

*The best way to predict the future is to invent it.*

*Ed Catmull, Creativity, Inc.*

*Learn. Unlearn. Relearn.*

*Cathy Davidson - Now You See It*

**Term:** Spring 2019  
**CRN:** 28537  
**Dates:** Wednesdays, January 23 – May 8, 2019  
**Times:** 5:30 – 8:20 p.m. MST  
**Format:** Hybrid → 50% Face to face + 50% Online  
**Location:** Socorro Independent School District Central Office, rooms vary by week – check Home Page on Bb for schedule  
**Instructor:** Dr. William H. Robertson, Professor, Teacher Education, College of Education, Room 807, robertson@utep.edu, 747-6426  
**Office Hrs:** Mondays, 1:30–3:00 p.m. (UTEP), Wednesdays, 4:30–5:30 p.m. (SISD) or by appt.

## Readings

Bruner, Jerome (1977). *The Process of Education*, Harvard University Press, Boston, MA. ISBN # 9780674710016 (paperback).

Additional Articles will be shared as links and/or as handouts for students to read prior and will be assigned regularly.

## Course Description and Goals

This course examines local, state, and national issues related to dual credit/dual enrollment. There is a focus on the development of knowledge, skills, and attributes involved in teaching rigorous college-level courses in high school settings.

Master's Level students will:

- develop an understanding of local, state, and national Dual Credit issues and how they influence their classroom strategies and impact K-12 education in El Paso;
- refine teaching strategies relevant to their content area and school/district to create a syllabus that reflect an authentic college experience for their high school dual credit classroom;
- review literature relevant to current dual credit education issues building foundational knowledge of key local, state, and national issues;
- conduct, individually and as a class, a qualitative study about perceptions of dual credit in their content area, schools, and districts; and
- create a personalized teaching philosophy statement that incorporates their expanded role as a Dual Credit instructor.

## Grading Criteria

The course will be assessed based on the following criteria:

<b>Activity</b>	<b>Percentage of Grade</b>
Quizzes/Discussion/Assignments	60%
Final Project & In-class Presentation	30%
Attendance and Participation	10%
<b>Total</b>	<b>100%</b>

The overall grade for the class for each student will be calculated with the following weights: 60% of points from quizzes, discussions and assignments, 30% Final Project and in-class Presentation and 10% on Attendance and Participation. The Participation Score includes the Syllabus Quiz, Online Class Evaluation and all F2F/online interactions within the class.

Class attendance and participation is crucial for success in this course, as within a hybrid course, your participation both face-to-face (F2F) and participation online is required. It is your responsibility to contact the instructor before any absence on days when we meet F2F.

A standard scale will be used in order to determine final grades. The scale is as follows: 90% or above – A, 80% to 89.9% - B, 70% to 79.9% - C, 60% to 69.9% - D, below 60% - F.

## Course Procedures

This class is a graduate class in dual-credit education, and it is expected that students manage their time and complete all the required classroom material. The class will be facilitated face-to-face (F2F) and in Blackboard through the University of Texas at El Paso. The course can be accessed through the My UTEP Web Site (<http://my.utep.edu>) and will be conducted as a hybrid class. All class assignments for the semester will be delivered and received in Blackboard. Be sure to read all the assigned class materials thoroughly and to continually consult the course schedule in order to keep up on all information associated with this hybrid class.

Primarily, you will use discussions, quizzes and assignments for turning in material to be graded. An overview of these tools is provided in the class syllabus. Additionally, I would also suggest that you begin to understand the differences between Synchronous and Asynchronous technology tools. Synchronous tools are those that you use in real time, such as chat, instant messaging, telephone conversations or talking to someone face to face. Asynchronous tools are those that have a delay in the delivery of some content and the reception of that content by another person. Tools that fit this are email, discussion boards, quizzes, and assignments in Blackboard Learn, as well as phone messages left on an answering machine.

You will need to examine and understand the environment of your class in Blackboard and the location of all class material. It is recommended that you log in with great regularity in Blackboard to look for email announcement, new content of changes that may come throughout the semester. It is recommended that you try and log into the course at least once a day to make sure you do not miss any important announcements, which will be posted regularly.

## Class Format / Miscellaneous Information

- A 3 credit class is required to have 45 contact hours and we will have both F2F classes and online sessions. Additionally, you may expect to have approximately 1-3 hours of homework for every class session for class readings and the preparation of materials
- 250 words is approximately 1 page, 12-point font, double spaced
- Break: a 15-minute break around the middle of each class, you are welcome to bring food and drinks but please clean up after yourself to respect SISD's hosting of our class.
- F2F Class sessions will begin promptly at 5:30 p.m. and end no later than 8:20 p.m.
- Bring your laptop/tablet/device to class every single session.
- This syllabus is subject to change by the Instructor.

