



LITE 535: Survey of Educational Technology Practices

Fall 2022 Syllabus

Instructor:

Dr. Marge Maxwell
Email: marge.maxwell@wku.edu
Phone: 270-303-9220 (prefer texting, include your name in the text)

Class Location: [Blackboard Web course](#) with 6 Zoom meetings (see [course calendar](#))

Instructor's Office Hours: Dr. Maxwell is available almost anytime by email and individual Zoom sessions

Website Links for this course:

- [WKU BlackBoard](#) - all course materials at this site
- [Zoom Class Meetings](#) - all class and individual Zoom meetings link
- [Create Excellence](#) - resources for Create Excellence Framework and coursework

Syllabus Content Links:

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Address: Western Kentucky University
School of Teacher Education
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: none

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Required Text:

(Purchase **either** book below, which matches your teaching grade level or interest. Again, you only need to purchase **one** book. If you teach middle school, you need the secondary book since it is really middle and high school.)

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2016). *Real-world learning for **secondary** schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781935249443.

Maxwell, M., Stobaugh, R., & Tassell, J. H. (2017). *Real-world learning for **elementary** schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree. ISBN: 9781943874514.

Primary Course Website: [BlackBoard](#)

Graduate Catalog Description:

Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

Course Objectives/Student Learning Outcomes (SLO):

After participating in learning activities within the course, graduate students will:

1. analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric.
2. design learning activities for all Bloom's taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.
3. design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.
4. create a website to display coursework scoring Proficient or higher on the rubric.
5. create original technology products on student selected curriculum topic scoring Proficient or higher on the rubric.
6. create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores Proficient or higher on the rubric.
7. MAT students will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.

Course Content Outline:

Students will be evaluated based on their performance in completing assignments on the following course content:

- Education Principles related to Technology Integration
 - Revised Bloom's Taxonomy
 - Create Framework: Real World Learning, Cognitive Complexity (Higher Level Thinking), Student Engagement, and Technology Integration
 - Designing Objectives with higher levels of Create Framework
 - Designing Assessments for higher levels of Create Framework
 - Designing Technology Projects for higher levels of Create Framework
- Technology Project Completion:
 - Create Google Site
 - Create video project
 - Create presentation project
 - Create survey project
 - Other technology options are available
- Instructional Design Project (IDP): This final project incorporates your assignments from the Educational Principles above and all of your technology projects. Therefore, you are working on this IDP throughout the course.

Standards Addressed in this Course:

Major Course Experiences Alignment	Course Objectives/Student Learning Outcomes	SPA Standard(s):	KY Teacher Performance Standards
Assignment: ID-1: Designing Activities using the Revised Bloom's Taxonomy <input checked="" type="checkbox"/> Clinical; 0 hours	LITE 535 Objectives: After participating in learning activities within the course, graduate students will: design learning activities for all Bloom's taxonomy levels and cognitive structures scoring Proficient or higher on the rubric.	<ul style="list-style-type: none"> ● American Association for School Librarians Standards (AASL) ● International Society for Technology in Education (ISTE) AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles	Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Assignment: ID-3: Designing Objectives and Assessments <input checked="" type="checkbox"/> Clinical; 0 hours ____	design assessments for their content and technology objectives for the higher-level thinking educational scenarios scoring Proficient or higher on the rubric.	AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles ISTE 6. Data-driven Decision-maker 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data	Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Assignment: Create Excellence Framework Blogs 1-4 <input checked="" type="checkbox"/> Clinical; 0 hours ____	analyze and discuss real-world learning concepts with other class members scoring Proficient or higher on the rubric	AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 5. Professional Learning Facilitator 5a. Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning ISTE 7. Digital Citizen Advocate 7a. Use Technology for Civic Engagement 7c. Critically Examine Sources of Online Media 7d. Informed Personal Data Decision Making	Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Assignment: TS-3: Create a Google Site Website <input checked="" type="checkbox"/> Clinical; 0 hours ____	create a website to display coursework scoring Proficient or higher on the rubric.	AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles	
Assignment: TS-6: Web 2.0 Tools <input checked="" type="checkbox"/> Clinical; 0 hours	create original technology products on student selected curriculum topic scoring	AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning	Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity,

