



School of Education Master of Science in Education Course Syllabus

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 528, CRN 20189	Course Title <i>Print Media/ Digital Classroom</i>	
Section/Semester Summer 2015	Location LIU12 Tech Center	Meeting Times July 1, 2, 13, 14, 15, 16, 2015 8:00 am – 4:00 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

This course will address the editing and manipulation, enhancement and transformation of digital images including an overview of various graphic input devices. Concepts explored within the course will include image size, resolution and compression. The difference between preparing an image for a print medium vs. on-screen viewing will be discussed. The print media component of the course will present accepted principles of layout and design for professional looking documents that can be used in the classroom. Newsletters, flyers, booklets and other classroom materials that address the differentiation of instruction to accommodate the needs of all P – 12 students will be generated.

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-OOOB). 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

Williams, Robin (2014). Non-Designer's Design Book (4th ed.). Berkeley, CA: Peachpit Press.

Recommended Reading List or Resources

American Psychological Association. (2009). *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 Website: <http://www.wilkes.edu/MediaFiles/ERICbasics.swf>

APA Online References:

<http://apastyle.apa.org/>

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

email apasupport@wilkes.edu with any APA questions

go to <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

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)

6. The student will demonstrate the use of new technologies to create meaningful learning opportunities for all students.
7. 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.
8. 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.

CT program Mission/Goal:

Prepare educators to integrate technology into their curriculum and update their computer skills..

*CT Program Outcomes	*Student Learning Outcomes	Assignments	Course	Assessment Tools
<p>Core Competency 1:</p> <p>*Student Learning and Creativity</p> <p>Professionals use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p>	<p>a. promote, support, and model creative and innovative thinking and inventiveness.</p> <p>b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p> <p>c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.</p> <p>d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.</p>	<p>1. Webquest 2. Good Photography Assignment</p> <p>Assignment #7</p> <p>Assignment #7</p> <p>Assignments 5&6 Combined</p>	<p>1. ED 526 2. ED 528</p> <p>ED 526</p> <p>ED 526</p> <p>ED 526</p>	<p>1. Webquest Rubric 1. Website Rubric (Content) 2. Good Photography Rubric</p> <p>Concept map Rubric</p> <p>Formal/Scientific Rubric</p> <p>Project Rubric</p>
<p>Core Competency 2:</p> <p>*Digital Learning</p> <p>Professionals design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources that promote the use of technology to meet current academic needs.</p>	<p>a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p> <p>b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own</p>	<p>Digital Video Assignment</p> <p>Multimedia project/Lesson Plan</p>	<p>ED 527</p> <p>ED 527</p>	<p>Multimedia Lesson Plan Rubric</p>

	<p>educational goals, managing their own learning, and assessing their own progress.</p> <p>c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p> <p>d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p>	<p>Instructional visual teaching aide Assignment #2</p>	<p>ED 528</p>	<p>Instructional Visual Rubric</p>
<p>Core Competency 3:</p> <p>*Information & Technological Literacy</p> <p>Professionals exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p>	<p>a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</p> <p>b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</p> <p>c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p> <p>d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p>	<p>Collaborative Research Project</p> <p>Unit 9 Presentation</p> <p>Unit 6 – Lesson Database</p>	<p>ED 530</p> <p>ED 585</p> <p>ED 585</p>	<p>Written Communication Rubric PD Plan Rubric</p> <p>Oral Communication Rubric</p> <p>Lesson Database Rubric</p>

<p>Core Competency 4:</p> <p>*Digital Citizenship and Responsibility</p> <p>Professionals understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p>	<p>a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</p> <p>b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.</p> <p>c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.</p> <p>d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.</p>	<p>1. Create / adapt copyright learning project</p> <p>2. Assignment #2</p> <p>Unit 12 Lesson Plan</p>	<p>ED 528</p> <p>ED 526</p> <p>ED 585</p>	<p>1. Copyright Project Rubric</p> <p>2. Project Rubric</p> <p>2. WC Rubric</p> <p>Unit 12 Rubric</p>
<p>Core Competency 5:</p> <p>*Professional Growth and Leadership</p> <p>Professionals continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p>	<p>a. participate in local and global learning communities to explore creative applications of technology to improve student learning.</p> <p>b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</p>	<p>Assignment #7</p>	<p>ED 526</p>	<p>SR Rubric</p>