## TED 5345 Online Activities – Due Dates Spring 2019

Online Activity	Date Open	Date Due - Closed
Discussion1	January 23 at 7:00 AM	January 30 at 11:59 PM
Quiz 1	January 23 at 7:00 AM	January 30 at 11:59 PM
Discussion 2	January 30 at 7:00 AM	February 6 at 11:59 PM
Assignment 1	February 6 at 7:00 AM	February 13 at 11:59 PM
Quiz 2	February 13 at 7:00 AM	February 20 at 11:59 PM
Assignment 2	February 20 at 7:00 AM	February 27 at 11:59 PM
Assignment 3	February 27 at 7:00 AM	March 6 at 11:59 PM
Discussion 3	March 6 at 7:00 AM	March 13 at 11:59 PM
Assignment 4	March 27 at 7:00 AM	April 3 at 11:59 PM
Discussion 4	April 3 at 7:00 AM	April 10 at 11:59 PM
Assignment 5	April 10 at 7:00 AM	April 17 at 11:59 PM
Quiz 3	April 17 at 7:00 AM	April 24 at 11:59 PM
Assignment 6	April 24 at 7:00 AM	May 1 at 11:59 PM
Final Presentation	May 1 at 7:00 AM	May 8 in class
Final Project	May 1 at 7:00 AM	May 13 at 11:59 PM

- **Dates Due – Open** means that a discussion, quiz or written and uploaded assignment is now available.
- **Dates Due – Closed** means that a discussion, quiz or written and uploaded assignment is closed and no longer available.
- **It is important to pay attention to all due dates and to manage your time and meet the requirements of this graduate class as outlined in the course syllabus.**

## Class Schedule:

Classes will be on Wednesdays from 5:30 to 8:20 PM in the SISD Service Center during the spring 2019 semester. Homework will be assigned regularly. The class will be a combination of lecture, guided instruction, classroom discussion, classroom exercises, and project development. Every class meeting is vital. It is the students' responsibility to meet with the professor to arrange an alternative for any class session missed. Cell phones and other forms of electronic communication should be turned off during class meetings.

Date	Topics	Online Assignments	Readings
Week 1 – F2F January 23 <sup>rd</sup>	Introductions/Icebreakers  Syllabus Review  Blackboard Overview  Active Learning Activity	Use of Blackboard at UTEP for Class materials  Discussion 1 – Introductions  Quiz 1 - Syllabus and Class Procedures	Read Chapters 1-3 in <i>The Process of Education</i>
Week 2 – Online January 30 <sup>th</sup>	Dual Credit Overview  Teaching Philosophies	Discussion 2 – The Spiral Curriculum	Read Chapters 4-6 in <i>The Process of Education</i>
Week 3 – F2F February 6 <sup>th</sup>	Liberating Structures Activities  Pecha Kucha Demonstration	Assignment 1 – The Process of Education	Assigned Articles in Blackboard
Week 4 – F2F February 13 <sup>th</sup>	Pecha Kucha Presentations  Classroom Strategies for Dual Credit	Quiz 2 – Dual Credit Readings (weeks 1-4)	Assigned Articles in Blackboard

<b>Date</b>	<b>Topics</b>	<b>Online Assignments</b>	<b>Readings</b>
Week 5 – Online February 20 <sup>th</sup>	Dual Credit Credentialing  Dual Credit Locally and Nationally	Assignment 2 – Statement of Dual Credit Educational and Teaching Philosophy	Assigned Articles in Blackboard
Week 6 – F2F February 27 <sup>th</sup>	Video Instruction  Tablet Group Activity  Guest Speaker 1	Assignment 3 – Literature Review of Dual Credit Articles	Assigned Articles in Blackboard
Week 7 – Online March 6 <sup>th</sup>	Student Perspectives  Authentic Education	Discussion 3 – The Value of Dual Credit	Assigned Articles in Blackboard
Week 8 – F2F March 13 <sup>th</sup>	Guest Speaker 2  First Year Experience	Qualitative Study of Perceptions of Dual Credit Overview	Assigned Articles in Blackboard
Week 9 March 20 <sup>th</sup>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
Week 10 – F2F March 27 <sup>th</sup>	Inquiry Lessons in Dual Credit Classrooms  English Language Learners	Assignment 4 – Qualitative Study of Perceptions of Dual Credit	Assigned Articles in Blackboard