	Proficient or higher on the rubric.	<p>ISTE 4. Learning Designer</p> <p>4a. Authentic, Active Learning Experiences</p> <p>4b. Support Personalization Learning</p> <p>4c. Learning Variability</p> <p>4d. Instructional Design Principles</p>	and collaborative problem solving related to authentic local and global issues. Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
<p>Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement</p> <p><input checked="" type="checkbox"/>Clinical; 20 hours</p>	(MAT students) will complete 20 field observation hours in various educational technology settings and score Proficient or higher on the rubric.	<p>AASL Standard 3: Knowledge and Application of Content</p> <p>3.2 Information Literacy</p> <p>3.3 Technology Enabled Learning</p> <p>ISTE 2. Connected Learner</p> <p>2a. Model</p> <p>2b. Professional Learning Network</p> <p>2c. Shared Goals</p> <p>ISTE 3. Collaborator</p> <p>3a. Coaching Relationships</p> <p>3b. Digital Learning Content</p> <p>3c. Efficacy of Digital Learning Content</p> <p>3d. Effective Use of Technology</p>	<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>
<p>Assignment: Instructional Design Project (IDP)</p> <p><input checked="" type="checkbox"/>Clinical; 10 hours</p>	create one lesson plan that incorporates technology, uses the Instructional Design Project template, meets the CReaTE requirements, and scores Proficient or higher on the rubric.	<p>AASL Standard 1: The Learner and Learning</p> <p>1.1 Learner Development</p> <p>1.2 Learner Diversity</p> <p>1.3 Learning Differences</p> <p>1.4 Learning Environments</p> <p>AASL Standard 2: Planning for Instruction</p> <p>2.1 Planning for Instruction</p> <p>2.2 Instructional Strategies</p> <p>2.3 Integrating Ethical Uses of Information</p> <p>2.4 Assessment</p> <p>AASL Standard 3: Knowledge and Application of Content</p> <p>3.2 Information Literacy</p> <p>3.3 Technology Enabled Learning</p> <p>ISTE 2. Connected Learner</p> <p>2a. Model</p> <p>2b. Professional Learning Network</p> <p>2c. Shared Goals</p> <p>ISTE 3. Collaborator</p> <p>3a. Coaching Relationships</p> <p>3b. Digital Learning Content</p> <p>3c. Efficacy of Digital Learning Content</p> <p>3d. Effective Use of Technology</p> <p>ISTE 4. Learning Designer</p> <p>4a. Authentic, Active Learning Experiences</p> <p>4b. Support Personalization Learning</p> <p>4c. Learning Variability</p> <p>4d. Instructional Design Principles</p> <p>ISTE 5. Professional Learning Facilitator</p> <p>5a. Needs Assessment</p> <p>5b. Facilitating Active Learning</p> <p>5c. Evaluate the Impact of Professional Learning</p> <p>ISTE 6. Data-driven Decision-maker</p> <p>6a. Educators and Leaders</p> <p>6b. Interpret Data</p> <p>6c. Learning Data</p> <p>ISTE 7. Digital Citizen Advocate</p> <p>7a. Use Technology for Civic Engagement</p> <p>7c. Critically Examine Sources of Online Media</p> <p>7d. Informed Personal Data Decision Making</p>	<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.</p> <p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p> <p>Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>

KTPS with INTASC -- Core Curriculum Alignment	Alignment: Assignments/Assessments
<p>Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.</p>	
<p>Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	
<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom's Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-4 Assignment: Instructional Design Project (IDP)</p>
<p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom's Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-4 Assignment: TS-6: Web 2.0 Tools Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.</p>	<p>Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)</p>
<p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Assignment: ID-1: Designing Activities using the Revised Bloom's Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)</p>
<p>Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	<p>Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)</p>
<p>Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>	<p>Assignment: Instructional Design Project (IDP)</p>
<p>Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.</p>	

