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Cathy Davidson - Now You See It

Term: Spring 2021
CRN: 26327
Dates: Tuesdays, January 21 – May 5, 2019
Format: Online → 100% Online
Instructor: Dr. William H. Robertson, Professor, Teacher Education, College of Education, Room 807, robertson@utep.edu, 747-6426
Office Hrs: Tuesdays, 4:30–6:00 PM in Blackboard Collaborate)

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:

Activity	Percentage of Grade
Quizzes/Discussion/Assignments	60%
Final Project & Video Presentation	30%
Participation	10%
Total	100%

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 Video Presentation and 10% on Participation. The Participation Score includes the Syllabus Quiz, Online Class Evaluation and all online interactions within the class.

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 fully online 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 an online 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 online 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
- This syllabus is subject to change by the Instructor.

TED 5345 Online Activities – Due Dates Spring 2021

Online Activity	Date Open	Date Due - Closed
Discussion1	January 19 at 7:00 AM	January 25 at 11:59 PM
Quiz 1	January 19 at 7:00 AM	January 25 at 11:59 PM
Discussion 2	January 25 at 7:00 AM	February 1 at 11:59 PM
Assignment 1	February 1 at 7:00 AM	February 8 at 11:59 PM
Quiz 2	February 8 at 7:00 AM	February 15 at 11:59 PM
Assignment 2	February 15 at 7:00 AM	February 22 at 11:59 PM
Assignment 3	February 22 at 7:00 AM	March 1 at 11:59 PM
Discussion 3	March 1 at 7:00 AM	March 8 at 11:59 PM
Assignment 4	March 22 at 7:00 AM	March 29 at 11:59 PM
Discussion 4	March 29 at 7:00 AM	April 5 at 11:59 PM
Assignment 5	April 5 at 7:00 AM	April 12 at 11:59 PM
Quiz 3	April 12 at 7:00 AM	April 19 at 11:59 PM
Assignment 6	April 19 at 7:00 AM	April 26 at 11:59 PM
Final Video Presentation	April 26 at 7:00 AM	May 10 at 11:59 PM
Final Project	April 26 at 7:00 AM	May 10 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 FULLY ONLINE and primarily asynchronous during the spring 2021 semester. The class will be a combination of lecture, guided instruction, classroom discussion, content exercises, and project development. Every online class module is vital to your development in the area of secondary curriculum development within your content area. It is the students' responsibility to meet all deadlines for each weekly session and to complete all assignments and readings as well.

Date	Topics	Online Assignments	Readings
Week 1 January 19 th	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 January 25 th	Dual Credit Overview Teaching Philosophies	Discussion 2 – The Spiral Curriculum	Read Chapters 4-6 in <i>The Process of Education</i>
Week 3 February 1 st	Liberating Structures Activities Pecha Kucha Demonstration	Assignment 1 – The Process of Education	Assigned Articles in Blackboard
Week 4 February 8 th	Pecha Kucha Presentations Classroom Strategies for Dual Credit	Quiz 2 – Dual Credit Readings (weeks 1-4)	Assigned Articles in Blackboard

Date	Topics	Online Assignments	Readings
Week 5 February 15 th	Dual Credit Credentialing Dual Credit Locally and Nationally	Assignment 2 – Statement of Dual Credit Educational and Teaching Philosophy	Assigned Articles in Blackboard
Week 6 February 22 nd	Video Instruction Tablet Group Activity Guest Speaker 1	Assignment 3 – Literature Review of Dual Credit Articles	Assigned Articles in Blackboard
Week 7 March 1 st	Student Perspectives Authentic Education	Discussion 3 – The Value of Dual Credit	Assigned Articles in Blackboard
Week 8 March 8 th	Guest Speaker 2 First Year Experience	Qualitative Study of Perceptions of Dual Credit Overview	Assigned Articles in Blackboard
Week 9 March 15 th	Spring Break	Spring Break	Spring Break
Week 10 March 22 nd	Guest Speaker 3 Modern Methods Pedagogy Finances and Dual Credit	Assignment 4 – Qualitative Study of Perceptions of Dual Credit	Assigned Articles in Blackboard

Date	Topics	Online Assignments	Readings
Week 11 March 29 th	Professional Development EPCC, UTEP and Dual Credit	Discussion 4 – Dual Credit Methods and Modalities	Assigned Articles in Blackboard
Week 12 April 5 th	Guest Speaker 4 English Language Learners	Assignment 5 – Syllabus for a Dual Credit Class	Assigned Articles in Blackboard
Week 13 April 12 th	Formative and Summative Assessment Qualitative and Quantitative Evaluation	Quiz 3 – Dual Credit Readings (weeks 5-13)	Assigned Articles in Blackboard
Week 14 April 19 th	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 April 26 th	Final Project & Final Presentation Preparation	Final Project & Final Presentation Preparation	Assigned Articles in Blackboard
Week 16 May 3 rd	Final Project & Final Video Presentations	Final Project & Final Video Presentations	

**** 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. 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).

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