

Graduate Education Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number ED 526	Course Title Internet Literacy for Educators	
Section/Semester CRN 31280/Fall 2014	Location LIU12 Tech Center	Meeting Times Mondays, Sep 8 – Nov 24, 2014 (not October 13) 8:00 am – 4:00 pm

Instructor Contact Information

Instructor Name Doug Tyson	Office Hours (if applicable) Virtual by Appointment	
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Course Description

This course will explore developmentally appropriate teaching and learning opportunities that are available to classroom teachers via the Internet. Students will learn to use various types of electronic communications including the development of curriculum web sites that address content standards and student technology standards. The use of technology to communicate with peers, parents and the larger community to nurture student learning will be explored. The safe and healthy use of technology resources to facilitate equitable access of resources for all students will be endorsed. Research of best practice regarding online pedagogy will be examined.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-000B). For more information go to: <http://www.wilkes.edu/pages/589.asp> . Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for graduation to ensure that you will meet all of the program requirements.

Textbook(s) & Readings

None required

Recommended Reading List or Resources

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Sacolic, Brian (2009). Using Eric: the basics. Retrieved August 6, 2009, from Wilkes University Library Web site:

<http://www.wilkes.edu/MediaFiles/ERICbasics.swf>

Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. The knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. Effective written and oral communication skills and information literacy using an array of media and modalities.
3. Practical, critical, analytical, and quantitative reasoning skills.
4. Actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. Interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. The knowledge, skills, and scholarship appropriate in their chosen field of study;
2. Effective written and oral communication skills;
3. Information literacy that fosters intelligent and active participation in the educational community;
4. Technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. Practical, critical, and analytical thinking strategies;
6. The ability to make informed decisions based on accurate and relevant data;
7. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. Collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Classroom Technology Program Outcomes (CTPO)

1. The student will demonstrate the use of new technologies to create meaningful learning opportunities for all students.
2. The student will develop the ability to provide learning opportunities within the discipline that addresses different approaches to learning and creates instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
3. The student will acquire the ability to understand the role of technology within the discipline and be able to demonstrate skills using instructional tools and technology to gather, analyze and present information, enhance instructional practices, facilitate professional productivity and communication.

<p align="center">Student Learning Objectives The students will:</p>	<p align="center">ISLO SELO GEPO CTPO</p>	<p align="center">Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~</p>
<p>identify components of the Internet</p>	<p>ISLO (1) SELO (1) GEPO (1) CTPO (8)</p>	<p>Internet Detective Project Unit 1 Topics and Suggested Readings Unit 2 Discussion Topic</p>

research and identify effects the Internet has had on the world and on education	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Unit 1 Topic and Suggested Readings Unit 7 Unit Topics and Suggested Readings Literature Review Assignment Unit 10 Discussion
identify various methods of connecting to the Internet	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Unit 3 Topics and Suggested Readings Unit 5 Topics, Suggested Readings Unit 6 Topics, Suggested Readings and Projects
demonstrate the use of a web browser	ISLO (1) SELO (1) GEPO (1) CTPO (8)	WebQuest and Web Page Unit 3 Topics and Suggested Readings
demonstrate the effective use of directories and search engines for finding information on the Internet	ISLO (1) SELO (1) GEPO (1) CTPO (8)	WebQuest and Web Page Unit 4 Topics and Suggested Readings and Project
investigate educational uses of email	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Unit 5 Topics and Suggested Readings
describe and identify online collaboration tools, asynchronous communication tools and how they are used in classrooms	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Unit 8 Topics, Suggested Readings and Project Final Project Unit, Topics, Suggested Readings, and Project Unit 6 Topics and Suggested Readings and Project Unit 10 Topics, Suggested Readings and Project
evaluate and document Internet information	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Unit Project 2 Unit 4 Topics, Suggested Readings and Project Unit 7 Topics, Readings and Project 7
develop and communicate a lesson or student activity that is enhanced by the use of Internet resources	ISLO (1) SELO (1, 4) GEPO (1) CTPO (6, 7, 8)	Unit 4 Project Unit 8 Topics, Suggested Readings and Project Final Project Unit, Topics, Suggested Readings, and Project
demonstrate the ability to create a curriculum website aligned to content standards	ISLO (1) SELO (1, 4) GEPO (1) CTPO (6, 7, 8)	Unit 8 Topics, Suggested Readings and Project Final Project Unit, Topics, Suggested Readings, and Project Unit 9 Topics, Suggested Readings and Project
demonstrate the ability to communicate electronically with peers, parents and the larger community	ISLO (1) SELO (1, 4) GEPO (1) CTPO (6, 7, 8)	Unit 5 Topics, Suggested Readings and Project Unit 6 Topics, Suggested Readings and Project Unit 8 Presentation Unit 10 Topics, and Suggested Readings and Project
demonstrate and promote the safe and healthy use of technology resources	ISLO (1, 4) SELO (1, 4, 7) GEPO (1, 4) CTPO (6, 7, 8)	Unit 8 Topics, Suggested Readings and Project Final Project Unit, Topics, Suggested Readings, and Project Unit 10 Topics and Suggested Readings Unit 7 Discussion and Suggested Readings
evaluate various theories and best practices of online pedagogy.	ISLO (1, 3) SELO (1) GEPO (1) CTPO (6, 8)	Unit 2 Topic and Suggested Readings Unit 4 Topic and Suggested Readings Unit 7 Topics and Suggested Readings and Project
locate and demonstrate effective use of video streaming, video clips, and images to create lessons that meet curriculum standards.	ISLO (1, 4) SELO (1, 4, 7) GEPO (1, 4) CTPO (6, 7, 8)	Unit 8 Topics, Suggested Readings and Project Final Project Unit, Topics, Suggested Readings, and Project Unit 11 Topics, Suggested Readings and Project

Course Requirements & Assessments

Activities To Support Course Objectives

- Students will define the Internet and the terms associated with its use.
- Students will discuss issues relevant to the Internet for educators such as Netiquette, copyright, filtering, censorship, advertising, etc.
- Students will become familiar with current and emerging Internet technologies
- Students will learn to use bookmarks and favorites.
- Students will determine the best search tool and strategy for a given task.
- Students will conduct effective searches using both directories and search engines.
- Students will conduct complex searches using Boolean operators.
- Students will create a search and copyright exercise for their students.
- Students will correspond electronically with the instructor and with each other.
- Students will attach files to their electronic correspondence.
- Students will open files that have been attached to electronic correspondence sent to them.
- Students will evaluate websites for educational use.
- Students will become familiar with ways to document information from the Internet according to the APA style.
- Students will create an original, classroom specific (professional) WebQuest using a template.
- Students will collaborate and present their WebQuest using audio/video conferencing.
- Students will create a classroom specific (professional) website using HTML formatting or educational templates – such as Google docs, Weebly, or district provided templates.

