

## SEMINAR I

EDCI 59100—Section 0023  
Fall 2018

### INSTRUCTOR

Name: **Holly Fiock**

Instructional Designer, Online Course Instructor  
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[Curriculum and Instruction](#)

### Contact Information

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## INSTRUCTOR'S ONLINE HOURS

Holly will be available via email, and will respond as soon as possible (generally within 24-48) hours. For the online discussions, the instructor will check in at least 3 times per week. Keep in mind that it is not possible for the instructors to respond to every single posting every week (nor is it pedagogically appropriate), but we will be sure to respond to a variety of postings and students each week and attempt to assure equality in terms of responses to students. If you feel you are being neglected in any way, please contact the instructor.

## COURSE WEBSITE

Blackboard Learn is our course management system. You can access the course website at <http://mycourses.purdue.edu>. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course.

## COURSE DESCRIPTION

This boot camp is designed to help you to understand the knowledge and skills necessary for your successful online learning in the Curriculum and Instruction program. In this orientation, you will explore what online learning entails and reflect on how you can best set yourself up to succeed in your studies. You will also learn about various learning strategies and online resources that you can utilize in your courses. In this seminar, you will be responsible for completing all assignments on time over the course of the semester. Read the guidelines for each week and complete the assignments. NOTE: This course is a core course in the C&I online masters program. A grade of B- or better is required (if a lower grade is received, the course must be retaken).

## COURSE INSTRUCTIONAL GOALS

After completing this course, you should be able to:

1. Exhibit knowledge of academic integrity by completing plagiarism, statement of commitment, and APA tutorials.
2. Effectively explain your professional goals for the program by writing an initial reflection.
3. Identify essential components of the Curriculum and Instruction Handbook, including what is required for the final portfolio.
4. Develop and apply group project skills and management techniques to make you successful in future courses and your career.
5. Demonstrate digital skills and competence with various digital tools (i.e., blogs, screencasting, Google docs, file sharing).
6. Be aware of current trends in the field of distance education and how they relate to your focus.

## COURSE READINGS AND RESOURCES (SUBJECT TO REVISION)

### READINGS AND RESOURCES

- Provided via Blackboard and are subject to change as the course progresses.
- Additional required and optional readings provided in the [LibGuide for MEd in Curriculum and Instruction](#).

## ASSIGNMENTS

Throughout the course, you will complete individual assignments and activities, discussion boards, and a group presentation. Details on these assignments, along with rubrics to guide evaluation, and guidelines on discussion participation and evaluation are be posted in Blackboard.

Points are distributed as indicated in the following table:

Assignments	Points
Student Statement of Commitment (needs to be completed prior to course points being assigned for other activities)	Complete/Incomplete
Discussion Boards (5 at 4 points each)	20
Scavenger Hunt	5
How to Recognize Plagiarism	5
APA Activity	10
Digital Badge: Basic Course Skills	15

Major Themes Group Presentation and Peer Feedback	15
Learning Experience Reflection	5
<b>Total</b>	<b>75 points</b>

For this course, you should plan to spend approximately 5 hours each week completing activities (reading and responding to others, completing written assignments).

## STUDENT STATEMENT OF COMMITMENT (COMPLETE/INCOMPLETE)

Re-submit the Statement of Commitment you signed from the New Student Orientation. This is a required activity prior to receiving credit for all other assignments. Keep a copy of this document, you may need to for other courses.

## DISCUSSION PARTICIPATION (20 POINTS; 5 DISCUSSIONS AT 4 POINTS EACH)

Active participation in discussions is a must in this course. Most weeks a discussion prompt will be posted. Generally, you will be required to respond to the main discussion and then also make comments (**see Discussion Rubric posted in “Getting Started” folder**) to the responses of others in the course. Since this course is designed to prepare you to teach at a distance, specifically online, we will experiment with various online discussion formats (e.g. debate, working in small groups/ collaborative groups, reflections, brainstorming). Discussions can be found within the Discussions area in the left navigation.