	<p>c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p> <p>d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.</p>	<p>Create Invitation to “Meet the Teacher” assignment</p>	<p>ED 528</p>	<p>Invitation Rubric</p>
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Student Learning Objectives The students will:	ISLO SELO GEPO CTPO	Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~
demonstrate ways that well designed print media can enhance the curriculum.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
demonstrate skill in using desktop publishing software.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
demonstrate an understanding of design concepts.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
research and identify hardware and software used in desktop publishing.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Unit 10 research school purchase
demonstrate an understanding of good photographic composition.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio ;Unit 10 submit photographs
demonstrate skill in manipulating graphics to be used in published documents.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
demonstrate an understanding of image input devices including cameras and scanners.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
demonstrate the ability to enhance a digital image for on-screen viewing.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Unit 9 image manipulation assignment
demonstrate an understanding of the concepts of resizing images, changing image resolution and compressing images.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (8)	Portfolio
model and teach legal and ethical practice related to technology use.	ISLO (1) SELO (1, 4) GEPO (1) CTPO (6, 7, 8)	Unit 4 Review Copyright Activities;
demonstrate the skills to create documents that have the potential to enable and empower learners with diverse backgrounds, characteristics and abilities.	ISLO (1) SELO (1, 4, 7) GEPO (1, 4) CTPO 6, 7, 8)	Portfolio

Course Requirements & Assessments

Grading Information

Students will submit assignments, contribute to discussions, and submit a final portfolio.

Unit Assignments	240 points
Attendance & Discussions.....	120 points
Quizzes	40 points
Final Portfolio.....	100 points

Quizzes

Quizzes are given to assure that students are reading the textbook content and assigned articles. Careful and timely reading is basic to student success in this course. What you read should inform all of your assignments, including exams, projects and discussions. There will be two quizzes during the course. Quizzes will be available for a one week time period. They may be taken at any time during that period. Feedback will be immediate so students will know their quiz score immediately. Each of the two quizzes will have a value of 20 points toward the final grade.

Assignments

Most units will have associated assignments. All assignments will have point values associated with them. It is expected that assignments will be submitted before the listed deadline. The scoring rubric will reflect late submittal of assignments. The cumulative assignment scores will account for 120 points of a possible 300 points that are possible to earn in the course. The assignments will be graded according to the rubrics within the course. The Final Portfolio rubric is also contained in the syllabus.

Middle States Competencies addressed in assignments are indicated in parenthesis.

Written communication (WC)
Oral communication (OC)
Scientific reasoning (SR)
Quantitative reasoning (QR)
Technological competence (TC)
Critical analysis & reasoning (CA&R)
Information literacy (IL)

Assignment 1: Autobiography (WC, TC)

Write a brief autobiography of yourself suitable for professional use. Use Google Drive/Google Docs to create the autobiography and share it with your instructor. Include at least one image in your document.

Assignment 2: Visual Aid (TC, CA&R, IL)

Create an instructional visual teaching aide. More details about this assignment are available within the course.

Assignment 3: Redesign an Ad (WC, TC, CA&R, IL)

After you have carefully read chapters 1 through 6 in The Non-Designer's Design Book, critically review the ad for Moonstone Dreamcatchers on Page 91 of the text. Note the problems with the design of the ad, keeping in mind the principles of proximity, alignment, repetition and contrast. Make some suggestions for the re-design of the ad. Keep in mind the principles from The Non-Designers Design Book as well as those outlined in Williams's article. Your assignment may be submitted in narrative form or as a re-designed ad.