SPA Standards Alignment <ul style="list-style-type: none"> ● American Association for School Librarians Standards (AASL) ● International Society for Technology in Education (ISTE) 	Alignment: Assignments/Assessments
AASL Standard 1: The Learner and Learning 1.1 Learner Development 1.2 Learner Diversity 1.3 Learning Differences 1.4 Learning Environments	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)
AASL Standard 2: Planning for Instruction 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Uses of Information 2.4 Assessment	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)
AASL Standard 3: Knowledge and Application of Content 3.2 Information Literacy 3.3 Technology Enabled Learning	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: Create Excellence Framework Blogs 1-4 Assignment: TS-6: Web 2.0 Tools Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
ISTE 2. Connected Learner 2a. Model 2b. Professional Learning Network 2c. Shared Goals	Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
ISTE 3. Collaborator 3a. Coaching Relationships 3b. Digital Learning Content 3c. Efficacy of Digital Learning Content 3d. Effective Use of Technology	Assignment: Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement Assignment: Instructional Design Project (IDP)
ISTE 4. Learning Designer 4a. Authentic, Active Learning Experiences 4b. Support Personalization Learning 4c. Learning Variability 4d. Instructional Design Principles	Assignment: ID-1: Designing Activities using the Revised Bloom’s Taxonomy Assignment: ID-3: Designing Objectives and Assessments Assignment: TS-6: Web 2.0 Tools Assignment: Instructional Design Project (IDP)
ISTE 5. Professional Learning Facilitator 5a Needs Assessment 5b. Facilitating Active Learning 5c. Evaluate the Impact of Professional Learning	Assignment: Create Excellence Framework Blogs 1-4 Assignment: Instructional Design Project (IDP)
ISTE 6. Data-driven Decision-maker 6a. Educators and Leaders 6b. Interpret Data 6c. Learning Data	Assignment: ID-3: Designing Objectives and Assessments Assignment: Instructional Design Project (IDP)
ISTE 7. Digital Citizen Advocate 7a. Use Technology for Civic Engagement 7c. Critically Examine Sources of Online Media 7d. Informed Personal Data Decision Making	Assignment: Create Excellence Framework Blogs 1-4 Assignment: Instructional Design Project (IDP)

University/ Department Policies

APA Style

All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: [APA Style Reference](http://www.apastyle.org/electref.html) <http://www.apastyle.org/electref.html>.

Communication Policy about Public Schools

In referring to classroom observations, students should: (a) maintain confidentiality regarding schools, school personnel, students, and families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Use "people first" language. That means that you always refer to a person first and the disability as secondary. For example, "person with autism" is correct – "autistic student" is incorrect. **Points may be deducted for misuse of "people first" language.**

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Compliance

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](#) and [Discrimination and Harassment Policy \(#0.2040\)](#).

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, 7 Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

WKU Plagiarism and Academic Integrity Policy

Student work may be checked using plagiarism detection software. To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Students must give the author(s) credit for **ANY** source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an "F" for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs.

Field Work

Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact [Teacher Admissions](#) at http://www.wku.edu/teacherservices/teacher_admissions/index.php for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.

Grading

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the graduate education program.

Percentage	Final Grade
90 –100 =	A
80 –89 =	B
70 –79 =	C
60 –69 =	D
Below 60 =	F

Technology Management

- All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.
- Use your WKU email for all correspondence.

WKU College of Education and Behavioral Science Dispositions

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.

LITE Course Policies

Writing Mechanics

Good grammar and spelling are expected for all assignments. Please take a look at these websites for a refresher course.

- [Guide to Grammar and Writing](http://cctc.commnet.edu/grammar/textonly.htm) at <http://cctc.commnet.edu/grammar/textonly.htm> From Capital Community College, Hartford, CT
- [Grammar Resources](http://www.uwstout.edu/lib/subjects/english.htm#grammar) at <http://www.uwstout.edu/lib/subjects/english.htm#grammar> from University of Wisconsin-Stout Libraries.

APA Handbook

All work must be in APA format. [Owl at Purdue](http://owl.english.purdue.edu/owl/resource/560/01/) <http://owl.english.purdue.edu/owl/resource/560/01/> Complex sentences are frequently difficult to read. Make your communication clear. Run on sentences obscure good communication. Use the suggestions provided by your word processor as a guide but not a final authority.

Punctuation is equally as important as grammar and writing. Use commas and semicolons as needed. Single space after period, double-spacing after periods is not acceptable when keyboarding. **Format Font: Times New Roman Size: 12 point, Double spaced, 1 inch margins**

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor:

1. **Use your WKU email or Google account** for all course communication. Do not email your instructor from your school account, personal Gmail, Yahoo, or other accounts. Your WKU email accounts are housed on a very specialized and secure server dedicated to WKU courses and business.
2. The **Subject field of ALL emails to your instructor** MUST be in the following format:
LITE 535, LastName, Topic
Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost in my volume of mail in the Inbox or the Junk folder. Please help me with this!
3. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
4. Please avoid emails with "humorous" attachments or emoticons, viruses by using virus checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor.
5. Email writing style: Please use grammatically correct English in email communication. This is the major means of our professional university communication. Therefore, do not use all caps or all lowercase, do not use common informal abbreviations like BTW (by the way), and do not use excessive emoticons or faces (once in a while is OK).