Middle States Competencies addressed in assignments are indicated in parenthesis.

Written communication (WC)

Quantitative reasoning (QR)

Oral communication (OC)

Technological competence (TC)

Scientific reasoning (SR)

Critical analysis & reasoning (CA&R)

Information literacy (IL)

Students will produce a WebQuest (WC, TC, OP, CA&R, IL).

WebQuest late submissions if accepted and received **within 24 hours of the due date will receive an automatic 20% deduction.** Assignments received and accepted later than 24 hours past the due date will receive an additional deduction for lateness. If there are special circumstances and the professors are notified in advance considerations may be made regarding late assignments.

The WebQuest and Presentation of WebQuest will:

- Incorporate fundamental design elements and establish a themed and appropriate collection of related curriculum aligned student activities
- Promote, support, and model creative and innovative thinking and inventiveness (Core 1 A)
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. (Core 4 B)
- Be composed of navigational links, an assessment rubric, and contains content which models and follows copyright and fair use guidelines with all resources correctly cited in APA formatting.
- Use collaborative software to present well-structured and sequential material which is focused and ordered to make a unified point or effect (Core 1 D)
- Model knowledge construction by engaging in learning and collaborating with students, colleagues, and instructors in face-to-face and virtual environments. (Core 1 D)
- Include audio /visual materials which are polished and substantially support and enhance presentation content

WebQuest Rubric

Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it)				Score
8				
Overall Visual Appeal	<p>2 points Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p>	<p>1 point Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p>0 points There are few or no graphic elements. No variation in layout or typography. OR Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.</p>	/2
Navigation/Flow & Mechanical Aspects	<p>2 points Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them. AND No mechanical problems noted.</p>	<p>1 point There are a few places where the learner can get lost and not know where to go next. OR There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>0 points Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear. OR There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	/2
Introduction				
Motivational Effectiveness of Introduction	<p>2 points A creative and innovative introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem. OR The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.</p>	<p>1 point The introduction lacks creativity but relates somewhat to the learner's interests and/or describes a compelling question or problem. OR The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>	<p>0 points The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners. OR The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	/2
Task (The task is the end result of student efforts... not the steps involved in getting there.)				
Cognitive Level of the Task	<p>2 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.</p>	<p>1 point Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p>	<p>0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>	/2
Process (The process is the step-by-step description of how students will accomplish the task.)				

<p style="text-align: center;">Scaffolding of Process</p>	<p>4 points The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task. (Addresses needs of diverse learners.) Activities are varied and are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Clearly defined checks for understanding are built in to assess whether students are getting it.</p> <p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>2 points Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. (Minimally addresses needs of diverse learners.) Some of the activities do not relate specifically to the accomplishment of the task.</p> <p>Vague or inferred checks are observable which may monitor student progress.</p> <p>Some separate tasks or roles assigned. More complex activities are needed to accomplish the task.</p>	<p>0 points The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. (Does not address the needs of diverse learners.) Activities are of little significance to one another and/or to the accomplishment of the task.</p> <p>No mid-level checks for understanding are built in to monitor student progress</p> <p>Few steps, no separate roles assigned.</p>	<p>/4</p>
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Resources (Note: All resources linked to the page will be evaluated, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)

<p style="text-align: center;">Relevance & Quantity of Resources</p>	<p>4 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight. OR Links make excellent use of the Web's timeliness and colorfulness. AND ALL resources used in the construction are cited in exact APA format (clipart, photos, text, sites, and videos, etc.) Varied resources provide enough meaningful information for students to think deeply.</p>	<p>2 points There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new. OR Some links carry information not ordinarily found in a classroom. AND Most resources used in the construction are cited in exact APA format (clipart, photos, text, sites, and videos, etc.)</p>	<p>0 points Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time. OR Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p>/4</p>
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Evaluation

<p style="text-align: center;">Clarity of Evaluation Criteria</p>	<p>4 points Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.</p>	<p>2 points Criteria for success are at least partially described.</p>	<p>0 points Criteria for success are not described.</p>	<p>/4</p>
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Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.					Pts. Earned	
Points 10/ Proficiency	Advanced	Proficient	Basic	Below Basic		
Oral Skills						
Organization Possible 2 pts.	well-structured; material focused and ordered to make a unified point or effect	adequately structured; material ordered to make a general point or effect	somewhat structured; material is thematic, but point unclear	lacks structure; speaker provides little or no focus or order to the material	No credit Assignment not submitted	____/2
Flow/ impromptu responses to questions Possible 2 pts.	addresses questions carefully and thoroughly, integrating evidence and additional information in responses	adequately addresses questions	somewhat able to appropriately address questions	limited ability to appropriately address questions		____/2
Delivery Possible 2 pts.	Voice, facial expression, body movements effectively and consistently engage listeners and supports important points of presentation	Voice, facial expression, body movements engage listeners and supports important points most of the time	Voice, facial expression, body movements sometimes engage listeners or supports important points	Voice, facial expression, body movements ineffective in engaging listeners or supporting important points		____/2
Language Possible 2 pts.	Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners' understanding and is appropriate for age, education, and background knowledge of the listeners	Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listeners' understanding of the subject	Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners' understanding	Word choices fail to reflect an awareness of the listeners, because either the vocabulary or the reference to the listeners is inconsistent or inappropriate.		____/2
Audio/ visual materials Possible 2 pts.	Audio /visual materials are polished; substantially supporting and enhancing presentation content	Audio/visual materials show attempt at polish; adequately support presentation content	Audio /visual materials basic; somewhat support presentation content	Audio/visual materials lack polish; do not support presentation content		____/2
Oral Communication Points Earned in this Assignment						____/10

Class Discussions (WC, TC, CA&R, IL)

Students are expected to participate in all unit discussions. Unit discussions are initiated by the course instructor and are designed to engage your thinking about the readings as well as your interaction with other students in the course. Discussions will occur in class in a face-to-face format. Each student is expected to give input, insight, and opinion during the Unit discussions.

