Wayne State University
Course Syllabus

IT 6230: Internet in the K-12 Classroom
Winter 2016
The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

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Email: ah4944@wayne.edu; sikojp@gmail.com

Date/Time: Online, http://blackboard.wayne.edu
Office Hours – online; by appointment

Course Description (WSU Bulletin)
Students will use a variety of tools from the read/write web and explore their potential in K-12 education. Students will also examine the use of online learning in the K-12 classroom.

Course Objectives
Upon completion of this course learners will be able to:
1. Evaluate emerging technologies for use in the classroom.
2. Develop an Internet-based instructional module.
3. Design web-based resources for use in the classroom.
4. Examine methods of online course delivery and instruction

Textbooks
There is no textbook associated with this course. Readings and other resources will be assigned and available online or through the WSU library

General Information
1. All written work must be original and demonstrate appropriate communication skills (e.g. correct spelling, punctuation, grammar, organizational skills, etc.)
3. This course is being delivered via the Wayne State University Blackboard System. Course information, documents, presentations, readings and assignments will be distributed via the course web site at http://blackboard.wayne.edu. However, material will also be distributed through Google accounts created by the students specifically for this course.
Course Policies

Academic Integrity
Students in this course will be expected to comply with the University Policy on Academic Integrity, as such students are expected to abide by the principle of honesty. Dishonesty in the academic community is a deliberate attempt to deceive the educational process by submitting work, which is not the product of one's own intellect and diligence. Attempts to give a false impression of academic performance may take many forms, such as the unauthorized use of notes, direct copying from another's examination paper or collusion between students to exchange information during an examination. Acts of deception may also include plagiarism, or the submission under the guise of personal achievement of any material or idea resulting from unauthorized assistance.

Academic dishonesty or cheating not only tends to destroy an individual's character and integrity, but also diminishes confidence in the educational system on the part of persons who exert honest effort. Students, faculty, and support staff all have a duty to eliminate dishonesty from the educational system.

Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level. This may include, but is not limited to, a failing grade on the assignment, a failing grade for the course, removal from the program. WSU policies and further discussion of Academic Integrity can be found at http://doso.wayne.edu/academic-integrity.html

Campus Computer/Network Usage
Careful and ethical use of computing resources is the responsibility of every user. Students need to be aware of the fact that they will be held to a standard of accountability for how they use computers at WSU. Wayne State University’s Acceptable Use Policy can be found at this link http://doso.wayne.edu/assets/information-technology.pdf

Attention Students with Disabilities
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). You should also visit http://studentdisability.wayne.edu/ for more information. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
**Enrollment/Withdrawal Policy**
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See http://wayne.edu/students/calendar/ for specific dates.

**Incomplete Policy**
The mark of "I" (Incomplete) is given to a student when s/he has not completed all of the course work as planned for the term due to an unexpected and/or unforeseen event that occurs in the student’s life. In addition when there is, in the judgment of the instructor, a reasonable probability that the student will complete the course successfully without again attending regular class sessions.

University grading policy states that a written contract should be signed by the student and instructor, specifying all work to be completed. In order to alleviate questions about incomplete courses and to assist students and instructors, the Office of the Registrar has prepared a template Contract for Completion of Incomplete Coursework. You can find the template contract at http://reg.wayne.edu/pdf-forms/incomplete.pdf

**Technology Use Requirements**
It is expected that all students will possess the skills needed to use a computer, to include email, a web browser, and word-processing, as many of the readings and course activities will be located in Blackboard. Students are expected to check their e-mail regularly and reply to any message requiring a response within twenty-four (24) hours.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Blogging</td>
<td>~Weekly</td>
<td>25%</td>
</tr>
<tr>
<td>Teaching and Learning with Web 2.0 Tools</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Wiki (Group Project)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Virtual School Project – Individual</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Virtual School Project – Group (Group Project)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Various Activities/Tasks</td>
<td>Various</td>
<td>5%</td>
</tr>
</tbody>
</table>
### Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.99</td>
</tr>
<tr>
<td>F</td>
<td>0-72.99</td>
</tr>
</tbody>
</table>

### Assignment Notes

1. All assignments are due by 11:59 pm on the date indicated. Since the term begins on a Monday, “weeks” will go from Monday to Sunday night. Thus, most assignments will need to be posted/mailed by 11:59 pm on Sunday night.

2. You are encouraged to align your course work with your work situation. Consider using real work situations and applications that are relevant to the grade/subject you teach as the basis for all your activities and assignments. This will make the coursework more relevant, useful and practical and promote transfer of the skills taught in the course to the workplace. You must note, however, that all work must be original!

