Teaching Students Online Syllabus
Table of Contents, Fall 2019

Your instructors

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Communication with your instructor

Office Hours

In the spirit of asynchronous learning, office hours will be held as needed. Please let me know if you need to meet. You can email, call, Tweet, etc. I am happy to set up a time to meet virtually using Zoom, talk on the phone, or meet in person, if geographically possible.

Email

All official course communication will happen with your MSU email account. Please check your MSU email daily throughout the course. Make sure you have your D2L email forwarding to your MSU email account. Our email norms include:

- If you email your instructor, you can count on a response within 48 hours.
- If you receive an email from your instructor, please respond within 48 hours with your best and most thorough response. Sometimes that might be a "I see this email, I can respond on Tuesday."
- If you are having difficulty with the course, please reach out right away. It's hard for us to know if you are stuck unless you tell us. We will work to develop a plan with you to help you complete requirements.
- Our secondary mode of communication is Google Doc Comments
- We will provide you feedback on ongoing work in a Google Doc called your

Developer Notebook. We will use both in-text and comments to have a conversation with you around your work in this document. We ask that you read what we provide to you, but in order to continue the conversation, that you EMAIL us with any questions or follow-up to our feedback or to let us know you've made revisions--that's the quickest way to "get our attention"

Important Dates
- Our class begins on **8/28/19.**
- Open add ends at 8:00 pm ET on **9/4/19.**
- The last time to drop with a refund is 8:00 pm ET on **9/23/19.**
- The last time to drop with no grade reported is 8:00 pm ET on **10/16/19.**
- Our class ends on **12/6/19.**

Course Information

CEP 820 examines ways in which educators can bring the world into their classrooms with technology to better meet the educational needs of students across the lifespan. The course focuses on ways teachers and students can broadcast their ideas and information to the outside world for purposes of collaboration and communication. The course includes discussions of various online learning management systems including their functions, strengths and weaknesses along with the exploration of various teaching methodologies and how they should be used in the online environment to ensure teaching and learning success.

Course Schedule
- Each chapter lasts approximately 2 weeks. We hope this time frame will offer the flexibility to schedule the course assignments into your busy lives. You'll notice that chapters begin on Mondays (Eastern Time). Each new chapter will open on the first Monday of its two-week schedule. Assignments are also due on Mondays so that, for instance, the assignments for the first chapter are due on the same day that Chapter 2 opens. (Chapter 0 only lasts five days because it is introductory material.)
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- **Chapter 0 – Course Introduction**
  Aug. 28 - Sept. 2

- **Chapter 1 – Foundations for Thinking about Online Learning**
  Aug. 28 - Sept. 16

- **Chapter 2 – Course Management Systems**
  Sept. 16 - Sept. 30

- **Chapter 3 – Building a Virtual Classroom**
  Sept. 30 - Oct. 14

- **Chapter 4 – Communication and Collaboration**
  Oct. 14 - Oct. 28

- Chapter 5 – Assessing Student Learning
  Oct. 28 - Nov. 11

- **Chapter 6 – Online Literacies and Universal Design for Learning**
  Nov. 11- Nov. 25

- **Chapter 7 – Classroom Management**
  Nov. 25 - Dec. 6 (this module is slightly shorter.)

  There will be no regularly scheduled meeting days for the course; there will be HIGHLY SUGGESTED regularly scheduled optional synchronous meetings. The content will be delivered via D2L, and communication among members of the class will take place primarily asynchronously via discussion board postings, multimedia tools, and (most importantly) email. We will offer a series of optional blended learning experiences during the course (where we will deliver material via a course collaboration tool and you attend virtually.) You will not be required to attend – all of these "online lectures" will be recorded so that if you cannot attend, you still have access to them.

Text

Required

The trends and theories in teaching students online are accelerating. Thus, there are no required textbooks, nor any course packs, for this class. Instead, most readings are drawn from freely available resources on the web, provided in the D2L course site, or available online through MSU Library's Electronic Resources.

Because of the rapid pace of change within the realm of educational technology, new resources are constantly being developed. This allows for a unique opportunity for instructors and students to learn from each other. We encourage you to bookmark resources that you find for all of us to see and use.

Course Expectations

Readings. You should read each unit's content and all assigned readings and media. Materials will be provided within the course's content page. You are expected to follow all hyperlinks and engage with all materials.

Participation. This is a master's level graduate course emphasizing critical engagement with course content. Your full participation in course readings, assignments, discussions, and activities is expected. This means doing all readings and explorations in the given time frame, attending all scheduled and required meetings, asking questions when you are stuck, and being a resource for others, when possible.

Assignments. Course assignments should be completed by their scheduled due dates. Written assignments should use appropriate academic and APA style for tone, voice, citations and references. We have support resources in your course, but it is your responsibility to make sure that all your work has been checked for excellence.

