced. This section is very important. It is worth 60 pts. At least two (double-spaced) pages are required for this section. Points will be deducted if the section is short of the minimum number of pages required. Make sure that you include information that is shown in numbers 1-3 listed under the analysis section on the required format handout provided.

3. Each graduate student will prepare an in-depth word-processed research paper (using electronic databases from Mississippi State University Library) on a general topic related to technology or career and technical education that is approved in advanced by the instructor. Topics should not be changed once they are approved. A PowerPoint summary presentation of the research paper is required. (CFPO #s 7, 13); Objectives #s 7, 10, 14, 19

NOTE: A minimum of six double-spaced pages is required for the research paper and must include at least five current refereed (peer reviewed) journal articles that are not dated back past five years; other references should not be dated back past ten years. The
Publication Manual of the American Psychological Association (6th edition) must be used to develop the research paper. Remember, this is a research paper and not a journal article critique. The minimum 6 pages are of content related to the topic; the 6 pages do not include the title page, abstract, or references; these are included on separate pages. You must cite references in text, and all references cited in the text of your paper must be cited in the reference list. There must be a match of references cited in the text and in the reference list. You must provide a proof of peer reviewed document for each reference cited in text and in your reference list. The proof of peer reviewed document must be in the same word doc file as your research paper. Do not submit the proof of peer reviewed documents as a separate file. Please do not post the research paper for the class. Send the research paper directly to me in Blackboard e-mail as an attachment.

4. Each student will submit a Reflective Journal related to assigned readings and course projects. A minimum of 10 journal entries are required. Each entry must be numbered, labeled as a side heading, and detailed responses submitted for each entry. Evaluation will be based on the number of journal entries, and the level of reflection and insight indicated in each journal entry. Please do not post the reflective journal for the class. Send the Reflective Journal directly to me through Blackboard e-mail as an attachment. The journal entry requirements are listed below: Also see pages 12-13 in this syllabus for additional information on the Reflective Journal. (CFPO #s 7, 8); Objectives #s 1, 14

- **One entry** should discuss your thoughts and perceptions of the class. (i.e. What went well? What didn’t go well? What could make this class better? Etc.) *This journal entry should be done toward the end of the semester.*
- **One entry** should be a reflection on your contribution to the class. I’m a strong believer that your class experience and your learning are dependent on your effort in the class, so tell me how you think you did. Did you put forth the effort necessary to make this class a meaningful learning experience for you, as well as your peers? *This journal entry should be done toward the end of the semester.*
- **One entry** should be a reflection on the assignment where you created the chapter module and moderated the online discussion. What went well? What were the challenges? What would you do differently? Etc.
- **The other journal entries are left up to you.** However, they should describe activities and accomplishments related to the course, as well as express your feelings about those activities and accomplishments. Possible topics for consideration in the reflective journal are:
  - Reflections on the concepts and activities in the course reading assignments.
  - Responses to participation in course activities/discussions.
  - Ideas gained through interactions with peers in the course.

5. Each student will create a Chapter PowerPoint presentation and moderate a chapter discussion (based on an assigned chapter from the textbook). Discussion questions (2) must be developed by the moderator for the discussion session. The discussion questions and the chapter PowerPoint are to be sent at least two days in advance to the instructor before being posted to the entire class. You must receive approval from the instructor before posting your PowerPoint and Discussion questions the entire class. At the end of the chapter discussion, each chapter moderator will be
responsible for evaluating participation of peers. A rubric for evaluating peers is found in the Course Content and Related Materials-Handouts. The peer evaluation is not to be posted to the class. The evaluation is to be sent directly to the instructor through Blackboard e-mail at the end of the chapter discussion. See pages 14-16 of this syllabus for additional directions on developing the Chapter/Content Module and Discussion Moderation. This assignment has three elements:

• Creation of the content module related to the chapter.
• Moderation of the topic discussion.
• Evaluation of discussant participation. Please send this to the instructor at the conclusion of the discussion via Blackboard e-mail.