Required Assignment:

Students will produce a website - 25% of final grade (WC, TC, CA &R, IL).

WebSite late submissions if accepted and received within 24 hours of the due date will receive **an automatic 20% deduction**. Assignments received and accepted later than 24 hours past the due date will receive an additional deduction for lateness. If there are special circumstances and the professors are notified in advance considerations may be made regarding late assignments.

The website will:

- Incorporate and correctly display graphics that are appropriate to the theme of the webpage.
- Demonstrate the generally accepted elements of good design.
- Promote, support, and model creative and innovative thinking and inventiveness (Core 1 A)
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. (Core 4 B)
- Be composed of working links, graphic design elements, content which models and follows copyright and fair use guidelines with all resources correctly cited in APA formatting.

WebSite Rubric					
Points	15	10	5	0	Score
Copyright and Fair Use	All sources are properly cited in APA format and hyperlinked to source. Permissions to use any graphics from commercial Web pages have been received, printed, and saved for future reference. Fair use guidelines are followed with proper use of APA citations throughout the Web site.	Guidelines as established under exemplary Copyright & Fair use are frequently followed and/or most references are cited in APA format and hyperlinked .	Guidelines as established under exemplary Copyright & Fair use are sometimes followed .	Guidelines as established under exemplary Copyright & Fair use are not followed .	/15

Curriculum Alignment	There is a strong and clear connection to curriculum ; references to facts and resources are documented properly. AND content addresses the diverse needs of all learners and provides equal access and appropriate tools and resources to all learners . It is evident that all users are likely to learn from this product.	There is adequate connection to the curriculum; clear references to facts and resources are documented. AND content addresses the diverse needs of a variety of learners and provides equal access and appropriate tools and resources to most learners . It is evident that most users are likely to learn from this product.	There is some evidence of connection to the curriculum ; a few references to facts and resources are documented. Users find it difficult to learn from this product. AND content addresses the diverse needs of a some learners and provides equal access and appropriate tools and resources to some learners . It is evident that some users are likely to learn from this product	There is no evidence of relationship to curriculum ; no reference to facts or resources. Users are not likely to learn from this product. OR content does not address the diverse needs of learners and does not provide equal access and appropriate tools and resources to all learners .	/15
Originality	The product shows significant evidence of originality and creativity throughout the site . The content is fresh, original, inventive , and based upon logical conclusions.	The product shows evidence of some originality and creativity throughout the site . The majority of the content is an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights .	The work is an extensive collection of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The work is a minimal collection of other people's ideas, products, images and inventions. There is no evidence of new thought.	/15
Content/Information	Contains a wealth of logical, intuitive and sequential information . Menus and paths to all information are clear and direct. Information is creatively written and cleverly presented.	Contains adequate content of logical, intuitive and sequential information. Menus and paths to more information are clear and direct. Information is well-written and interesting to read and is presented in short sections.	Contains a sparse amount of content some of which is logical, intuitive and sequential information And/or menus and paths are confusing or flawed. Information could be better written.	Inadequate amount of content . No logical sequence of information; menus and paths to information are not evident. Information is poorly written, inaccurate or incomplete.	/15
Graphics	All photos, images, icons, clip art, are creatively used , are of high quality , enhance the content and follow a theme , and all display properly . All graphic criteria have been met.	Most photos, images, icons, clip art, are creatively used , are of high quality , enhance the content and follow a theme , and most display properly . Most graphic criteria have been met.	Some photos or images are blurry or fuzzy. Icons and clip art do not "fit" with the topic. Graphic criteria have not been met or too many images distract from content.	There are no graphics or they are inappropriate or of low quality or no graphics display .	/15

<p>Graphic Design & Enhanced Items (<i>embedded sound, embedded video, customized form features</i>) NOTE: <i>embedded is not a link to audio or video.</i></p>	<p>The combination of embedded multimedia elements and enhanced items with words and ideas takes communication and persuasion to a high level, superior to what could be accomplished with either alone.</p>	<p>Graphic design elements and embedded enhanced elements of the content combine effectively to deliver a high impact message with the graphics enhancements and the words reinforcing each other. Elements are kept in balance and do not overpower the primary focus.</p>	<p>Graphic design and embedded multimedia elements accompany content but there is little sign of mutual reinforcement. There's no attention paid to visual design criteria such as proportion, balance, and harmony. There is some tendency toward random use of graphics and enhanced effects.</p>	<p>Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas.</p>	/15
<p>Layout/Design</p>	<p>All type is easy-to-read and point size varies appropriately for headings and text. Use of bullets, italics, bold, and indentations enhances readability. Consistent format extends page-to-page. The layout uses horizontal and vertical white space appropriately. The background, colors and layout are artful and consistent across the website and enhance the readability of the information presented.</p>	<p>Sometimes the type is easy to read, but in a few places the use of fonts, point size, bullets, italics, bold, and indentations for headings and subheadings detract and do not enhance readability. A few minor format inconsistencies decrease readers' accessibility to the content. The layout uses horizontal and vertical white space appropriately in most places. The background, colors and layout are consistent across the website and make it easy to read the information presented.</p>	<p>The type is difficult to read and uses too many different fonts, overuse of bold, bullets, italics or lack of appropriate indentations of text. Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content. There are several format inconsistencies throughout the website. The layout uses horizontal and vertical white space but it is not always used appropriately. The background, colors and layout are distracting and make it difficult to read the information presented.</p>	<p>The text is extremely difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings and body text. Many formatting tools are under or over-utilized and decrease the readers' accessibility to the content. There are numerous format inconsistencies throughout the website. The layout uses horizontal and vertical white space inappropriately and the content appears cluttered. The background, colors and layout make the site unattractive, and it is difficult to read the information presented.</p>	/15
<p>Mechanics</p>	<p>The Web site has no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The Web site has a one or two errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.</p>	<p>The Web site has a few errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors)</p>	<p>The Web site has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)</p>	/15

