I. PREREQUISITES

This course is a Master’s level course included in the M.A. General Education. Students should have already completed EDG 6931 Culture of Online Learning before taking this class.
II. COURSE DESCRIPTION
Application of computer-based instructional design principles to the development of technology-based instruction. This course also incorporates state-of-the-art materials and methods involving digital technologies.

III. COURSE TOPICS
This class will focus first on personal information management, and will then explore different educational practices, tools, and activities that can be done in pure-play online distance course environments. The class is constructed on five modules of different lengths that scaffold upon one another:

1. Technology Literacy
2. Review of Instructional Design Models
3. Finding, Using, and Reusing Educational Resources in Digital Environments
4. Creating Digital Learning Materials
5. Using institutionally-supported and Web 2.0 learning environments

Since this course is an online course itself, many of the contents and activities can themselves be deconstructed and analysed for their adequacy and efficiency.

The full sequence of learning activities will be available as the semester unfolds from the course gateway page in the Canvas Learning Management System.

KEY CONCEPTS
This class is exploratory in nature, and changes every time it is taught to adapt to the fast pace of development in educational technologies. We will step away from the prescribed path if the class feels it will be valuable. My role as the instructor is to coach you to become a 21st century online teacher.

I will try to only use openly available materials, and will, as my work contract permits, publish my own learning materials online under a Creative Commons Attribution license, so that they can be considered open educational resources.

I also want to emphasize that I want each of you to be able to demonstrate that you are reflecting and progressing in a constructionist fashion.¹

Last, but not least, students who thrive in this course will demonstrate a growth mind-set, seeing difficulties as challenges, not as obstacles. Please refer to Carol Dweck’s work on this matter.²

¹ Constructionism is a learning theory that promotes authentic problems and tangible ways to demonstrate learning. See this Wikipedia article for more details. http://en.wikipedia.org/wiki/Constructionism_(learning_theory)
² For a nice overview of Dweck’s work on mindsets, see this article in Stanford Magazine: http://alumni.stanford.edu/get/page/magazine/article/?article_id=32124
IV. COURSE OBJECTIVES

Diligent students will:

■ Cultivate an ability to discern, analyze, and manage the way they deploy their attention.
■ Learn to use social media and web 2.0 tools for personal productivity and collaborative work.
■ Understand and practice appropriate online behavior.
■ Understand how legal aspects, such as copyright laws, fair use, and FERPA, must influence their personal and professional behaviors.
■ Gain hands-on experience with a large array of computer-based, institutionally-supported, and openly available instructional tools and practices.
■ Become familiar with competing perspectives on social media practices and their effects.
■ Experience what a connected classroom looks like and how different tools can be used in real-time and asynchronously.

V. TEXT AND MATERIALS

Texts and materials will be available as links or downloads from the course gateway in Canvas.

CANVAS USE

The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used as a gateway to all activities and communication channels. Information on how to use Canvas is available at: http://www.usfsm.edu/infocommons/students.php

TASKSTREAM

TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

There are no critical tasks in this course.

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3 Some of these outcomes have been copied or inspired by Howard Rheingold’s Social media literacies syllabus, available at http://mitpress.mit.edu/files/rheingoldsyllabus.pdf
TECHNOLOGY REQUIREMENTS
This class will make heavy use of video, multimedia, and real-time web-conference, so having access to a recent computer (PC or Mac) with a fast Internet connection will make the experience better for you and your colleagues. Although mobile devices are encouraged, most of them, as low-end single-minded computing appliances, cannot support the development of learning materials to the full extent of what is possible.

Synchronous class meetings and office hours will be run on Google Hangouts, so a Google Account (such as a personal gmail account) will be required. Most laptops have webcams nowadays, but if yours does not, get a cheap one of your choice. Also, a USB headset is preferred, but ear buds are usually ok too if you run your synchronous sessions from a quiet environment.

COMMUNICATION POLICIES
Content-related questions: All questions related to the content of the course (such as inquiries about how to use certain technologies or explanation of instructional models) should be asked to the whole class, and all students are invited to try to answer and support their colleagues. Channels used for class discussions will be defined during the first week of class.

Personal inquiries: If an emergency prevents you from turning in an assignment in time, or if you experience conflict with a colleague, please contact me directly by email to address the issue.

VI. GRADING, EVALUATION AND ATTENDANCE POLICIES
GRADED ASSIGNMENT OR EXAMINATION PRIOR TO THE SEMESTER’S DROP/WITHDRAW DATE
USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s drop/withdraw date (see section X for key dates). The course assignments are set to respect this policy.
ASSIGNMENT CATEGORIES
Below is a breakdown of the categories of activities to be completed during the semester. The details and deadlines of each assignment will be shared on the Canvas site.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Reflection Activities: Attendance, discussions, shared resources, and reflective prompts</td>
<td>30% (+2% bonus)</td>
</tr>
<tr>
<td>Class Chores: Surveys, roles (Archivist, Recapper, Highlight Reel)</td>
<td>10% (+2% bonus)</td>
</tr>
<tr>
<td>OER Treasure Hunt: Exploration and vetting of open educational resources</td>
<td>10%</td>
</tr>
<tr>
<td>Tool Exploration Project: Exploration of a tool and development of an online tutorial</td>
<td>25%</td>
</tr>
<tr>
<td>Capstone Project: Adapted to student needs and preferences</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
GRADING SCALE
Students will be assigned the following letter grade, based on the calculation coming from the grading strategy section. Grades will not be rounded up or down.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interval</th>
<th>Grade</th>
<th>Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.50 and over</td>
<td>D+</td>
<td>66.50 to 69.49</td>
</tr>
<tr>
<td>A-</td>
<td>89.50 to 94.49</td>
<td>D</td>
<td>62.50 to 66.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.50 to 89.49</td>
<td>D-</td>
<td>59.50 to 62.49</td>
</tr>
<tr>
<td>B</td>
<td>82.50 to 86.49</td>
<td>F</td>
<td>Below 59.49</td>
</tr>
<tr>
<td>B-</td>
<td>79.50 to 82.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76.50 to 79.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72.50 to 76.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>69.50 to 72.49</td>
<td></td>
<td></td>
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</tbody>
</table>

ATTENDANCE POLICY
The class will meet synchronously on a regular schedule, as selected by all participants during the first week. All other activities will be asynchronous, but still paced in a way to leverage the fact that this is done as a cohort. Students who miss synchronous sessions might be asked to complete additional assignments by the instructor to get full attendance points.
VII. USFSM AND USF SYSTEM POLICIES

A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Safety Preparedness Website](#) for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/).

E. **Fire Alarm Instructions**: If you’re studying on site at the main Campus, please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
VIII. KEY DATES
This course follows the Alternative Calendar of the Fall semester of 2014 at USF Sarasota-Manatee (8-week semester).

- Start date: Thursday, September 4, 2014
- End of course: Thursday, October 30, 2014
- If you would like to drop the course within the first week (by September 11, 2014), you should contact the USFSM Registrar, Lynn Lynch, to let her know you would like to drop an Alternative Calendar course. You should not attempt to drop the course in the online student system (OASIS).
- If you would like to withdraw from the course between the end of the first and the end of the fourth week of classes (by October 2, 2014), you should likewise contact Lynn Lynch lynnlynch@sar.usf.edu (941) 359-4641. You should not attempt to drop the course in the online student system (OASIS).