



**The School of Education
Master of Science in Education
Course Syllabus**

Graduate Education Department 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 31310/Fall 2015	Location LIU12 Tech Center	Meeting Times Mondays, Sep 14 – Dec 7, 2015 (not October 12, November 30) 4:30 – 8:00 pm

Instructor Contact Information

Instructor Name Doug Tyson		Office Hours (if applicable) Virtual by Appointment
Phone Number 717.855.3311	E-mail tyson.doug@gmail.com	Best time(s) to be contacted Any time by email

Course Description from Graduate Bulletin:

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 a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

None Required

Required Reference:

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

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 is 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. the ability to make informed decisions based on accurate and relevant data.
6. 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.
7. 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 Student Learning Outcomes

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 address different approaches to learning and create 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.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning
identify components of the Internet	ISLO (1) SELO (1) GEPO (1) CTPO (8)	Internet Detective Project Unit 1 Topics and Suggested Readings Unit 2 Discussion Topic
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)	Web Quest 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)	Web Quest 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	ISLO (1, 4)	Unit 8 Topics, Suggested Readings and Project

healthy use of technology resources	SELO (1, 4, 7) GEPO (1, 4) CTPO (6, 7, 8)	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

Academic Integrity: Mandated prior to start

It is mandatory and required that students complete the Integrity unit of work and return a signed version of this policy before they will be permitted to continue with course work. Failure to complete means a student will not be considered an active or participating class member.

Pretest

This is a timed test. The Pretest is to establish a knowledge base. It will NOT be included in the Final grade calculations. Students may not use resources of any kind and may not look up any answers.

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**.

Web Quest (WC, TC, OP, CA, &R, IL).

Web Quest 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 Web Quest and Presentation of Web Quest 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

Web Quest Rubric

Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it)				Score
30				
Overall Visual Appeal	3 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.	2 points 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.	1 point 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.	/3
Navigation/Flow & Mechanical Aspects	3 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.	2 points 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.	1 point 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.	/3
Introduction				
Motivational Effectiveness of Introduction	3 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	2 points 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	1 point 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	

	learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	some extent what the lesson is about.	The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	/3
Task (The task is the end result of student efforts... not the steps involved in getting there.)				
Cognitive Level of the Task	3 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.	2 points 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.	1 point Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	/3
Process (The process is the step-by-step description of how students will accomplish the task.)				
Scaffolding of Process	6 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. Clearly defined checks for understanding are built in to assess whether students are getting it and are progressing. Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.	4 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. Vague or inferred checks are observable which may monitor student progress. Some separate tasks or roles assigned. More complex activities are needed to accomplish the task.	2 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. No mid-level checks for understanding are built in to monitor student progress Few steps, no separate roles assigned.	/6
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.)				
Relevance & Quantity of Resources (Media rich is defined as interactive sites, video, audio, and other timely use of web resources)	6 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Web resources are timely interactive, and media rich. OR Links make excellent use of the Web's timeliness and colorfulness. AND ALL resources used in the	4 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	2 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.	/6

	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.	(clipart, photos, text, sites, and videos, etc.)		
Evaluation				
Clarity of Evaluation Criteria	6 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 student progress throughout, and measures what students must know and be able to do to accomplish the task.	4 points Criteria for success are at least partially described.	2 points Criteria for success are not described.	/6
Total Score				/30

Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.					Pts. Earned	
Points 12/ 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 3 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		____/3
Language Possible 3 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.		____/3
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					____/12	

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	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

			this product		
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
Graphic Design & Enhanced Items <i>(embedded sound, embedded video, customized form features) NOTE: embedded is not a link to audio or video.</i>	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.	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.	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.	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas.	/15

Layout/Design	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.	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.	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.	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.	/15
Mechanics	The Web site has no errors in grammar, capitalization, punctuation, and spelling.	The Web site has a one or two errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.	The Web site has a few errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors)	The Web site has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)	/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					

Course Grading

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

Graduate Education Grading Scale (MS Level):

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

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.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit

protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. **Late discussions are not accepted for partial credit after the dates set for each unit.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

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 proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

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/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

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, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

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>. Students 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. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradededucation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

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: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: 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: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. 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.

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 A: 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 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.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Course Calendar

Date	Topic(s) & Readings	Assignments Due
9/14/15	Course Topics: Unit 1 Introduction Required Reading - Content: ALL Unit 1 Topics Course Topics: Unit 2 Internet Detective Required Reading - Content: ALL Unit 2 Topics	Project 1 Introduction/Tagul Project 2: Internet Detective
9/21/15	Course Topics: Unit 3 Browser Required Reading - Content: ALL Unit 3 Topics Course Topics: Unit 4 Internet Searching Required Reading - Content: ALL Unit 4 Topics	Project 3: Browsers Project 4: Internet Searching & Copyright
9/28/15	Course Topics: Unit 5 Online Collaboration Required Reading - Content: ALL Unit 5 Topics	Project 5: Gmail, Skype, Google Features
10/05/15	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
10/12/15	NO CLASS	
10/19/15	Course Topics: Unit 8 WebQuest Required Reading - Content: ALL Unit 8 Topics	Project 8: WebQuest
10/26/15	Course Topics: Unit 9 Basic Web Development Required Reading - Content: ALL Unit 9 Topics	Project 9: 2-page website
11/02/15	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
11/09/15	Course Topics: Final Project (Website)	Final Project (Final Website)
11/16/15	Course and Topics – Unit 12 Prep. for Final Quiz Required Reading - Content: ALL Unit 12 Topics	Online Final Exam
11/23/15	Project Development	Project Development
11/30/15	NO CLASS	
12/07/14	Presentations Course Evaluation	