Date	Topics	Online Assignments	Readings
Week 11 – Online April 3 <sup>rd</sup>	Professional Development EPCC, UTEP and Dual Credit	Discussion 4 – Dual Credit Methods and Modalities	Assigned Articles in Blackboard
Week 12 – F2F April 10 <sup>th</sup>	Guest Speaker 3 Modern Methods Pedagogy	Assignment 5 – Syllabus for a Dual Credit Class	Assigned Articles in Blackboard
Week 13 – Online April 17 <sup>th</sup>	Formative and Summative Assessment Qualitative and Quantitative Evaluation	Quiz 3 – Dual Credit Readings (weeks 5-13)	Assigned Articles in Blackboard
Week 14 – F2F April 24 <sup>th</sup>	Go over Portfolio & Final Presentation Criteria and Rubric Final Project & Final Presentation Discussion	Assignment 6 – Dual Credit Classroom Report	Assigned Articles in Blackboard
Week 15 – Online May 1 <sup>st</sup>	Final Project & Final Presentation Preparation	Final Project & Final Presentation Preparation	Assigned Articles in Blackboard
Week 16 – F2F May 8 <sup>h</sup>	<b>Final Project &amp; Final Presentations</b>	<b>Final Project &amp; Final Presentation</b>	

**\*\* You must submit all your course assignments in Blackboard by the assigned dates and times. \*\***  
**\*\* Work will only be accepted through this method and Blackboard should be utilized effectively in order to receive full credit for all class assignments. \*\***

## Assignments

All online assignments are due by the posted time on the deadline date. Late assignments will not be accepted. Please carefully read all instructions for each assignment. Reading instructions is your responsibility and you should meet all due dates and times. Individual assignments will be done in the Assignments area and will need to be posted as .docx, .doc or .rtf files. Occasionally, a PowerPoint will be required as well and will need to be submitted in .ppt or .pptx format.

## Quizzes

All online quizzes are due by the posted time on the deadline date. Late quizzes will not be accepted. Please carefully read all instructions for each assignment. Reading instructions is your responsibility and you should meet all due dates and times.

## Discussions

For class discussions, you will be communicating in a written format on an individually assigned topic on a given discussion board. The discussion boards are located within this course. You will need to do the readings and go over the lecture notes to be effective in your responses. Obvious use of acquired content knowledge must be incorporated into discussions. Therefore, participation in discussions will reflect not only in your participation grade, but also in the thoroughness of your assignments.

For each discussion topic, each member should have a minimum of 1 individual response (300 words) to the overarching question and 2 individual postings for feedback (50 words) to other group members' comments. The deadlines for discussion postings and replies will be posted online and in the course syllabus. If there are no responses submitted there will be no credit given for the posting.

You will be graded your postings according to the following criteria:

- Did you discuss the topic in a thoughtful way?
- Is the argument discussed relevant to class discussion/readings?
- Do you provide relevant evidence that supports your argument?

Grades will be given on an INDIVIDUAL basis for participation in the group discussion. If, however, it is determined that you did not participate at all in the group discussion, or if your participation is graded as unsatisfactory, you will get a grade of "0" for the group assignment portion of the discussion board. Do not post your responses to the discussion board as attachments! Please type directly or copy and paste the text into the discussion boards.

## Netiquette

When communicating electronically, many of the feelings or impressions transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Often, for example, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting. The standard practice for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.) Please observe the following:

- Check the Blackboard course shell and UTEP email daily for messages, updates, and/or assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism.

## Instructions for Accessing Your Course Online with Blackboard

You must have an UTEP e-mail ID and password before you can access Blackboard. UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have your ID or do not remember the ID or password call the helpdesk first at (915) 747-5257.

**All the course content will be delivered via Blackboard. You can access Blackboard by following the steps outlined below:**

- Go to **<http://my.utep.edu>**
- **Your login is your e-mail ID and your password is your e-mail password.**
- Once you are in the **my.utep.edu** portal, you can find the link to Blackboard near the top of the webpage

In case the above URL does not work, you can do the following:

- Go to <http://blackboard.utep.edu>



- **Your login is your e-mail ID but your password is your goldmine password**, which is generally a 6-digit number. You need to have an UTEP e-mail ID to be able to access Blackboard.

Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

If you have any questions concerning this process, you must contact the UTEP Help Desk at (915) 747-5257 or [helpdesk@utep.edu](mailto:helpdesk@utep.edu). This is your best and most reliable resource concerning issues related to both the UTEP Web portal and tools including Blackboard.

All course correspondence with the instructor must be done using the tools in Blackboard.

## **UTEP Policies**

### ***Academic Dishonesty***

*Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.*

### ***Students with Disabilities***

*If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).*

**This syllabus is subject to change by the Instructor.**