(CFPO #s 2, 7, 9); Objective #12, 14

6. Integrating Office Tools in Classes. Each student will complete a series of assignments using word processing tools, spreadsheet tools, database tools, and/or presentation tools. Each student will also participate in a discussion on the topic of integrating these tools in classrooms. See the Discussion Board in Blackboard for specific instructions for completing this assignment. The due date for this assignment will be posted on the Blackboard Calendar. (CFPO #7, 11); Objective #s 1, 3, 6, 10, 13, 14

7. Educational Technology Resource Collection. Each student will be asked to research information on educational technology tools from different resources. Each student will identify the official website(s) for the tools, instructions for using the tools, creative ideas of integrating these tools in classrooms, etc. Students will also be asked to review a collection tool such as (livebinder®) to complete this assignment. See the Blackboard Discussion Board for specific directions for completing this assignment. The due date for this assignment will be posted on the myCourses/Blackboard Calendar. (CFPO #s 7, 11, 13); Objectives #s 6, 10, 13, 14

8. Each student will create a Home Page. The purpose of this activity is for students to introduce themselves to the instructor and other classmates. It will also help students become familiar with moving around in myCourses/Blackboard. Students must use their creativity in designing their WebPages, but use the following as a minimum:

• Upload a clipart or photo that represents you, your personality and how you feel at this time. Upload the clipart/photo to your Web Page and write a paragraph explaining how it represents you, your personality, and how you feel at this time. Upload the clipart/photo to your Home Page and write a paragraph explaining how it represents you.
• Write two paragraphs about your experience using technology. Describe how your knowledge and experiences using technology has impacted you as a teacher and/or person (Include both positive and negative experiences).
• Read the introductions from your classmates and post a comment to one or more classmates commenting on his/her homepage. (CFPO #s 7, 9); Objectives #s 13, 15
**Honor Code:**

Academic misconduct is a serious offense. Academic misconduct will be dealt with in accordance with the policy and procedures delineated in the Academic Misconduct Policy. See Academic Misconduct Policy and Procedures at [http://www.msstate.edu/dept/audit/mainindex.html](http://www.msstate.edu/dept/audit/mainindex.html)

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

See Mississippi State University Honor Code at [http://students.msstate.edu/honorcode/](http://students.msstate.edu/honorcode/)

**Academic Honesty:**

All assignments in this course must be done on an individual basis unless authorized by the instructor. Research papers must be developed in accordance with guidelines of the *Publication Manual of the American Psychological Association* (6th ed.). Students should not submit research papers in this course that have been submitted to other professors for course credit nor should students violate other policies addressed in AOP 12.07. Academic misconduct is a serious offense. See Academic Misconduct Policy and Procedures at [http://www.msstate.edu/dept/audit/mainindex.html](http://www.msstate.edu/dept/audit/mainindex.html)

Plagiarism is a serious offense. See APA 6th edition for definitions of plagiarism. Also read the university wide definition of academic misconduct. You are expected to do your own work on tests, projects, research papers, journal article critiques, research papers and all homework assignments unless you are assigned a group project by the instructor. If you turn in someone else’s work as if it were your own, you are committing plagiarism. If you allow someone else access to a copy of your work and that person submits some or all of it as his/her own, you are guilty of plagiarism as is the other person. You must cite all sources and references used in your research projects and critiques. A separate page of references (using the APA Manual 6th edition for citations) must be submitted with your work.

Remember, academic misconduct is any activity, which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person’s examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student’s own, allowing such a submission to be made for oneself, or making such a submission for another.
• Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
• Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
• Disregarding policies governing use of human subjects or animals in research.

Technology:

Instructional Technology is used to prepare materials for delivery of the course through myCourses/Blackboard. Students must develop assignments based on a search of the Internet and various sites from the World Wide Web. A search of electronic databases must be conducted through the Mitchell Memorial Library for retrieving peer reviewed journal articles for development of critiques and research papers; students must post proof of peer reviewed journal articles retrieved. Students also use Microsoft Office to complete course assignments, and will use the Internet in retrieving materials and posting information for course assignments.

Diversity:

Diversity is addressed in Objective # 6, which indicates that the student will be able to identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity; and Objective # 18, which indicates that students will identify issues related to equitable access to technology in school, community, and home environments. Diversity is also addressed in Instructional Objective # 19, which indicates in part that students will use research-based and technology practices that allow for multicultural participation, and academic success.