Grading Practices

Evaluation Philosophy

Students who enter the MAET program bring a vast and powerful array of expertise to our learning community. Each of you is expert in many things. However, we know that many students enroll in these courses because they don't feel especially expert in technology integration just yet. You may be taking this course because you want to develop foundational technology skills. Rest assured, this is the course for you. Alternatively, you may already feel quite proficient with a wide range of technologies, but are taking this course to develop your tech skills even further. Rest assured, this is also the course for you. ***As adult learners, we are most interested in your growth—and you will be evaluated on the basis of how far you go, not on the basis of where you started.*** This doesn't mean that different standards apply to different students. On the contrary. We hold each MAET student to a very high standard of academic and professional excellence. We expect each of you to push your limits—whatever those limits are—and to contribute your own, unique learning experiences and perspectives to our learning community. We expect each of you to write well and in accordance with the elements of style outlined in the APA manual. We expect each of you to meet deadlines. We expect each of you to ask good questions. We expect each of you to seek out answers by leveraging all of the resources at your disposal. We expect each of you to adhere to professional standards of academic integrity, to respect the work of your peers, and to offer thoughtful, constructive suggestions that sharpen our collective understanding and focus.

Major Assignments

- *Engage* **Activities – 42 points**
- In each chapter there will be required assignments to complete by particular due dates. These assignments involve you engaging with the readings or with the process of designing your online course module (the final project for this course). These activities will take place in your Developer Notebook. There are a total of 7 *Engage* activities, one for each chapter. All are due by the end of each chapter. (7 activities x 6 points each)

- *Design* **Activities – 24 points**
- In each chapter you will complete tasks that will help you work your way towards the big course project: Your online course module. You will document your work on these activities in your Developer Notebook. There are a total of 6 *Design* activities (one for Chapters 1 thru 6). All are due by the end of each chapter. (6 activities x 4 points each)

- **Final Online Course Module – 26 points**
- As a student in this course, you will be required to design, develop, and, if possible, begin to teach your own online course module. You will

demonstrate the authentic use of a course management system. You will also purposefully select and integrate online tools that permit you to teach and students to learn effectively. The online course module is not an entire online course – this would be an unrealistic expectation for one course! We encourage you to think of the online module as one unit of study, or as a set of **at least three** connected lessons on a topic. An online course module is not simply a list of deadlines or discussions that your students have in an online forum. We expect you to also teach content to your students using some sort of content management system and web-based tools that are purposely chosen because of their affordances to support the teaching and learning objectives of your module. Throughout the semester you will be working on tasks and activities (*Design* activities) that will pave the way to your completed and final online course module.

- **Participation, "Classmenship", and *Play* work – 8 points**
- Students are expected to turn in assignments in a timely manner, respond to instructor and peer feedback, and communicate effectively with instructors and peers. In addition, in every chapter, you will have the opportunity to "play" around with certain technologies and might be required to show an outcome of exploring that particular tool. While these activities are not graded, we will provide you with qualitative feedback on your work.

Due Dates

Chapters	Due Dates
Chapter 0 work	Sept. 2
Chapter 1 work	Sept. 16
Chapter 2 work	Sept. 30
Chapter 3 work	Oct. 14
Chapter 4 work and mid-semester evaluation	Oct. 28
Chapter 5 work	Nov. 11
Chapter 6 work	Nov. 25
Final Online Course Module	**Nov. 25**
Chapter 7 work	December 6

Grading Scale

Percentage	Grade Equivalency
100-94%	4.0
93-89%	3.5
88-84%	3.0 (Minimum GPA to carry for GC or master's degree)
83-79%	2.5
78-75%	2.0 (Minimum grade for university credit)
74-70%	1.5
69-65%	1.0
≤64%	0.0

Revisions

We invite and encourage you to revise and resubmit work based on instructor's feedback, with the exception of the Final Online Course Module and Chapter 7 Engage assignments, because of timing and submitting grades. To do this, please notify your instructor via email that you have revised the assignment and request a review by the due date in your Notebook. This policy is intended to help you continue to produce high quality work and stretch your learning. It's based on the assumption that your initial submission is your best work at the time and your revisions will be even better quality.

Deadlines and Late Work

Due dates will be shared with you via the ShareTracker and D2L and will primarily be on Mondays at 11:59 pm.

We understand that life happens - getting sick, busy times at work, technology troubles, just to name a few - and things don't go according to plan. If this happens, we expect you to communicate with your instructor as early as possible. You will receive 1 "freebie" late assignment that can be turned in up to 48 hours late. After this, late work without prior communication will not receive a score.

Saving Your Work for Later

All MAET and MAED students will take the Capstone Portfolio Course (CEP 807 or ED870, it's the same course). This serves as a synthesis of your master's program and will require you to curate your best and most favorite work. We will support you doing this at the end of the course, but please get into the habit of saving and backing up your work. We know it takes a little more time up front, but it's time well spent.

Class and Program Policies

Public Work and Privacy

All instructor feedback is given to you privately. Constructive suggestions, grades, and all other communications are conducted privately and individually via your FeedbackNotebook, MSU email, and in D2L. However, MAET and GC courses require you to create work and share work publicly on the web. Sometimes, this work will be in draft form. Sometimes this work will be openly reviewed by peers who will provide thoughtful and respectful feedback. Usually, work will be hosted on your blog. Often, we ask you to share links to you work with your professional learning network (PLN) via Twitter.

