

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful Web tools for classrooms*. Thousand Oaks, CA: Corwin Press.

6. Grading System.

A. University policy on the assignment of grades applies to this course. Final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the grade on the final examination count for more than one-third of the course grade. Assessment items, their individual weight, and the grading scale must be made explicit on the instructor's course syllabus. Assessment criteria should be directly aligned with student learning outcomes. The percentage of the course grade associated with each assessment activity should be explicit on each instructor's syllabus.

B. Sample grading scale.

Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

C. Types of assessment. The following assessment activities are suggested only. The instructor may use other activities that assess the student learning outcomes.

Types of Assessments	SLOs Assessed	Percentage of Course Grade
<u>Critical Evaluation of Tele-Learning Systems</u> . Explore learning networks (e.g., the Global Schoolhouse, International Education and Resource Network, ePals, and Intercultural Email Classroom Connections) and identify their respective purposes and characteristics. Select an Internet-based learning project hosted by one of the learning networks that you surveyed. Participate in the project as fully as possible so that you can evaluate the project in terms of its social structure, phases of activities, mediation of interaction, community-building, and instructional support. Report the findings of your evaluation.	SLOs A, B, C, D	XX%
<u>Design and Conduction of an Internet-based Learning Project</u> . Work in groups to design, propose, and organize an Internet-based learning project with reference to the lifecycle of such a project and literature on Internet-based learning. Post your announcement to a learning network, solicit participation, and facilitate the activities. Keep your activity log and reflections on a weekly basis. In the concluding stage of the project, report on the process, results, and on your reflections.	SLOs E, F	XX%

Types of Assessments	SLOs Assessed	Percentage of Course Grade
<u>Design and Development of an Online Course Module.</u> Survey a variety of online courses and identify the best practices and current trends in Internet-based distance education. Building on the findings of the survey as well as your understanding of instructional design principles, patents, intellectual property, accessibility, and ethical issues, work in groups to design and develop an online course module. Discuss the issues that you need to consider when you implement the course in an educational setting.	SLOs, G, H, I J	XX%
Final exam		XX%

7. Policies for Attendance, Withdrawal, Late Assignments, etc.

The instructor's syllabus must contain explicit statements for attendance, withdrawal, and late assignment policies, which must be consistent with University policies. Instructor should refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

8. Special Needs.

The following statement must appear on each syllabus:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the Director of Disabled Student Services on campus.

9. Selected Bibliography.

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