Disability:

As provided in OP 91.121: Students with Disabilities, Mississippi State University is committed to providing equal educational opportunities to all students and assisting students in making their college experiences successful and positive. Recognizing that at times generalized student services are inadequate for meeting the unique needs of students with disabilities, and to comply with federal and state laws, regulations, and guidelines, the university has established Student Support Services to provide supportive services for its students with disabilities. Moreover, in AOP 12.35 - Academic Accommodation for Students with Disabilities:

Students with disabilities requesting academic accommodations must identify themselves to the office of Student Support Services. Current documentation, verifying the disability must be submitted. Specific guidelines for this documentation occur at http://www.msstate.edu/dept/audit/91130.html. Disability Support Services within the office of Student Support Services generates Notification of Disability letters for the student. Students may visit the office to receive their letters. Distribution of the letters to their individual faculty/instructors occurs once the semester has begun. The student identifies himself/herself to the instructor as needing accommodation by delivering the corresponding Notification of Disability letter to them. The instructor, as a representative of the university, is obligated to
provide reasonable accommodation. Prior to the academic advisement period, students may request a Notification of Disability letter for their advisor.

Students with disabilities are encouraged to notify the instructor of his/her needs and the office of Student Support Services in accordance with university policy. Students may contact Student Support Services at http://www.sss.msstate.edu/disabilities or contact them at 01 Montgomery Hall; local phone # 325-3335. Please notify the instructor the first week of class if you need assistance from the Office of Student Support Services.

**Field Component:**

There is no field component for this course.

**Evaluation of Student Progress:**

The course grade will be determined by the following: 1) score on mid-term exam and final examination; (2) student home page, (3) journal article critiques, (4) research paper (graduate students only), (5) reflective journal, (6) chapter moderation/PowerPoint/peer evaluations, (7) discussion participation, (8) score on integrating office tools, and/or (9) score on educational technology resources. In addition, grades for the course will be based on completion of assigned readings and preparedness for class activities/discussions, evaluations of assignments, and credit for all components of the core projects/activities, and the clarity and professional quality of individual presentations. The instructor reserves the right to change assignments as deemed appropriate. Therefore, the number of assignments may vary each semester; the course evaluation factors and points will be adjusted accordingly.

Students will receive periodic commentary and feedback on assignments. However, the instructor will not edit work. Each student is encouraged to email, call, or visit the instructor during posted office hours to discuss his/her needs, ideas, and progress in the course. Plan to stay on top of reading, assignments, and communication related to the course.

Each student is expected to participate in all discussions when the class in taught in an online format. In face-to face classes, unless there is an extreme mitigating circumstance, an absence will be considered “excused” only if the student has notified the instructor in advance or provided documentation from a health care provider, or other appropriate official. Assignments must be submitted on the due dates specified on the calendar in Blackboard when the class is taught in an online format and in a face-to-face format. An automatic 5 points will be deducted for assignments submitted after the due date; and an additional 2 points will be deducted for each day that the assignment is late after the first day that the assignment is due. Please do not ask for exceptions. All assignments and projects must be word-processed in Microsoft Word, using Times New Roman (font size 12).
Grading System:

The grades based on a points system will be used for scoring assignments in this class.

Undergraduate Students:

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<th>Maximum Points</th>
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<td>Student Home Page</td>
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<td>Journal Article Critiques (1)</td>
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<td>Final Exam</td>
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<td>Integrating Office Tools</td>
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<td>Educational Technology Resources</td>
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<tr>
<td>Chap. Moderation/PowerPoint/Peer Eval</td>
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<td>Discussion Participation</td>
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Graduate Students:

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<td>Educational Technology Resources</td>
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<td>Chapter Moderation/PowerPoint/Peer Eval</td>
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<td><strong>Total</strong></td>
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Numerical Grading Scale-Total 1000 points:

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<td>0-599</td>
<td>F</td>
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These are the only assignments that will be used in calculating your grade in the course this semester. Please do not e-mail at the end of class and ask if there is additional work that you can do to raise your grade or if there is an opportunity to complete assignments for extra credit. Instead, make sure that you allow yourself adequate and ample time to complete all assignments,
follow the instructions for completing each assignment, participate in the online discussions, study for the course examinations, and submit assignments on or before the due dates.

Bibliography:


Late Policy and Incomplete Grade:

All projects and assignments must be turned in on the due date. However, if you fail to turn in your assignment by the due date specified on myCourses, you will receive an automatic deduction of 5 pts.; you will receive an additional 2 pts. deduction for each additional day that your assignment is late. If you fail to turn in all assignments for the course, you will receive an “F” grade which will be given in accordance with university policy. A grade of “I” (incomplete) will not be granted EXCEPT under those circumstances allowed by university policy. See AOP 12.12, Mississippi State University Academic Operating Policy and Procedure http://msstate.edu/dept/audit/1212.html

Student Attendance:

Upon registration, the student accepts the responsibility of attending all classes (if face-to-face), participating in class discussions (online or face-to-face), and completing any academic requirements the instructor may prescribe. Please visit: www.msstate.edu/dept/audit/91111.html. In face-to-face classes a tardy is defined as arriving 15 minutes after the class begins. Excessive tardiness will constitute an absence (4 tardies = 1 absence). Four absences will lower your final grade by one letter (e.g. final grade is an ‘A’ but your reported grade will be a ‘B’ due to absences).