Assignment 4: Copyright Resource (WC, TC, CA&R, IL)

Create a resource of your own or adapt one of the projects listed on the referenced website (http://www.jointheteam.com/educators_copyright_learning.html) to your particular classroom. Keep in mind that the resource you create should be able to be used by other educators who are in a classroom similar to yours. The resource should be aimed at teaching children to respect the intellectual rights of others. Your assignment need not include illustrations unless they are critical to using the project. Review the assignment rubric before you begin. More details about this assignment are available within the actual course.

Assignment 5: Parents Night Handout (WC, TC, CA&R, IL)

Create an invitation to a "Meet the Teacher" evening at your school or a one-page parent handout with classroom information and contact information. Remember those four basic principles of contrast, repetition, alignment and proximity as noted in your text when you are designing your invitation or handout. Continue reading the text, including the information on the value of using color.

Assignment 6: Linked Text Boxes (WC, TC, QR)

Use your desktop publishing program to create a "plain vanilla" one page document with a single story in three linked text boxes. The story should be at least two hundred words and two paragraphs. The text boxes should be left aligned and the paragraphs should have a 1/2 inch first line indent. The story should be set in a twelve point serif font and the leading letter set to twice the font size of the rest of the story.

Assignment 7: Newsletter Template (WC, TC, CA&R, IL)

Create a template for a two page Newsletter appropriate for your classroom or a school activity. Be sure the template contains spots for all information that is consistently included in the newsletter. Your document should be designed so that each time an issue of the newsletter is to be published, the creator just has to open the template and begin adding current information. Don't forget the principles of design and color as noted in your text. Upload the template as your assignment.

Assignment 8: Create a Graphic (TC, CA&R)

Create a simple graphic that includes at least three basic shapes and three different colors. The shapes and colors must combine to make a recognizable picture. Save the graphic in one of the standard formats that you read about when you perused the links suggested in the content area above. Insert your picture on a simple blank page created using your desktop publishing software. On the second page of the document, indicate the software you used to create the graphic and how you will use it in your classroom.

Assignment 9: Optimize a Digital Photo (TC, IL)

Your assignment for this unit is to download a picture and change the image size so the picture will print as a 5 X 7 picture with the best possible quality on a 300 dpi printer. More details about this assignment Your assignment for this unit is to download the [picture of the Princess and the Frog](#) (on the PC right click on the link and choose Save Link As; on the Mac hold down the mouse on the link) and change the image size so the picture will print as a 5 X 7 picture with the best possible quality on a 300 dpi printer. You can manipulate the image using software available on your computer or software that came with a digital camera. If you don't have software available, there are several free image editors available on the internet. If you are unable to download software to your computer, there are several online sites that you can use.

Assignment 10: Take a Good Picture (TC, CA&R)

After you have read the photography tips above and on the suggested sites in the readings, take and submit two pictures; one that is OK and the other that has been made better by using one of the tips you

have learned. Make the subject matter of your picture something that you can use in your classroom. When you submit the pictures, explain how you will use it in your teaching and tell me why you think one picture is better than the other.

Assignment 11: Classroom Logo (TC, CA&R)

The assignment for this unit is to create a logo for your classroom.

Be sure the logo you create corresponds to the definition of a logo. It should identify or represent your classroom. It should contain initials or a drawing that is the exclusive representation of your class. Keep in mind the five principles of effective logo design. Your logo should be:

- Simple
- Memorable
- Timeless
- Versatile
- Appropriate

You can create the logo from scratch or use the logo tool provided with your desktop publishing program. When you are satisfied that the logo you have created is the perfect representation of your classroom, place the logo on what would be the front of a traditional trifold brochure and submit it using the assignment tool. Your trifold brochure need not contain anything other than the logo. There are some great online resources listed in the topics section of this unit.

Assignment 12: Website Critique (WC, TC)

Take a look at some of the sites from Topic 4 that appeal to you. Write a short critique of one of the sites and submit it as your assignment. Include in the critique the following information:

- Site name & URL
- Were you able to use it in your classroom?
- Did you find it valuable?
- If so, what are some good points about the resource?
- If you did not find it valuable, what is the problem with the resource?