Internal/External Links or Navigation	All of the menus, navigation links and all internal links and sections of the website connect back to the home page. All external links to connecting websites are active and functioning. All navigation and linking project criteria have been met.	Most of the menus, navigation links and internal links to sections of the website connect back to the home page. Most of the external links to connecting websites are active and functioning. Most navigation and linking project criteria have been met.	Some of the menus, navigation links and internal links to sections of the website connect back to the home page, but in other places the links do not connect to preceding pages or to the original index page. Some of the external links to connecting websites are not active and functioning .	There are significant problems with menus, navigation links and internal links to sections of the website and few or no connections back to the preceding pages or to the original index page. Many external links to connecting websites are not active and functioning .	/15
Contact/Update Information	Each Web page includes a footer with a working email link to the author of website including a connecting link to homepage and date of creation or revision.	The Web pages includes a footer with two of the criteria .	The Web pages includes a footer with one of the criteria .	No footer is included on the Web pages.	/15
Total:					/150
Adapted from: http://www.uwstout.edu/soe/profdev/webpagerubric.html					

Required Assignment:

ED 526 Literature Review

Students will write a Literature Review - (WC, SR, TC, CA&R, IL)

Literature Review late submissions if accepted and received within 24 hours of the due date will receive an **automatic 20% deduction**. Assignments received and accepted later than 24 hours past the due date will receive an additional deduction for lateness. If there are special circumstances and the professors are notified in advance considerations may be made regarding late assignments.

The Literature Review will:

- Critique an assigned article, Beyond the Classroom Walls.
- Defend a pro or con position and examine and identify research methods contained within the article.
- Evaluate and reflect on current research and make effective use of existing and digital research to support student learning and defend a pro or con position. (Core 5 C)
- Meeting the need of gifted students is a real-world issue. Having examined this problem using digital research: (Core 1 B)
 - Summarize your discussion and predict what educators can expect to see in the near future with regard to online learning in their classrooms.
 - Describe how we should monitor this trending topic for its effectiveness.

Preparing for the Assignment

For this literature review, you will critique an article, which examines the feasibility of online learning meeting the needs of gifted students. You will defend your position, and examine research methods contained within the article. To prepare for the assignment, you should familiarize yourself with this review's requirements. Read through the entirety of this document and then visit the resources provided. Keep in mind that you will expand upon these suggested resources with research of your own.

Article

Title: *Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students*

Author: D. Thomson

APA Citation:

Thomson, D. (2010). Beyond the classroom walls: teachers and students perspectives on how online learning can meet the needs of gifted students. *The Journal of Advanced Academics*, 21(4), 662-712.

Suggested Resources

The basics of research and design:

- Quantitative research- <http://www.experiment-resources.com/quantitative-research-design.html>
- Qualitative research- <http://www.experiment-resources.com/qualitative-research-design.html>
- True experimental design- <http://www.experiment-resources.com/true-experimental-design.html>
- Quasi-experimental design- <http://www.experiment-resources.com/quasi-experimental-design.html>
- Reliability and validity- <http://www.experiment-resources.com/validity-and-reliability.html>

Wilkes Library is a resource-rich site. Here are the steps to access the article search on the site:

Method #1

1. Login and Get to **My Home** on LIVE
2. Scroll to the **Wilkes Library** information on the right
3. Click on the appropriate link

OR

1. Sign in to the MyWilkes Portal
2. Click the Libraries tab
3. In the Resources box, click Databases and Indexes
4. Scroll down to EbscoHost Research Databases
5. Select EBSCOhost Web
6. Once inside EbscoHost, choose the database(s) you want to search such as Academic Search Premier and ERIC and click continue to begin finding articles

Assignment Instructions

Prepare a 5-8 page literature review with the following components:

Part I Summary

After reading the article, address the following:

- Summarize the key points
- What is the purpose of this article?
- What methods did the author use to support the conclusions?
- Was the author objective in her presentation of facts and data?
- Was the information presented relevant to her major conclusions? What points support your observation?

Part II Research Design

Having read the article by Thompson as well as the suggested resources on experimental design, you will now **look behind the overlying message of the article and analyze the research done in the study**. Once you have a handle on these terms and definitions you are asked to apply this knowledge and to answer the same points listed below **for each article researched and used to substantiate findings within your Literature review**. Please **address and expand upon the following points**:

- Is this true experimental design or quasi-experimental design? Why?
- Are you presented with quantitative or qualitative research? How did you know?
- Was this a valid/reliable study? How did you know?
- How could you improve the study?

Part III Defend Your Position

In the second part of the assignment, you will take a position on whether online learning can or cannot be an asset to the classroom. You will need to support your position with data and reliable research. Make sure you maintain an objective stance as you gather data and formulate your opinion. **Choose one of the positions** in the table below, then, **address and expand upon the following points**:

Pro	Con
Identify at least 3 benefits of using online learning with gifted students. (For example, would this impact motivation, achievement, and overall pedagogy?)	Identify at least 3 problems with using online learning with gifted students in the classroom. (For example, how would this impact motivation, achievement, and overall pedagogy?)
Describe research studies that arrived at this conclusion.	Describe research studies that arrived at this conclusion.
What application do the results of these studies have for classrooms in your school?	What application do the results of these studies have for classrooms in your school?
Give an example of an application for your school that you would recommend as an outcome of this research.	Give an example of an application for your school that you would recommend as an outcome of this research.

Part IV Conclusion

To conclude your paper, summarize your discussion and predict what educators can expect to see in the near future with regard to online learning in their classrooms. Describe how we should monitor this trending topic for its effectiveness.