Naming Files:

Please name files according to the directions for each assignment on your syllabus. In general, all files submitted should begin with your last name, then a period, then the module code, and then a description of the assignment. For example,

Maxwell.ID-1.Bloom's Activities for Oceans

Submission of Assignments:

1. The School of Teacher Education subscribes to a plagiarism service that gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.
2. In this course, **you will create your own website to display some of your assignments**. Some of your assignments will be **embedded** in your blog while some of the more personal assignments will be uploaded to BlackBoard.

[Return to Syllabus Content Links](#)

3. **Some of your (more personal or reflective) assignments will be uploaded to BlackBoard.**
 - a. View the assignment files under Course Info in our BlackBoard course menu.
 - b. To submit the assignment, click on the menu link “Submit Assignments” and click on the specific assignment you are submitting.
 - c. Type a comment to your instructor about your assignment if you like.
 - d. Locate your file
 - i. File on your computer: Click “Browse” and locate your assignment file on your hard drive or flash media.
 - ii. Google File: copy the link to your Google file and paste it in the Comment box. Make sure that your instructor has EDIT access to your file so that feedback comments can be left for you.
 - e. If you have another file to upload, click “Add Another File” and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
 - f. Click “Submit” to send your file to your instructor.
4. Your final **Instructional Design Project (IDP) must be uploaded to your website AND submitted to BlackBoard.**

Revision of Assignments:

1. Only revise if your instructor asks you to revise an assignment (including the IDP).
2. **ALL** revisions must be in different color text.
3. After revisions, your highest grade will be 3.0 only on the rubric (Is it fair for you to get a score higher than 3.0 when another student may have earned 3.0 the first time and they did not get to revise?).
4. Email all revisions to your instructor.

Late Assignments:

Assignments turned in after due dates during the semester will result in a 10% reduction per day unless prior arrangements were made with the instructor. Any assignments turned in after the last due date (see course calendar) will result in a 20% reduction per day unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date. If you do not have the time to complete work, please contact your instructor immediately to plan on accommodations. This is a project-oriented course. Successful students contact his/her instructor regularly to seek assistance and guidance and keep up with assignments. Make sure you are one of them!

Technical Difficulties:

If you have technical difficulties during this course with BlackBoard, TopNet, or WKU email, you can call the WKU Help Desk at 270-745-7000. However, they will not help you with anything Google. They will help with logging into your WKU accounts but not issues with course technology assignments.

Participation and Communication:

Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or text messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: <http://www.albion.com/netiquette/index.html>.

Course Evaluation, Assignments/Projects, and Calendar

Course Evaluation: (based on accumulated points)

Grading Scale	A. Evaluation for Students		B. Evaluation for MAT/Initial Cert. Students	
A = 90% =900-1000	2 ID Modules	200	2 ID Modules	200
B = 80% =800-899	IDP Proposal	100	IDP Proposal	100
C = 70% =700-799	IDP	200	IDP	200
D = 60% =600-699	4 Blog Responses	200	2 Blog Response	100
	Web 2.0 Module	150	Web 2.0 Module	150
	Blog Website	100	Blog Website	100
	Orientation Activity	30	Orientation Activity	30
	Participation	<u>20</u>	Participation	20
			MAT Field Experience	<u>100</u>
	TOTAL	1000	TOTAL	1000

Link to the Course Calendar

- [Calendar in this syllabus file](#)

Brief Description of Course Assignments

All Modules and assignment information files are located in our Blackboard course site. Links to assignment files are also provided below.

Orientation Activity and Participation (50 points)

1. Two parts to the About Me webpage on your webpage: 20 points
 - a. Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See the instructor's sample website at [Maxwell's Sample LITE Website](#). For Web 2.0 lists or ideas you can visit [CReaTE Excellence Resources](#). You need to add three things: (1) place an Intro using Web 2.0 tool (see directions in the TS-3 Website module), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.
 - b. Comment on at least two other students' post on their About Me webpage. See due date on course calendar.
2. Completed, signed Orientation Activity emailed to professor; 5 points
3. Email with all components to professor; 5 points
4. Participation (these points given after submitting your final IDP); 20 points
 - Maintaining contact with the instructor and responding to specific information requests by the professor.
 - Professional courtesies to other users in the course site.