A variety of printed and other forms of media will be utilized in assisting students to be successful in this course. Materials might include appropriate library resources, periodicals, journals, electronic databases, Internet and the World-Wide Web, and instructor-prepared handouts. Bibliography listings vary from semester to semester. Specific references will be recommended as needed.

Course Projects:

1. Online Discussions

Please distribute your time fairly evenly throughout the semester in order to make this course successful and enjoyable. You are expected to be very self-motivated and self-regulated learners. By this, it is meant that you will have to take responsibility for ensuring your own learning processes and academic success. However, please feel free to contact me when you have questions or concerns. Keep in mind that it will not be practical for me to respond to questions on the weekend. Please e-mail through myCourses/Blackboard M-F.

Students are expected to have read the assigned chapters in the textbook, course and student developed PowerPoints, handouts, and/or articles prior to the start of each discussion.

Please be aware that participation in class discussions is vital to the successful completion of this course. Discussions should provide information, guidance and practice, and should enrich the
Participation in the online discussions for each chapter will be evaluated. The instructor will monitor your activity in terms of QUANTITY (frequency) and QUALITY (meaningfulness). Your online discussion grade will be based on several dimensions of your participation QUALITY, which includes, but is not limited to:

- Referencing (author, page…) works from which your ideas are derived. Please feel free to introduce other sources and publications to class discussions.
- Referencing germane comments from classmates.
- Making appropriate, insightful comments.
- Making clear and concise contributions.
- Maintaining relevancy to topics.
- Not dominating the discussion.
- Not making disparaging comments toward classmates. Disagreements are healthy, necessary, and welcome components of any dialog. However, classmates should be civil about them.

The online discussion grade will also be based on the instructor’s judgment of the quantity and quality of your comments in weekly discussions as described below.

- Online discussion points will be awarded using the following system:
  - Has the comment satisfied all requirements delineated in the discussion information above?
  - Were the comments/postings supported with personal experiences and/or specific references to the text, which added clarity to the discussion, analysis, etc. of curricular content?
  - Were the comments/postings supported with other supporting material beyond what is provided in the prepared materials and textbook?
  - Was the comment/posting in reply to another posting? Is it clear, which posting it is in reply to and has the posting contributed significant information, advice, or procedures that add significant value to the discussion, prepared materials, and textbook?
  - If a comment does not satisfy any of the above, no points will be awarded (“I agree,” and “I entered this discussion late and I don’t have anything else to add…” type messages fall into this category…).

2. Reflective Journal

The purpose of the reflective journal is to record your thoughts and feelings about your growth and development during the course of the semester. Be as descriptive as possible in writing your reflection, including all that you did as well, as how you feel about what you accomplished. You must have a minimum of ten journal entries; these entries must be labeled as side headings. The journal entries should not be put off until the end of the semester, but should be completed as the class progresses during the semester, with the exception of the first three required journal entries.
Please do not post the reflective journal for the class. Send the reflective journal directly to the instructor. The journal entry requirements are listed below:

- One entry should discuss your thoughts and perceptions of the class. (i.e. What went well? What didn’t go well? What could make this class better? Etc.) This journal entry should be done toward the end of the semester.

- One entry should be a reflection on your contribution to the class. I’m a strong believer that your class experience and your learning are dependent on your effort in the class, so tell me how you think you did. Did you put forth the effort necessary to make this class a meaningful learning experience for you, as well as your peers? This journal entry should be done toward the end of the semester.

- One entry should be a reflection on the assignment where you created the chapter module and moderated the online discussion. What went well? What were the challenges? What would you do differently? Etc.

- The other journal entries are left up to you. However, they should describe activities and accomplishments related to the course, as well as express your feelings about those activities and accomplishments. Possible topics for consideration in the reflective journal are:
  - Reflections on the concepts and activities in the course reading assignments.
  - Responses to participation in course activities/discussions.
  - Ideas gained through interactions with peers in the course.

The rubric used in evaluating your reflective journals will be provided at the end of the course syllabus. Please make sure that you number each of your journal entries.