Formal Scientific Reasoning Scoring Rubric © Wilkes University Master's Education Dept.					No Credit 0	Points Earned
Proficiency	Advanced=5	Proficient =9	Basic = 8	Below Basic = 7		
Identification of a problem or topic	Clear, concise problem or topic stated; explains why research regarding selected topic is important to the field; includes case examples in supporting evidence	Problem or topic adequately stated; explains why research regarding selected topic is important to the field; does not include case examples in supporting evidence	Problem or topic statement attempted but, not clearly stated; explanation as to why research on selected topic is important not clear; does not include supporting evidence	Problem or topic is evident but, no explanation as to why research on selected topic is important; no supporting evidence provided	Assignment not submitted	/5
Source quality of literature review	Includes 5-7 data-based articles from peer-reviewed journals plus at least one primary source (e.g., personal communication with professional expert, review of original document, interview of personal witness, etc.)	Includes 5-7 data based articles from peer-reviewed journals	Includes at least 3 data-based articles from peer-reviewed journals	Includes at least 3 articles from professional journals; one or more is not data-based		/5
Research design: For article review assignment, multiple articles required	Correctly identifies research designs described in all articles reported and concisely	Correctly identifies research designs described in all but one article reported	Correctly identifies one research design	Attempts, but incorrectly labels research designs reported in articles		/5
Method: Article Review	Summarizes methods of all articles effectively and no errors according to APA specifications	Summarizes all but one method effectively and Includes one error according to APA specifications	Summarizes only one method effectively and Includes more than 2 to 3 errors according to APA specifications	Method section for each article not summarized and/or includes more than three errors according to APA specifications		/5
Proficiency	Advanced=5	Proficient =4	Basic = 3	Below Basic = 2	No Credit 0	
Defend Position	Evaluates and reflects on current research and makes effective use of existing and digital research to support student learning and defend a pro or con position. (All required segments of the Pro or Con position are addressed)	Evaluates and reflects on current research and makes adequate use of existing and digital research to support student learning and defend a pro or con position. (Most required segments of the Pro or Con position are addressed)	Evaluates and reflects on current research and attempts to use existing and digital research to support student learning and defend a pro or con position. (Some required segments of the Pro or Con position are addressed)	Evaluates or reflects on current research or makes effective use of existing and digital research to support student learning and defend a pro or con position. (Few required segments of the Pro or Con position are addressed)		/5
Apply research to educational setting	Summarizes and predicts future trends of online education. AND Explains effective monitoring. AND Describes application for district and personal classroom.	Missed one of the required components OR Minimally covered one of the components	Missed more than one required components OR Minimally covered more than one of the components	Did not address the required components OR minimally covered all components		/5
Total Points						_____ / 30
NOTE: ▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations						

of data not addressed in the manual.

Assignment Weight	Points out of 500
Projects (11 total) 30%	150 points
Discussions 22%	110 points
Final Website 30%	150 points
Final Exam 18%	90 points

Projects

Most of the units in the course have a correlating project (assignment). Below you will find a short description of the projects (assignments) for this online course.

Project 1: Introduction (WC, TC)

Submit a well-written introductory description of yourself and create a Tagul image of your description.

Project 2: Internet Detective (TC, CA&R, IL)

Access web version or download and review the Internet tutorial (Internet Detective). Write at least two summary paragraphs about what you thought of the Internet Detective content and share what you learned.

Project 3: Browsers (TC, IL)

Learn how to download Firefox and install plug-ins and bookmarks in a browser.

Project 4: Internet Searching and Copyright (WC, TC, CA&R, IL)

After completing this unit, students will be able to perform searches that go beyond the basics, utilizing complex search queries using Boolean terms and create a copyright exercise for their students.

Project 5: Online Collaboration (TC, WC, IL)

As the Internet has grown, numerous tools have been developed to facilitate the collaboration with other users. In this unit, students will use their Wilkes Gmail account. They will install audio/video conferencing software. They will use instant messaging effectively. They will explore Web 2.0 features and describe the educational application of two of these features.

Project 6: More Online Collaboration (WC, TC)

This unit continues the collaboration theme from the previous unit by exploring and creating: Blogs and electronic calendars.

Project 7: Literature Review (WC SR, TC, CA&R, IL)

This unit focuses on APA formatting and a Literature review. You will critique an article, which examines the feasibility of online learning meeting the needs of gifted students. You will defend your position, and examine research methods contained within an article. Keep in mind that you will expand upon these suggested resources with research of your own.

Project 8: WebQuests (WC, TC, IL, OP)

During this unit, students will learn how to create an original WebQuest using a template. Students will also present their WebQuest to their peers. The alternate Podcast assignment that can be submitted if conflicts occur.

Project 9: Basic Web Development (WC, TC, IL)

During this unit, students will learn how to build and link HTML web pages with basic elements.

Project 10: HTML Forms (WC, TC)

Working from a model student will re-create and edit an online registration form.

Project 11: Embedding Audio/Video on the Web (TC, IL)

Students will create a webpage with audio, video and images embedded.

Final Project (WC, TC, CA&R, IL)

Students will develop a World Wide Web site based on any educational topic or Classroom use (such as Poetry by Whitman, Clouds, Trees, Physical Education, Chemical Reactions, The Inside of a Computer, Plants, The Civil War, etc...) Students must have approval for any variations in topic. The following requirements are a must:

- You must have at least six html files in your final project. One is the homepage, and the other 5 (or more if you like) are pages linked from the home page.
- You must have at least **five links** on the home page that will take the user to other pages on your site (such as a navigation menu).
- You must have a section at the end of your home page titled **Interesting Places to Visit** (or something like that) which will be a hyperlink list to some interesting sites related to your topic that you've encountered throughout this course. You must have at least 5 such sites in your list (you may also place the Interest Sites list on a separate page if you like).
- Your site must contain at least **one table** located on any of your pages. The table must have multiple rows and columns.
- There must be a minimum of **ten displaying graphics inserted** throughout your site which are appropriate to the theme of the site.
- **Graphic Design and Enhancements** are criteria specifics addressed in the grading rubric, but application can be determined by student creativity and appropriateness within the web design. Some examples might include: audio enhancements, embedded video, and customized form features.
- Any graphics, text or enhanced features that you obtain from sources other than your own must be **referenced using APA formatting**.
- You must have a **reference page** that provides **APA formatted hyperlinks** to sites where you obtained any and all web content. All external help, support and/or resources must be credited on this page. If the entire web site content was produced by you, then state that on your Reference page. You must provide a **hyperlink** to this page on your home page.
- Every page must have a **footer** containing your name, revision date, and your e-mail (with an e-mail hotlink).
- Your website may use the WebQuest (Project 8) as one (1) page of the 6 required pages of the Final Project, but there must be a link on the WebQuest that returns to the home page of the Website. **If this link is not provided the WebQuest will not count as a page of the website.**
- Your website must:
 - Demonstrate the generally accepted elements of good design.
 - Promote, support, and model creative and innovative thinking and inventiveness
 - Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - Be composed of working links, graphic design elements, content which models and follows copyright and fair use guidelines with all resources correctly cited in **APA formatting**.

Post Test

The post test is given to assure that students are **reading Live content** and **assigned topics**. Careful and timely reading is basic to student success in this course.

ASSIGNMENTS	POINTS
Class Participation/Discussions	110
Project 1 – Introduction/Tagul	10
Project 2 – Internet Detective	10
Project 3 – Browsers	10
Project 4 – Internet Searching & Copyright	10
Project 5 – Gmail, Skype, Google Features	10
Project 6 – Google calendar, Blog post/comment	10
Project 7 – Literature Review	30
Project 8 – WebQuest	30
Project 9 – 2-page website	10
Project 10 – HTML form	10
Project 11 – Embedding Audio/Video	10
Final Project – Final Website	150
Final Exam	90
GRAND TOTAL	500

Project Rubric

There are 9 individual projects (Projects 1, 2, 3, 4, 5, 6, 9, 10, and 11) in this course which use this rubric.

Percent	Criteria	Score
100	The work exceeds expectations and shows an exceptionally high level of understanding of application of knowledge and skills. The work was submitted on time. User effectively applied learned skills to solve authentic problems using digital tools and resources.	10
90	The work meets the standard and shows understanding of application of knowledge and skills. The work was submitted on time. User adequately applied learned skills to solve authentic problems using digital tools and resources.	9
80	The work meets the standard and demonstrates the appropriate application of knowledge and skills. It contains minor errors that minimally diminish the quality. OR the project was not submitted on time or was incomplete. User minimally applied skills learned to solve authentic problems using digital tools and resources.	8
70	The work does not meet the standard and shows limited understanding of the knowledge and skills. The work lacks depth and/or is incomplete with significant errors and/or omissions. The work was submitted more than 24 hours past the due date.	7
60	The work exhibits no understanding of the knowledge and skills and/or was significantly late. It does not meet the standard and lacks depth. OR the work is incomplete and missing required criteria.	6
0	No work has been presented.	0

Graduate Education Course Policies

Attendance Policy:

Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. **Discussions cannot be "made-up" after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts.**

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and **by default all assignment due dates are assumed to be absolute** unless prior permission for an extension has been granted.

Course Expectations & Late Work Policy:

All coursework will be completed in a manner consistent with the high expectations of a graduate student. **All required assignments and discussion postings are to be submitted by the due date and time provided by the instructor. When accepted, late assignments may result in a deduction of up to 20% for each day the assignment is late.**

Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. **Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a resource, reference or quoted directly.** References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Online References:

<http://apastyle.apa.org/>
<http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

Course Grading:

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Course Technology Integration

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, and PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance only, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week. Contact instructor for clarification of and help with course assignments, not technical support.

Wilkes Graduate Education Program Policies

Academic Honesty:

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal. For more specific information, please refer to page 74 in the Student Handbook at: <http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf>. Students are expected to follow all other academic honesty expectations as outlined by the instructor.

Identity Authentication:

1. The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: **Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone.** Contributions covered under this policy include: projects, written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and video conferences. If a student allows another person to write

or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. **Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy** (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

Library Access:

Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/pages/662.asp> and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing:

The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/pages/765.asp>.

Act 48:

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perms.ed.state.pa.us/>

Special Needs:

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153

Date	Topic(s) & Readings	Assignments Due
9/8/14	Content: Unit 1 Introduction Required Reading - Content: ALL Unit 1 Topics	Project 1 Introduction/Tagul
9/15/14	Course Site: Unit 2 Internet Detective Required Reading - Content: ALL Unit 2 Topics Course Topics: Unit 3 Browser Required Reading - Content: ALL Unit 3 Topics	Project 2: Internet Detective Project 3: Browsers
9/22/14	Course Topics: Unit 4 Internet Searching Required Reading - Content: ALL Unit 4 Topics	Project 4: Internet Searching & Copyright
9/29/14	Course Topics: Unit 5 Online Collaboration Required Reading - Content: ALL Unit 5 Topics	Project 5: Gmail, Skype, Google Features
10/06/14	Course Topics: Unit 6 More Online Collaboration Required Reading - Content: ALL Unit 6 Topics Course Topics: Unit 7 APA and Literature Review Required Reading - Content: ALL Unit 7 Topics	Project 6: Google calendar, Blog post/comment Project 7: Literature Review
10/13/14	NO CLASS	
10/20/14	Course Topics: Unit 8 WebQuests Required Reading - Content: ALL Unit 8 Topics	Project 8: WebQuest
10/27/14	Course Topics: Unit 9 Basic Web Development Required Reading - Content: ALL Unit 9 Topics	Project 9: 2-page website
11/03/14	Course Topics: Unit 10 HTML forms Required Reading - Content: ALL Unit 10 Topics Course Topics: Unit 11 Embedding Audio/Video Required Reading - Content: ALL Unit 11 Topics	Project 10: HTML form Project 11: Embedding Audio/Video
11/10/14	Course Topics: Final Project (Website)	Final Project (Final Website)
11/17/14	Course and Topics – Unit 12 Prep. for Final Quiz Required Reading - Content: ALL Unit 12 Topics	Online Final Exam
11/24/14	Presentations Course Evaluation	

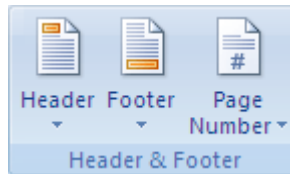


APA Format Including Title Page With Running Head

Your assignment should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 10-12 pt. Times New Roman font or a similar font. Include a **page header** at the top of every page.