-Authentic curriculum topic for IDP:

1. **Post your ideas to the Discussion Board** by **Tuesday 5/17/22** so you can see other students' ideas.
2. **Email your instructor** about your selected IDP real-world authentic topic, intended grade level, and some ideas for the lesson by **Thursday 5/19/22**. For some ideas for real world topics, look at the Create examples in the back of your textbook or visit <https://online.kidsdiscover.com> and keep scrolling down. (First read the *Authentic Learning* file in BB under the IDP on Course Info; you must mention something from this file.)

All Modules and assignment information can be found in our BlackBoard course site.

Green text below provides a rationale for these assignments. Activities in this course build one upon another preparing you for the Critical Performance—the Instructional Design Project and for the next course, LITE 537.

Create Excellence Framework Blogs 1-4 (50 points each blog, 200 points total; Initial Certification students complete two blogs (Real World Learning and Technology Integration), Refer to course calendar for due dates. See the blog prompts file on Bb. Post all blog responses on your blog website. **The purpose of these blogs is to learn more about the Create Framework and how it relates to ideas from well-known reform educators today. You will use technology to express and present your ideas.**

Technology Skills (TS) Modules

TS-3: Create a Google Site Website (100 points) Create your own website. **The purpose of this module is to learn the Google Sites website building platform to build your own website. Building your own website is a good life skill to attain for an educator and we will be helping you to create a digital portfolio in this program.**

TS-6: Web 2.0 Tools (150 points) (*Embed* projects on your blog website on the Technology Projects page) **The purpose of this module is to learn three different Web 2.0 tools and create products on your topic.**

Instructional Design (ID) Modules

ID-1: Designing Activities using the Revised Bloom's Taxonomy (100 points) Post to your blog. **The purpose of this module is to learn what higher level thinking really is all about and to design student prompts at each thinking level. You will use one of these higher-level thinking activities as the basis for your Instructional Design Project.**

ID-3: Designing Objectives and Assessments (100 points) Post in BlackBoard. **The purpose of this module is to learn more about what makes good objectives and assessment rubrics and how they relate to technology integration. You will also propose your Instructional Design Project scenario, objectives and assessment.**

IDP Proposal: (100 points) Email to your instructor. **The purpose of this assignment is to begin planning your Instructional Design Project lesson. Your instructor will help you to refine this planning phase in preparation for the final project in this course.**

Master of Arts in Teaching (MAT) Program; Initial Certification Field Hours Requirement: (100 points)

The MAT program requires 20 field hours in the LITE 535 course. The following are required submissions for your observation hours:

1. Write at least a two-page paper about your observations for the first ten hours of observations and another one for the second ten hours.
2. The completed, signed field observation forms to account for all hours must be submitted with each ten-hour report. You can locate the form and general information about field experience hours on BlackBoard.
3. At the end of the course, submit a summary report of all of your observation hours for this course that you have entered into KFETS. A sample report is provided for you in Bb.
4. No more than ten hours may be completed with the same teacher.

Options for the LITE 535 observation field hours could include the following:

- Observe in some classrooms where the teacher/students are using technology. Look for higher level thinking (according to the Revised Bloom's Taxonomy), look for Create framework levels 3 or higher, look at how the *students* are using technology (not the teacher). Write a two-page summary that describes your observations, connection to Bloom's and Create Framework, and give your recommendations to increase the levels of Bloom's and Create Framework for each class in which you observe.
- Participate with an STLP (Student Technology Leadership Program) at a local school. Work with the STLP coach to help students develop technology products. Discuss this with your LITE 535 instructor to outline your activities and reports.
- Interview an administrator and teachers about the STLP at a school. How does it connect to curriculum? How are students selected? What is its role at your school? Who is the advisor and what role does that play in their regular teaching position? Pose questions of your own about the program. Write a two-page summary and discussion of your findings.