- Your discussion will be graded based upon the discussion rubric (see “Getting Started” folder), which looks to quality, timeliness, responsiveness, and moving the discussion forward. *Please note that the quantity of responses is not as important as the **quality** of the responses.* Any change in requirements for a discussion board will be listed with that discussion board.
- Discussions will run from Monday to Sunday, after which discussion postings will not count for grades. You are expected to participate throughout the week in the discussions. Initial post should be no later than **Thursday at 11:59pm ET** and peer responses by **Sunday at 11:59pm ET** to receive full credit unless otherwise specified within the discussion board.

## SCAVENGER HUNT (5 POINTS)

Understanding the Student Handbook for Online Master of Science in Education in Curriculum and Instruction Program will provide guidance about what is expected for the duration of your master’s program. You will read the Student Handbook and complete a Scavenger Hunt activity, for which you will locate important topics and information from the C&I handbook and then answer reflective follow-up questions. There is no required word count, but your answers should be thoughtful and thorough.

## HOW TO RECOGNIZE PLAGIARISM (5 POINTS)

One way you can contribute ethically to the academic community at Purdue is to recognize and avoid instances of plagiarism. You will review the provided Academic Integrity resources and complete the How to Recognize Plagiarism assignment by taking several Certification Tests.

## APA ACTIVITY (10 POINTS)

Having deep knowledge of the APA style guide will help you avoid plagiarism by crediting original source material and authors. Review the APA Style resources and complete the APA Activity. You must receive a 100% score. You will have three attempts to achieve that score.

## DIGITAL BADGE: BASIC COURSE SKILLS (15 POINTS)

You will work on the Basic Course Skills badge that includes demonstrating competency in blogging, screencasting, file sharing software, and Google Docs.

## MAJOR THEMES GROUP PRESENTATION (15 POINTS)

This assignment serves two purposes: 1) To introduce you to group projects when you are working online, and 2) To learn about and share information on some of the major themes in the program. Working in teams of 2-3 people, research, develop, and deliver a 5- 8-minute presentation on one of the program themes:

- The role of social justice in education
- Integrating technology for meaningful learning
- Teacher leadership and advocacy
- Why student centered pedagogies are important
- Differentiation of instruction for meeting diverse student needs
- Instructional coaching
- Teacher professional identity development

You will also provide feedback on your peers' presentation.

## LEARNING EXPERIENCE REFLECTION (5 POINTS)

As the course comes to a close, you will take some time to reflect on what and how you learned, as well as suggestions for improving the course.

## COURSE SCHEDULE

Module	Week	Topic	Assignments *Weeks run from Monday to Sunday.
Module 1	Week 1-2	Building Community and Maintaining Integrity	<p>Week 1</p> <ul style="list-style-type: none"> <li>• Week 1 Discussion - Introduce Yourself</li> <li>• Week 1 Assignment - Statement of Commitment</li> <li>• Week 1 Assignment - Scavenger Hunt</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>• Week 2 Assignment - How to Recognize Plagiarism</li> <li>• Week 2 Assignment - APA Activity</li> <li>• Week 2 Discussion - Plagiarism Scenarios: What Would You Do?</li> </ul>
Module 2	Week 3-4	Essential Technology and Digital Skills	<p>Week 3</p> <ul style="list-style-type: none"> <li>• Week 3 Assignment - Digital Badge: Basic Course Skills</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>• Week 4 Discussion - Share Your Blog Post</li> </ul>
Module 3	Week 5-7	Working in Groups in the Online Environment	<p>Week 5</p> <ul style="list-style-type: none"> <li>• Week 5 Discussion - Share Your Past Experience Working in Groups</li> </ul> <p>Week 7</p> <ul style="list-style-type: none"> <li>• Week 7 Assignment - Group Presentation Submission</li> <li>• Week 7 Discussion - Group Presentation Peer Feedback</li> <li>• Week 7 Assignment - Group Work Reflection</li> </ul>
Module 4	Week 8	Personal Values, Setting Goals, and Looking Ahead	<p>Week 8</p> <ul style="list-style-type: none"> <li>• Week 8 Discussion - Goals and Values Reflection</li> <li>• Week 8 Survey - Learning Experience Reflection</li> </ul>

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## GRADING SCALE

Letter Grade	Percentage of Points
A	94 - 100% of points
A-	90 - 93% of points
B+	87- 89% of points
B	84 - 86% of points
B-	80 - 83% of points
C+	77 - 79% of points
C	74 - 76% of points
C-	70 - 73% of points
D+	67 - 69% of points
D	64 - 66% of points
D-	60 - 63% of points

A+ are not assigned within the program; an A and an A+ grade equal the same points in your GPA.