Building the Running Head and Page Number of the Title Page

- Your title page should contain a running head that is flush left at the top of the page, and a page number that is flush right at the top of the page. To create the running head line in Microsoft Office Word 2007:
 1. Click on the **Insert** tab at the top of the tool bar.
 2. Click on the **Header** icon in the **Header & Footer** group located approximately in the middle of the tool bar.



3. Click on the *Blank* header with the words “type text” flush with the left margin, then, type

Running Head:

Follow the colon with a short title of your paper typed in ALL CAPS. (See example on next page.)

4. In the same line as the running head, position the cursor flush with the right margin. **NOTE** You may need to press the TAB key, adjust paragraph alignment, or make other changes to the header or footer content to position the cursor flush right.
5. In the **Header & Footer** group, click **Page Number**.
6. On the drop down menu, click **Current Position**.

7. Choose the page number design from the gallery of designs entitled *Plain Number*. **NOTE** If you don't see a gallery of page number designs, there might be a problem with the Building Blocks template on your computer. See I don't see galleries of page numbers, headers and footers, cover pages, or equations for information about how to fix this problem.

Please note that on the title page, your page header should look like this:

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head with the words *Running Head* deleted, like this:

TITLE OF YOUR PAPER

Body of Title Page

- The body of your title page should include the following ;
 - the full title of your paper. Type your **title** in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.
 - your name. Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).
 - your institutional affiliation (Wilkes University).

About half way down the page, type the title of your paper, your name, and Wilkes University pressing “enter” after each one. (Check your professors’ formatting requirements. Some may also require you to add the date, the course name, and the professor’s name below this information.)

Linking Title and Reference Pages to the Body of the Paper

If your title page (cover page) and reference pages are not already part of the file that contains the text of your paper, you need to copy and paste them into the file. Use the Copy and Paste commands to create one consecutive file with your title page, body of the paper, and reference page. You could also “insert file.” (If needed, insert page breaks to separate the title and the reference pages from the body of the paper. Place the cursor where the page breaks are needed, and hit the “Ctrl” and “Enter” keys.)

Need Additional Details?

Consult the *Publication Manual of the American Psychological Association, 6th Edition*.

Running head: INDIVIDUAL DIFFERENCES IN BIMODAL PROCESSING

1

Individual Differences in
Bimodal Processing and Text Recall

Bruce R. Dunn

University of West Florida

In-Text Citations: The Basics

APA Citation Basics

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*, *There Is Nothing Left to Lose*.

(**Note:** in your References list, only the first word of a title will be capitalized: Writing new media.)

- When capitalizing titles, capitalize both words in a hyphenated compound word: *Natural-Born Cyborgs*.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Please use the example at the bottom of this page to cite the Purdue OWL in APA.

Notes: This resource, revised according to the 6th edition of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing. Reference citations in text are covered on pages 169-179 of the Publication Manual.

APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research. E.g., Jones (1998) **found** or Jones (1998) **has found**...

Contributors: Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee

Last Edited: 2010-07-13 12:19:28

APA Referencing

THIS IS A QUICK GUIDE TO THE APA REFERENCING STYLE (6TH EDITION)

- The American Psychological Association reference style uses the Author-Date format.
- Refer to the *Publication Manual of the American Psychological Association* (6th ed.) for more information. Check the Library Catalogue for call number and location(s).

In text

- When quoting directly or indirectly from a source, **the source must be acknowledged in the text** by author name and year of publication. If quoting directly, a location reference such as **page number(s)** or **paragraph number** is also required.

Direct quotation – use quotation marks around the quote and include page numbers

Samovar and Porter (1997) point out that "language involves attaching meaning to symbols" (p.188).

Alternatively, "Language involves attaching meaning to symbols" (Samovar & Porter, 1997, p.188).

Indirect quotation/paraphrasing – no quotation marks

Attaching meaning to symbols is considered to be the origin of written language (Samovar & Porter, 1997).

N.B. Page numbers are optional when paraphrasing, although it is useful to include them (Publication Manual, p. 171).

Citations from a secondary source

Peterson (as cited in Samovar and Porter, 1997, p. 3) states that language involves attaching meaning to symbols.

- At the end of your assignment, you are required to provide the full bibliographic information for each source. References must be listed in alphabetical order by author.

EXAMPLES OF REFERENCES BY TYPE	
In a reference list	In text citation
<p>1. Book with one author</p> <p>King, M. (2000). <i>Wrestling with the angel: A life of Janet Frame</i>. Auckland, New Zealand: Viking.</p> <p><i>N.B. The first letter of the first word of the main title, subtitle and all proper nouns have capital letters.</i></p>	<p>Include page numbers for direct quotes (see above)</p> <p>(King, 2000) <i>or</i> King (2000) compares Frame ...</p>
<p>2. Book with two to five authors (see Library APA referencing webpage for six or more authors)</p> <p>Krause, K.-L., Bochner, S., & Duchesne, S. (2006). <i>Educational psychology for learning and teaching</i> (2nd ed.). South Melbourne, Vic., Australia: Thomson.</p> <p><i>N.B. Use & between authors' names, except when paraphrasing in text. When a work has three, four or five authors, cite all authors the first time, and in subsequent citations include only the first author followed by et al.</i></p>	<p>(Krause, Bochner, & Duchesne, 2006) <i>then</i> (Krause et al., 2006)</p>
<p>3. Book or report by a corporate author e.g. organisation, association, government department</p> <p>University of Waikato. (1967). <i>First hall of residence</i> (Information series No. 3). Hamilton, New Zealand: Author.</p> <p><i>N.B. When the author and the publisher are the same, use Author in the publisher field.</i></p>	<p>(University of Waikato, 1967) <i>Some group authors may be abbreviated in subsequent citations if they are readily recognisable.</i></p>
<p>4. Book chapter in edited book</p> <p>Helber, L. E. (1995). Redeveloping mature resorts for new markets. In M. V. Conlin & T. Baum (Eds.), <i>Island tourism: Management principles and practice</i> (pp. 105-113). Chichester, England: John Wiley.</p> <p><i>N.B. Include the page numbers of the chapter after the book title.</i></p>	<p>(Helber, 1995) <i>or</i> Helber (1995) compares luxury resorts ...</p>
<p>5. Conference paper online - (see Library APA referencing webpage for alternative formats)</p> <p>Bochner, S. (1996, November). <i>Mentoring in higher education: Issues to be addressed in developing a mentoring program</i>. Paper presented at the Australian Association for Research in Education Conference. Retrieved from http://www.aare.edu.au/96pap/bochs96018.txt</p>	<p>(Bochner, 1996) <i>or</i> According to Bochner (1996) ...</p>