3. The assignment information provided below is intended to provide an overview of the graded assignments. Detailed instructions on how to complete and submit each assignment will be provided.

4. Up to 20% of the value on any assignment may be deducted for poor quality writing and/or production. All submissions must be electronic. Care should be taken not only with spelling, punctuation, and grammar, but also with elements of organization, composition, layout, and style.
Assignment Overview

Reflective Blogging
Reflective blogging is to be completed through the Blogger blogging platform. There will be multiple prompt during the semester. Each will be weighted equally. Grades for reflective blogging are based on submission and quality of content. Students will post entries based upon prompts posted by the instructor, largely based upon the weekly readings. Students will also encouraged to read and reply to each others’ messages – in fact some prompts will require that you do this. The purpose of this activity is for you to reflect on your own opinions and experiences, along with relating those to the literature that you are reading and the discussions that we have in class. Late reflective blogging will not be accepted.

Teaching and Learning 2.0
This discovery learning activity is designed to help you develop your skills and understanding related to web-based tools. You are encouraged to go through each of these activities and become familiar with all the various web tools. Be sure to consider ways that you can integrate each tool with teaching and learning in your classroom.

Wiki Project
The class will be divided into six groups and each group will participate in creating a wiki based upon a topic to be determined as the course progresses.

Virtual School Project – Individual
Students will explore the nature of virtual schooling using the five “Teacher Education Goes Into Virtual Schooling” scenarios. After reviewing these scenarios, completing the “Notes Sheet” for each of the scenarios and the associated readings, students will create a presentation and short written report.

Virtual School Project – Group
Students will create an online learning activity that could be used with their students using some of the tools they explore during the course.

Late Work
Late work is not accepted, period. Since all assignments are to be turned in electronically, there should be no reason why you cannot submit something when it is due.

Make-ups, Re-dos, and Extra Credit
My policy regarding instruction is that I will try my very best to explain exactly what you need to know in order to do well in the course. My e-mail address is on the syllabus. I check email several times each day. Please don’t hesitate to e-mail or instant message me if you need assistance at the draft stage of your work. I will be glad to help you with any questions you may have. If we cannot address the issue over email or IM, we can schedule a time for a phone call or video chat.

Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of my approach to teaching. I do believe in a mastery learning approach. Any individual assignment that is submitted on time can be re-submitted up to one week after it is returned for half of the missing credit. This does not apply to the Reflective Blogging.
**Tentative Schedule**

Refer to the **UNIT AGENDAS** posted on the course web site for detailed instructions regarding weekly tasks and the order in which they are to be completed.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Week</th>
<th>Reading</th>
<th>Tasks</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 0    | Course Overview  
- Blogging  
- Social networking  
- Personal Learning Network (PLN) | 1 | 1/11 – 1/17 | Online resources | -Create Google and Twitter account  
-Create a Blog  
-Set-up RSS reader  
-Join MACUL  
-Share account information | -Introductory blog post |
| 1    | Today’s Student: Generational differences | 2 | 1/18 – 1/24 | Prensky (2001)  
McKenzie (2007)  
Online Resources | -Schedule Google Hangout | -Blog Post  
-PLN Activity |
|      | 3 | 1/25 – 1/31 | Reeves (2008)  
Twenge (2009)  
Online Resources | -Meet with instructor | -Blog Comment |
| 2    | Web 2.0  
- Wikis  
- Social bookmarking  
- Social networking  
- Collaborative tools | 4 | 2/1 – 2/7 | O’Bannon et al (2014)  
Online Resources | -Create Wikispaces account | -Blog Post |
|      | 5 | 2/8 – 2/14 | Siko (2016)  
Online Resources | -Assemble groups for wiki project | -Blog Comment |
|      | 6 | 2/15 – 2/21 | *Horizon Report 2015* | | -T&L 2.0 Project |
Online Resources | | -Blog Post |
|      | 8 | 2/29 – 3/6 | Fu et al (2013)  
Online Resources | | -Blog Comment |
|      | 9 | 3/7 – 3/13 | Online resources | -Participate in Twitter Chat | |
|      | 10 | 3/14 – 3/20 | | | Spring Break |
|      | 11 | 3/21 – 3/27 | | | -Wiki project |
| 3    | Virtual schooling  
- K-12 online teaching  
Online Resources | -Assemble groups for VS-Group project | -Blog Post |
Online Resources | | -Blog Comment  
-Virtual School Project – Individual (WSU Scenarios) |
Barbour & Siko (2012)  
de la Varre et al (2014) | | -Blog Post |
Barbour & Unger (2014)  
Barbour (2012)  
Welch (2015) | | -Blog Comment  
-Virtual School Project – Group (TEGIVS Scenarios) |