- Observe in a 1-1 classroom (a class that has a computer or iPad for every child) and observe in a typical class without 1-1. What impact does technology have on teaching and student learning? Do you feel that technology helps students' understanding or harms student understanding of the content? Do you feel that technology helps with student behavior or causes problems with student behavior? Write a two-page summary and discussion of your findings.
- Observe in the Library Media Center where the Library Media Specialist and classroom teacher are collaborating to teach a lesson at the Elementary, Middle or High School level. What technology are they using? Do a two-page write-up containing a summary of events during the lesson and a discussion containing information on how the observed collaborative lesson will affect your future attempts at the collaborative process.
- Observe in the computer lab, make note of the established rules and procedures. Create an outline of the procedures with descriptions of how these rules affect the students' access to information, safety and promote positive digital citizenship.
- Observe in grade level meetings where teachers discuss higher-level thinking and technology. Create minutes to this meeting and include the ideas/main points, give the corresponding Create Framework Levels for the discussed topics.

Critical Performance Indicator (CPI): Instructional Design Project (IDP - 200 points)

See a shortened overview below of the CPI. All directions, rubrics, and resources are posted in BlackBoard.

Post IDP and sample student work on your blog and on the Electronic Portfolio System.

Post your IDP Personal Reflection for LITE 535 to BlackBoard.

The purpose of this project is to plan a full lesson for students where students are engaged in higher level thinking in the real world while fully engaged in the content and using technology.

LITE 535 Critical Performance Indicator (CPI) Instructional Design Project (IDP): Part 1 (200 points)

[Link to IDP Assignment file](#)

IDP Product Task:

Develop a lesson that meets the following basic requirements:

1. Create Excellence Framework levels of 3 or higher for all components; i.e., pupils are engaged in higher level thinking with the ***content*** or curriculum (not just the technology)
2. Focuses on an authentic, real world topic
3. Collaborate with at least one other educator in teaching this lesson
4. Your pupils *create* a technology product from the following choices: Google Apps, Google Earth, Google Sites, Google SketchUp, Digital Storytelling (MS Movie Maker or iMovie), Blog Website, Database, Spreadsheet, Desktop Publishing (MS Publisher, Page Plus or other desktop publishing software) or a Web 2.0 tool approved by your instructor. MS Word and PowerPoint (or any tool like PowerPoint like Google Slides) are *NOT* options for this project.
5. You will create sample student work for your lesson like you would want your students to complete. In other words, do your own lesson as if you are a student in your class.

Teaching is teaching is teaching. You may be a P-12 teacher and your lesson will be designed and taught for a specified age/grade/ability level. You may work for a business, organization, a branch of the armed forces, or university; therefore, you will probably design a lesson to teach adults. It could be a training session on any topic but remember that you will be using technology to teach the topic. This IDP is *not* recommended for Kindergarten or first graders because of the difficulty of the required technology product. You should discuss this with your instructor if this is a problem.

This project will be developed and completed over two semester courses. In LITE 535 students will design the Actions part of the IDP. In LITE 537 students will revise the IDP, teach the lesson and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

This project will be developed and completed over two semester courses. In LITE 535 you will design the Actions part of the IDP. In LITE 537 you will revise the IDP, teach the lesson and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

Be sure to print and use the IDP scoring rubric while you are developing each section of the IDP. All files are posted in BlackBoard.

If a student's IDP does not score 3.0 on the first attempt, the student will be given the opportunity to revise their IDP but the maximum score will be 3.0 or 225 points. This is only fair to other students who earn 225 on their first attempt and are not given the opportunity to revise.

Note: See the folder on BlackBoard that gives specific contents of this project, supporting resources, methods of submission, and scoring rubric on BlackBoard.

Work Flow of the IDP Process in LITE 535:

Activities in Development of this IDP	What this means
1. Email your real-world topic to your instructor (due 9/3/2022)	This is an authentic curriculum topic that will be the focus of your lesson.
2. ID-1 Bloom's Activities Module (due 9/24/2022)	You will create student activities for the 19 cognitive processes within the 6 levels of the Revised Bloom's Taxonomy. Later you will select one of the higher-level thinking activities (Analyze, Evaluate, or Create) as a basis for your IDP.
3. IDP Proposal (due 10/29/2022)	You will select one of the higher-level thinking activities (Analyze, Evaluate, or Create), design your scenario and two objectives, decide on the Bloom's and Create levels, and develop your assessment rubrics for the both objectives.
4. TS-6 Web 2.0 Tools (due 11/19/2022)	You will create 3 technology projects. One of these technology projects must be sample student work for your technology objective for your IDP. The other two projects can be used in your instruction.
5. IDP Completion (due 11/28/2022)	Use the IDP Template to complete this lesson plan. You will copy information that you developed in ID-3 to the template. Then finish the IDP with the directions in the IDP Assignment file.