## COURSE POLICIES

### ASSIGNMENT DUE DATES

Course activities and projects are due on the Sunday (11:59 pm, Eastern time) of a given week (due dates are listed). Points will be deducted for late assignments as follows: assignments that are late by 2 days will be penalized 20% of available points; 3 days or later will be penalized 50% of available points, after 1 week 0 points will be assigned.

### ETIQUETTE

Although it is not expected to be a problem in a graduate level class, students are asked to behave in the discussions and other class interactions in a professional and civil manner. If you are in doubt, do not post it! Instructors reserve the right to remove any postings deemed inappropriate, unprofessional, or otherwise distracting from the course.

### RESEARCH

The discussions in this course may be used for evaluative and/or research purposes as we strive to better the learning process in the online environment. If this does occur, we will make every effort to ensure that in no way are you identified as an individual (i.e. will not impact your grade; analyses conducted following the end of the course, independent data collectors). You will be informed of any process related to these aspects and if you are uncomfortable you may opt not to participate.

## INCOMPLETES

A grade of Incomplete (I) grades will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to **September 15, 2018** and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an Incomplete grade.

## COURSE EVALUATIONS

During the last two weeks of the course, you will be provided with an opportunity to evaluate this course and your instructor(s). Purdue now uses an online course evaluation system. You will receive an official e-mail from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

## PURDUE POLICY STATEMENTS

### ACADEMIC INTEGRITY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

### PURDUE HONOR PLEDGE

*"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do.  
Accountable together - we are Purdue."*

### YOUR HEALTH AND WELL-BEING

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals on campus should contact [Counseling and Psychological Services \(CAPS\)](#) at (765)494-6995. After-hours support is available on a mental health crisis hotline (765) 494-6995, during and after hours, on weekends and holidays.

### ACCESSIBILITY AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

### EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes in this course will be announced on our course Website.

#### PERSONAL EMERGENCIES

Purdue University “expects both students and their instructors to approach problems with class attendance in a manner that is reasonable”. If you have a personal emergency, please contact your instructor as soon as you reasonably can so that you can work out a solution together. For additional information, please review [Purdue’s Attendance Policy](#).

#### ADAPTIVE PROGRAMS STATEMENT

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

#### ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University is examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Plagiarism, whether intended or unintended, is an extremely serious offense in academia. Be absolutely sure you are properly citing all references. Instances of plagiarism will result in failure of the assignment in question. More than one instance will result in failure of the course. ***All incidents of plagiarism, whether intentional or not, will be documented with the Dean of Students office.*** Please review [Purdue’s Plagiarism Policy](#).

#### COPYRIGHTED MATERIALS

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

#### INTELLECTUAL PROPERTY

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the sole proprietors of their work, opinions, and ideas. It is expected that other students will not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s). Based on the success of LTD graduates, students in this course will likely be or become K-12 or university instructional technologists, instructional designers, instructors or administrators, or corporate trainers. The open, public nature of these careers is certainly unavoidable; however, our online classroom is not an open

“public forum”. Therefore, all opinions, ideas, and work conducted in a password-protected online educational environment like Blackboard are owned by the author, intended for educational purposes, and are not intended for public dissemination or consumption without the permission of the author(s). This includes all areas of the online academic environment, including, but not limited to email, papers, reports, presentations, videos, chats, blogs and discussion board posts.

#### DIVERSITY & INCLUSION

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In the pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes diversity among its many members strengthens the life. Please read [Purdue's nondiscrimination policy](#) for more information.