Your critique should be approximately one page long. The websites from Topic 4 are listed below for your convenience.

Some unit assignments have specific rubrics attached to the assignment. Some assignments have specific rubrics located within the course.

Possible Points: $20 / 2 = 10$

CATEGORY	4	3	2	1	Earned
Required Elements	The assignment includes all required elements as well as additional information.	All required elements are included on the assignment.	All but 1 of the required elements are included on the assignment.	Several required elements were missing.	
Attractiveness Graphics Originality	The document is exceptionally attractive in terms of design, layout, and neatness. Several of the graphics used on the document reflect an exceptional degree of student creativity in their creation and/or display.	The document is attractive in terms of design, layout and neatness. One or two of the graphics used on the document reflect student creativity in their creation and/or display	The document is acceptably attractive though it may be a bit messy. The graphics are made by the student, but are based on the designs or ideas of others	The document is distractingly messy or very poorly designed. It is not attractive. No graphics made by the student are included.	
Mechanics Grammar	Capitalization and punctuation are correct throughout the document. There are no grammatical mistakes on the document.	There is 1 grammatical error or an error in capitalization or punctuation on the document.	There are 2 grammatical errors or errors in capitalization or punctuation on the document.	There are more than 2 grammatical errors or errors in capitalization or punctuation on the document.	
Timeliness	The assignment was submitted by the due date.	The assignment was submitted the day after the due date.	The assignment was submitted the week it was due.	The assignment was submitted more than one week late.	
Citations	All "borrowed" materials are correctly cited in APA format.	Almost all "borrowed" materials are correctly cited in APA format.	Some "borrowed" materials are correctly cited in APA format.	No "borrowed" materials are correctly cited in APA format.	
Total Points earned for assignment	(sum of earned points divided by 2)				

Discussions

Unit Discussions

Unit Discussions are initiated by the course instructors. Unit Discussions 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.

Quizzes

Quizzes are given to assure that students are reading the textbook content and assigned articles. Careful and timely reading is basic to student success in this course. What you read should inform all of your assignments, including exams, projects and discussions. There will be two quizzes during the course. Quizzes will be available for a one week time period. They may be taken at any time during that period. Feedback will be immediate so students will know their quiz score immediately. Each of the two quizzes will have a value of 35 points toward the final grade.

Final Project: Document Portfolio (WC, TC, CA&R, IL)

Students will produce a portfolio of print materials to support instruction. The portfolio will:

- consist of five documents that demonstrate ways print media can enhance the curriculum.
- incorporate the use of well-composed digital photographs that are appropriate to the theme of the portfolio.
- demonstrate the generally accepted elements of good design.
- be composed of documents that have the potential to enable and empower learners with diverse backgrounds, characteristics and abilities.

Along with the five documents created for the final portfolio, students will submit a critique of their assignment. Document critique required topics: rationale for document selections, publication goals, layout description, analysis of document strengths & weaknesses; and suggestions for improvement