Here is what one student said about the IDP: "At first glance when you look at the IDP, it is very overwhelming. but all semester long we have chipped away at it. When it came time for me to put it all together, it was a breeze. I was able to copy and paste most of the 'work'. By doing this I was able to spend more time on my reflections and analysis of the assignments. I see now how important that this is for our students (and some teachers) in our classrooms as well, especially ones that are new to these technology tools."

LITE 535 Course Calendar for Fall 2022

[Link to WKU Academic Calendar](#)

All assignments must be submitted by ***11:59pm*** of the due date.

Red text indicates due dates. - Blue text indicates [hyperlinks](#).

Attendance at Zoom classes is recommended but not required.

Zoom class meetings will be recorded and video posted the following day.

Week of:	WKU Calendar Events You Should Know	A. Course Assignments (for graduate students who already have any teaching certification OR you are not in a teacher certification program)	B. Assignments for Initial Certification Students in the MAT Program; Initial Certification Students (Click here to see field hours requirements below.)
M 8/22 Week 1	8/22 First day of Fall Semester	<ul style="list-style-type: none"> • Orientation Activity (30 points): due Saturday 8/27 	<ul style="list-style-type: none"> • Orientation Activity (30 points): due Saturday 8/27
M 8/29 Week 2	8/29 Last Day of drop/add	<ul style="list-style-type: none"> • Zoom Class Meeting 1: Monday 8/29/2022 from 6:30-8:00pm Central Time • Begin working on TS-3 Create Course Website due Saturday 9/10 • Post your ideas to the Discussion Board by Friday 9/2 for your authentic curriculum topic for IDP • Authentic curriculum topic for IDP: (Directions here) due Saturday 9/3 	<ul style="list-style-type: none"> • Zoom Class Meeting 1: Monday 8/29/2022 from 6:30-8:00pm Central Time • *** MAT students stay longer on Zoom class to discuss field hours • Begin working on TS-3 Create Course Website due Saturday 9/10 • Post your ideas to the Discussion Board by Friday 9/2 for your authentic curriculum topic for IDP • Authentic curriculum topic for IDP: (Directions here) due Saturday 9/3
M 9/5 Week 3		<ul style="list-style-type: none"> • TS-3 Create your own Website (100 points) including About Me page due Saturday 9/10 	<ul style="list-style-type: none"> • TS-3 Create your own Website (100 points) including About Me page due Saturday 9/10
M 9/12 Week 4		<ul style="list-style-type: none"> • Zoom Class Meeting 2: Monday 9/12/2022 from 6:30-8:00pm Central Time • Blog 1: Real World Learning (50 points) due Saturday 9/17 	<ul style="list-style-type: none"> • Zoom Class Meeting 2: Monday 9/12/2022 from 6:30-8:00pm Central Time • Blog 1: Real World Learning (50 points) due Saturday 9/17