<table>
<thead>
<tr>
<th>Reflective Journal Entries</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of journal entries included</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ten journal entries are included.</td>
<td>4</td>
</tr>
<tr>
<td>Fewer than ten journal entries are included.</td>
<td>3</td>
</tr>
<tr>
<td>Fewer than ten of the journal entries are included.</td>
<td>2</td>
</tr>
<tr>
<td>Fewer than ten of the journal entries are included.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of required entries included</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the required entries are included.</td>
<td>4</td>
</tr>
<tr>
<td>Only two of the required entries are included.</td>
<td>3</td>
</tr>
<tr>
<td>Only one of the required entries is included.</td>
<td>2</td>
</tr>
<tr>
<td>None of the required entries are included.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe activities and accomplishments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entries fully describe activities and accomplishments, including rich detail for each entry.</td>
<td>4</td>
</tr>
<tr>
<td>Journal entries describe activities and accomplishments, but use little detail.</td>
<td>3</td>
</tr>
<tr>
<td>Journal entries describe activities and accomplishments, but use no detail.</td>
<td>2</td>
</tr>
<tr>
<td>Journal entries do not describe activities and accomplishments.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Journal Entries are well organized and neatly word processed</strong></td>
<td>All journal entries are neatly word processed and organized.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Expression of feelings</strong></td>
<td>Clear and complete expression of thoughts and feelings.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Chapter/Content Module and Discussion Moderation:**

This assignment has three elements:

- Creation of the content module related to the chapter.
- Moderation of the topic discussion.
- **Evaluation of discussant participation.** Please send this to the instructor at the conclusion of the discussion via myCourses/Blackboard e-mail.

**Creation of the chapter/content module/PowerPoint presentation**

The content module/PowerPoint should be submitted to the instructor as an attachment via Blackboard e-mail **at least one day before the discussion** is scheduled to be posted to the entire class. Each student must receive approval before the PowerPoint presentation and discussion questions are posted. Each student should create the content module using either MS-Word or MS-PowerPoint or if you are familiar with creating web pages, you may create the web pages using an HTML editor and either send the instructor all of the files or the URL to your content module.

The content modules/PowerPoint will be assigned on each chapter of the text. Each student will be assigned a chapter in the textbook. Students may be grouped to complete this assignment. It is the responsibility of the chapter moderator(s) to prompt discussion and feedback from peers.

**Moderation of the chapter/topic discussion**

The goal of each moderator of the discussion is to discuss points that not only interest to him/her, but points that will also interest class peers and prompt a lot of discussion. If there isn’t a great deal of discussion going on, then as the moderator, you will need to develop unique ways of encourage class participation. As the moderator, you will want to encourage thoughtful comments and discussion. You will want participants in the discussion to not only respond to your comments and questions, but also to the comments and questions of other participants. The moderator will evaluate peers using the evaluation form in the Course Content and Related
Materials-Handouts in myCourses/Blackboard at the completion of the discussion on the assigned chapter.

The grade for this part of the assignment will be based on:

- 20% - How much discussion there is about the topic?
- 20% - The quality of the moderator’s postings in leading the discussion.
- 20% - Participants comments and responses to moderator and peer postings.
- 20% - The depth of the postings (i.e. how meaningful are the postings or are they primarily superficial responses).
- 20% - The efforts/steps moderator takes in encouraging participation of the discussion participants.

A note to discussion participants:

When you are a participant in someone else’s discussion, you need to keep in mind that you have a great impact on his/her grade with your postings. In the same way, others will have an impact on your grade when you are the moderator, so please participate in other’s discussions the way you would want your peers to participate in your discussion.

The content module will be evaluated using the following criteria:

<table>
<thead>
<tr>
<th>Layout/design</th>
<th>Content Based Module/PowerPoint Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>The pages are creatively designed with text in tables. Graphics and backgrounds enhance the page.</td>
<td>The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.</td>
</tr>
<tr>
<td>Information</td>
<td>Information is accurate and complete, goes well beyond what the textbook offers, is creatively written, and is cleverly presented</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Navigation/Links</td>
<td>Links are created with images and icons to enhance the text links. Includes 7 or more links to related Internet sites.</td>
</tr>
<tr>
<td>Sources/Bibliography</td>
<td>A variety of library and Internet sources are used.</td>
</tr>
<tr>
<td>References</td>
<td>All sources are listed in proper APA 6th edition form.</td>
</tr>
</tbody>
</table>