We ask you to engage in this type of public activity for several reasons germane to the MAET philosophy. Sharing work in draft form with others instills a design mindset; showcasing professional learning on the web highlights skill development for multiple stakeholders in your PLN; using multiple technologies to explore, create, and share work helps you develop advanced skills and dispositions for technology integration in learning contexts. Participation in these activities is essential. Managing your online presence and identity is a critical aspect of this process.

As a student in this course, we want you to think critically and deeply about the online identity and boundaries you want and need to establish for yourself. Then, please make choices accordingly. You are encouraged to think carefully about the degree to which you want your work to be identifiable as your own. Many students create Twitter handles and URLs for their blogs that include their real names. Others choose to create an online persona - a name like "Tech Teacher" - that is less personalized. This option is a way to remain anonymous to the world, and to also participate actively in your courses. Many students create accounts for technology tools using a personal email address Many students keep personal information out of their blog posts. If you teach students, please think about the extent to which you make their identities public through your own choices around online identity too. You can always choose anonymity.

MSU Minimum GPA Policy

MSU, the College, the CEPSE Department, and the MAET program all have a policy that requires MA students to maintain a minimum cumulative GPA. "If, upon completion of 18 or more graduate credits, the student has not attained a grade–point average of 3.00 or higher, he or she becomes ineligible to continue work toward the master's degree in the College." - from Academic Standards, University Graduate Policy - Education, p. 1.

MSU Minimum Course Grade Policy

According to MSU policy, students cannot receive credit for any course with a grade below 2.0. You will have to take an extra course if you earn below a 2.0 grade in any course.

Instructor and Student Communication Policy

All course-related email communications should be sent through official MSU email addresses. The MSU email is an official university ID and provides an additional layer of security.

You should expect email replies from instructors within 24 hours. If we email you, please respond within 48 hours. If an out of office assistant is on indicating that you are unavailable, I will certainly take that into consideration.

Attendance Policy

Attendance may seem like an odd issue to address in an online course that is designed so that working professionals can complete their work asynchronously, according to their own needs. That said, as part of this course, you become part of our learning community. As a member of our community, I expect certain courtesies if you are unable to attend pre-arranged meetings or participate as expected. For instance, it is expected that when students make online appointments with instructors, or are required to work with colleagues on a group assignment, that they attend. If you are going to miss a meeting, please provide advance notice to all concerned. If you are travelling and know that you'll be out of contact for a few days, or won't be able to respond to incoming messages as quickly as normal, please give advance notice to your instructor and colleagues. Generally, our online classes are designed to give you flexibility -- but this flexibility also comes with the assumption that you will participate actively as required by the course.

Equality and Inclusion

We are firmly committed to equality and inclusion in the MAET program. In this course, we will work to promote an anti-discriminatory environment where everyone feels safe and welcome. Accordingly, each of us has the right to be addressed in a way that aligns with our personal identity. We will have the opportunity in this course to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. As the instructor, I will do my best to address all students accordingly and support classmates in doing so as well.

Grief Absence Policy

The following Grief Absence Policy was adopted by University Council in Spring 2015:

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research).

For undergraduate and **master's (Plan B)** students without research responsibilities, it is the responsibility of the **student** to:
   A. notify the Associate Dean or designee of their college of the need for a grief

    absence in a timely manner, but no later than one week from the student's initial knowledge of the situation,

  B. provide appropriate verification of the grief absence as specified by the Associate Dean, and

  C. complete all missed work as determined in consultation with the instructor.

It is the responsibility of the **Associate Dean** or designee to:

  A. determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances,

  B. notify the faculty that the student will be absent, and

  C. receive verification of the authenticity of a grief absence request upon the student's return.

It is the responsibility of the **instructor** to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Students wanting to request a Grief Absence should complete the [Grief Absence Request Form](#).

Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the MAET program in the CEPSE Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Academic Honesty Violation Procedures

If an instructor believes the academic honesty policy has been violated, they will first report the violation to the MAET program director. The MAET program director will then contact the student to investigate the nature and scope of the violation.

Accommodations for Students with Disabilities

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.) so that I can meet your needs. Requests received after this date may not be honored. To make an appointment with a specialist, please contact (517) 353-9642, TTY (517) 355-1293, or the website for RCPD: http://MYProfile.rcpd.msu.edu

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:
- Visit the Distance Learning Services Support Site
- Visit the Desire2Learn Help Site http://help.d2l.msu.edu/
- Call Distance Learning Services: (800) 500-1554 or (517) 355-2345

Use of Media Derived from the Class

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may record lectures or any other classroom activities and use the recordings only for their own course-related purposes.
2. Students may) share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
3. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions.

This course will close five years after the course end date.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened
- when you were a child,
- Allegations of sexual assault or sexual harassment when they involve
- MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:
Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu

https://www.msu.edu/unit/ombud/

Note: This course has evolved over the past several years, incorporating the work and thinking of all the people who have taught it. The assignments, activities, and written materials (including the content of this syllabus) were developed by various groups and individuals and subsequently revised and reconfigured to result in the current versions.