M 9/19 Week 5		<ul style="list-style-type: none"> • ID-1: Designing Bloom's Activities (Link to Template) (100 points) due Saturday 9/24 • Comment on three (3) other students' About Me web page. Due Saturday 9/24 	<ul style="list-style-type: none"> • ID-1: Designing Bloom's Activities (Link to Template) (100 points) due Saturday 9/24 • Comment on three (3) other students' About Me web page. Due Saturday 9/24
M 9/26 Week 6		<ul style="list-style-type: none"> • Zoom Class Meeting 3: Monday 9/26/2022 from 6:30-8:00pm Central Time • Blog 2: Cognitive Complexity (50 points) due Saturday 10/1 	<ul style="list-style-type: none"> • Zoom Class Meeting 3: Monday 9/26/2022 from 6:30-8:00pm Central Time • Work on observation hours
M 10/3 Week 7		<ul style="list-style-type: none"> • ID-3 Designing Objectives and Assessments (100 points) due Saturday 10/8 • OR Earn Google Level 1 or 2 Certification for Educators (100 points for passing the exam; Study Guides here) 	<ul style="list-style-type: none"> • ID-3 Designing Objectives and Assessments (100 points) due Saturday 10/8
M 10/10 Week 8	10/10 Priority Registration for Winter Term 2023	10/13 and 14 FALL BREAK (Even though the Fall Break is two days, I'm giving you the weekend off as well.)	
M 10/17 Week 9	10/17 Priority Registration begins for spring 2023 semester 10/23 WKU 60% point (grade of FN if no course work is completed after this date)	<ul style="list-style-type: none"> • Blog 3: Student Engagement (50 points) due Saturday 10/22 	<ul style="list-style-type: none"> • First 10 hours of Field Observation (50 points) Reports due Saturday 10/22
M 10/24 Week 10		<ul style="list-style-type: none"> • Zoom Class Meeting 4: Monday 10/24/2022 from 6:30-8:00pm Central Time • IDP Proposal (100 Points) due Saturday 10/29 	<ul style="list-style-type: none"> • Zoom Class Meeting 4: Monday 10/24/2022 from 6:30-8:00pm Central Time • IDP Proposal (100 Points) due Saturday 10/29
M 10/31 Week 11	10/31 Last day to withdraw with grade of W 11/4 Deadline to apply for May 2023 and August 2023 graduation	<ul style="list-style-type: none"> • Blog 4: Technology Integration (50 points) due Saturday 11/5 	<ul style="list-style-type: none"> • Blog 4: Technology Integration (50 points) due Saturday 11/5

M 11/7 Week 12		<ul style="list-style-type: none"> • <u>Zoom Class Meeting 5: Monday 11/7/2022 from 6:30-8:00pm Central Time</u> • <u>Begin TS-6 Web 2.0 Tools: due Saturday 11/19</u> (This module contains three technology projects. You have <u>two weeks</u> to work on this module.) 	<ul style="list-style-type: none"> • <u>Zoom Class Meeting 5: Monday 11/7/2022 from 6:30-8:00pm Central Time</u> • <u>Begin TS-6 Web 2.0 Tools: due Saturday 11/19</u> (This module contains three technology projects. You have <u>two weeks</u> to work on this module.)
M 11/14 Week 13	11/11 Last day to submit work to remove a grade of Incomplete from Spring 2022 or Summer 2022	<ul style="list-style-type: none"> • Complete <u>TS-6 Web 2.0 Tools</u> (150 points) due Saturday 11/19 	<ul style="list-style-type: none"> • Complete <u>TS-6 Web 2.0 Tools</u> (150 points) due Saturday 11/19
M 11/21 Week 14		<ul style="list-style-type: none"> • <u>Zoom Class Meeting 6: Monday 11/21/2022 from 6:30-8:00pm Central Time</u> • OPTIONAL: Submit final <u>IDP</u> early for extra 10 points by Wednesday 11/23/22 	<ul style="list-style-type: none"> • <u>Zoom Class Meeting 6: Monday 11/21/2022 from 6:30-8:00pm Central Time</u> • OPTIONAL: Submit final <u>IDP</u> early for extra 10 points by Wednesday 11/23/22
M 11/28 Week 15		<ul style="list-style-type: none"> • Final due date <u>WEDNESDAY 11/28/2022 for Instructional Design Project (IDP)</u> (200 points) <p><u>No other assignments will be accepted after 11/28/2022.</u></p> <p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p>	<ul style="list-style-type: none"> • Final due date <u>WEDNESDAY 11/28/2022 for Instructional Design Project (IDP)</u> (200 points) • Final Field Observation (50 points) Reports for second 10 hours due Saturday 12/3/2022 <p><u>No other assignments will be accepted after 12/3/2022.</u></p> <p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p>
M 12/5 Week 16	12/5 to 12/8 Final Exam Week 12/9 Fall Commencement Ceremonies 12/10 Individual College Recognition and	<p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p>	<p>Watch your email daily. You may be given the opportunity to revise your CPI if you did not make 3.0. However, you may only be given 1-3 days depending on time.</p>

	Graduation Ceremonies		
M 12/12 Week 16	Grades due noon Tuesday 12/13		

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How to take a screenshot on a Mac: <https://support.apple.com/en-us/HT201361>

How to take a screenshot on a PC: <https://www.digitaltrends.com/computing/how-to-take-a-screenshot-on-pc/>

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