<p>6. Course handout/Lecture notes Salter, G. (2007). <i>Lecture 3: SPLS205-07A</i> [PowerPoint slides]. Hamilton, New Zealand: University of Waikato. <i>N.B. Put format in square brackets - e.g. [PowerPoint slides] [Lecture notes]</i></p>	(Salter, 2007)
<p>7. Film – (see Library APA referencing webpage for music and other media) Zhang, Y. (Producer/Director). (2000). <i>Not one less</i> [Motion picture]. China: Columbia Pictures. <i>N.B. For films, DVDs or videorecordings use [Motion picture] in square brackets. Give the country of origin and the name of the motion picture studio.</i></p>	(Zhang, 2000)
<p>8. Journal article – academic/scholarly (electronic version) with DOI (see also Library APA referencing webpage) Hohepa, M., Schofield, G., & Kolt, G. S. (2006). Physical activity: What do high school students think? <i>Journal of Adolescent Health, 39</i>(3), 328-336. doi:10.1016/j.jadohealth.2005.12.024 <i>N.B. A capital letter is used for key words in the journal title. The journal title and volume number are italicised, followed by the issue number in brackets (not italicised).</i></p>	(Hohepa, Schofield, & Kolt, 2006) <i>then subsequently, if 3-5 authors</i> (Hohepa, et al., 2006)
<p>9. Journal article – academic/scholarly (electronic version) with no DOI Harrison, B., & Papa, R. (2005). The development of an indigenous knowledge program in a New Zealand Maori-language immersion school. <i>Anthropology and Education Quarterly, 36</i>(1), 57-72. Retrieved from ProQuest Education Journals database. <i>N.B. Undergraduates: Give the name of the database. Researchers: Give the URL of the journal homepage. e.g. Retrieved from http://ucpressjournals.com/journal.asp?j=aeq</i></p>	(Harrison & Papa, 2005) <i>or</i> Harrison and Papa (2005) recommend ...
<p>10. Journal article - academic/scholarly (print version) Gibbs, M. (2005). The right to development and indigenous peoples: Lessons from New Zealand. <i>World Development, 33</i>(8), 1365-1378.</p>	(Gibbs, 2005) <i>or</i> Gibbs (2005) contradicts ...
<p>11. Journal article - academic/scholarly (Internet only – no print version) Snell, D., & Hodgetts, D. (n.d.). The psychology of heavy metal communities and white supremacy. <i>Te Kura Kete Aronui, 1</i>. Retrieved from http://www.waikato.ac.nz/wfass/tkka <i>N.B. (n.d.) = no date. For html version only, cite the paragraph number in text</i></p>	(Snell & Hodgetts, n.d.) <i>or</i> Snell and Hodgetts (n.d.) suggest "... (para. 3)
<p>12. Magazine article – popular/trade/general interest Goodwin, D. K. (2002, February 4). How I caused that story. <i>Time, 159</i>(5), 69. <i>N.B. Full date is used for weekly magazines; month and year for monthly magazines</i></p>	(Goodwin, 2002) <i>or</i> Goodwin (2002) defends ...
<p>13. Newspaper article – (Print version) Hartevelt, J. (2007, December 20). Boy racers. <i>The Press</i>, p. 3. <i>N.B. Include p. or pp. before the page number – for newspapers only, not magazines</i></p>	(Hartevelt, 2007)
<p>14. Newspaper article (Database like Newztext Plus) (also see Library referencing webpage for Internet version) Cumming, G. (2003, April 5). Cough that shook the world. <i>The New Zealand Herald</i>. Retrieved from Newztext Plus database.</p>	(Cumming, 2003)
<p>15. Newspaper article with no author Report casts shadow on biofuel crops. (2007, October 16). <i>Waikato Times</i>, p. 21. <i>N.B. Article title comes first. In the text, abbreviate title and use double quotation marks.</i></p>	("Report Casts Shadow," 2007)
<p>16. Personal Communication (letters, telephone conversations, emails, interviews) <i>N.B. No reference list entry as the information is not recoverable.</i></p>	(H. Clarke, personal communication, March 19, 2004)
<p>17. Thesis – print version - outside the US (NEW) Dewstow, R. A. (2006). <i>Using the Internet to enhance teaching at the University of Waikato</i> (Unpublished master's thesis). University of Waikato, Hamilton, New Zealand.</p>	(Dewstow, 2006) <i>or</i> Dewstow (2006) identified ...
<p>18. Thesis – Institutional or personal webpage - outside the US (NEW) Dewstow, R. A. (2006). <i>Using the Internet to enhance teaching at the University of Waikato</i> (Master's thesis, University of Waikato, Hamilton, New Zealand). Retrieved from http://researchcommons.waikato.ac.nz/handle/10289/2241</p>	(Dewstow, 2006)
<p>19. Webpages (When multiple webpages are referenced, reference the homepage) Statistics New Zealand. (2007). <i>New Zealand in profile 2007</i>. Retrieved from http://www.stats.govt.nz <i>N.B. Author (could be organisation), date (either date of publication or latest update), document title, date retrieved if contents are likely to change, URL</i></p>	(Statistics New Zealand, 2007)