Required Project Portfolio Rubric

Points (per category listed below)	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	No credit
Documents submitted	Five different types of documents are submitted. One of the documents is either a newsletter that contains at least four pages or a brochure.	Five documents are submitted. One of the documents is either a newsletter that contains at least four pages or a brochure.	Five documents are submitted. A newsletter that contains at least four pages or a brochure is not included	Less than five documents are submitted.	Documents are not submitted
Layout, Design, Fonts	7 principles of layout and design are followed. Fonts are consistent and appropriate.	5 – 6 principles of layout and design are followed, or there are a few errors in font consistency and appropriateness.	3 – 4 principles of layout and design are followed, or there are several errors in font consistency and appropriateness.	2 principles of layout and design are followed, or there are many errors in font consistency and appropriateness.	Principles of layout and design are not followed, or there are many errors in font consistency and appropriateness
Required features included (two graphics, text wrapped around an object, text that flows onto other columns or pages, originally composed text)	All required features are included.	At least 4 required features are included.	At least 3 required features are included.	At least 2 required features are included.	Less than 2 required features are included
Appropriate to and keeping with pre-approved classroom theme	All five documents are consistent with the theme.	Four documents are consistent with the theme.	Three documents are consistent with the theme.	Two documents are consistent with the theme.	Less than 2 documents are consistent with the theme.
Document critique required topics: rationale for document selections, publication goals, layout description, analysis of document strengths & weaknesses; and suggestions for improvement	All 5 required topics are included	At least 4 required topics are included.	At least 3 required topics are included.	At least 2 required topics are included.	Less than 2 required topics are included or document critique is not submitted.
Citations	All “borrowed” materials are cited in the documents.	Almost all “borrowed” materials are cited in the documents.	Most “borrowed” materials are cited in the documents.	Some “borrowed” materials are cited in the documents.	Citations are not included with the submission.
Written Communication within portfolio					
	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	No credit
FOCUS The single controlling point made with an awareness of task (mode) about a specific topic.	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic. Incoherent	Assignment not submitted
				Incoherent	
ORGANIZATION The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 0 errors	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 1 to 4 errors	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,* APA style is utilized with 5 to 8 errors	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,* APA style is utilized with 9 or more errors	Assignment not submitted

STYLE The choice, use of arrangement of words and sentence structures that create tone and voice.	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures	Assignment not submitted
CONVENTIONS The use of grammar, mechanics, spelling, usage and sentence formation.	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation	Assignment not submitted

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 25% 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 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.

Course Grading:

Grading Scale				Total number of points
4	A	94-100%	Academic achievement of superior quality	282 - 300
3.5	B+	87-93%	Academic achievement of good quality	261 - 281
3	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements	240 - 280
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation	225 - 239
2	C	70-74%	Academic achievement below the average required for graduation	210- 244
0	F	Below 70%	Failure. No graduate course credit	< 210

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

Help Desk: For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

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: 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.
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.

Course Assignments – Point Values

ASSIGNMENTS	POINTS
Class Participation/Discussions	120
Unit 1 – Autobiography	20
Unit 2 – Visual Aid	20
Unit 3 – Redesign an Ad	20
Unit 4 – Copyright Resource	20
Unit 5 – Parents Night Handout	20
Unit 6 – Linked Text Boxes	20
Unit 7 – Newsletter Template	20
Unit 8 – Create a Graphic	20
Unit 9 – Optimize a Digital Photo	20
Unit 10 – Take a Good Picture	20
Unit 11 – Classroom Logo	20
Unit 12 – Website Critique	20
Quizzes	40
Final Project: Document Portfolio	100
GRAND TOTAL	500

Class Schedule for the Semester

Date	Topic(s)	Assignments
July 01	Unit 1: Introductions Unit 5: Working with Documents Unit 6: Working with Text	Unit 1 – Autobiography Unit 5 – Invitation/Handout Unit 6 – Linked Textboxes Document
July 02	Unit 2: Graphics for Learning Unit 3: Some Principles of Layout and Design Unit 4: About Copyright and Fair Use Quiz #1	Unit 2 – Visual Teaching Aide Unit 3 – Review of Ad Unit 4 – Copyright Resource
July 13	Unit 7: Formatting Pages Unit 8: Understanding Graphics Unit 9: Digital Photographs	Unit 7 – Newsletter Template Unit 8 – Graphic Unit 9 – Optimizing Digital Photos
July 14	Unit 10: Taking Good Pictures Unit 11: Enhancing Publications with Objects and Logos Unit 12: Publishing a Document and other Classroom Ideas Quiz #2	Unit 10 – Two Pictures (One Good) Unit 11 – Classroom Logo Unit 12 – Website Critique
July 15	Portfolio Development	Final Project: Document Portfolio
July 16	Presentations & Evaluation	