

## TEC-991: Create a Classroom Website

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K-12 & College teachers  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

Students will learn how to create a presence on the internet for their classroom. Many choices will be covered in terms of the tools available for creating web sites, calendars, blogs, instructional videos, downloadable documents, graphics, and other online tools commonly used for educational web sites. Emphasis will be placed on free tools for these purposes. The goal by the end of the course is that the student will have nearly a complete, multi-page class website where students and parents can gain information on the teacher's class or course. Students will also gain introductory knowledge about the flipped model of teaching, creating and posting instructional videos of varying types, and online assessment tools and techniques.

**Note:** There is no required book for this course.

#### Required Texts and Course Materials

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

#### Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

#### National Standards Addressed in This Course

This course will apply the International Society for Technology in Education (ISTE) Essential Conditions, the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards as applied to each Course Student Learning Outcome (C-SLO) within the individual lessons plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

### **ISTE Essential Conditions**

1. Create a shared vision for transforming student learning through the effective use of technology with participation from all stakeholders (including teachers, support staff, administrators, students, parents, teacher-preparation programs, policy makers and members of the community) and align that vision to established frameworks or standards.
2. Develop a comprehensive plan for building and sustaining technology infrastructure, evaluating and selecting digital learning resources, and providing and sustaining professional learning and coaching.
3. Ensure robust and reliable access to digital devices, internet connectivity, capable teachers and technology platforms required to support the learning vision for all students (including language learners, students with physical or learning disabilities, foster or homeless youth, etc.).
4. Ensure educators and education leaders know how to use technology in appropriate ways, aligned to learning research and the school system's vision for learning.
5. Ensure technology leadership and sufficient technical support staff capable of maintaining the learning infrastructure and providing technical support for learning.
6. Select effective digital learning activities and content aligned to standards and create authentic and creative learning experiences that support the school system's vision for learning.
7. Continually evaluate learning experiences in partnership with all stakeholders identified in Condition #1.

### **National Board for Professional Teaching Standards**

1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they Teach and How to Teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

### **Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Effectively plan and create a web presence for their classroom.	ISTE 1-5, 7 and NBPTS 1a, 2c, 4a,b,c, 5e	CE 1-6
C-SLO 2	Create an online, interactive class calendar using web tools.	ISTE 1-5, 7 and NBPTS 1a, 2c, 4a,b,c, 5e	CE 1-6
C-SLO 3	Create and post documents online for students and parents to download.	ISTE 1-5, 7 and NBPTS 1a, 3b,d, 5e	CE 1-6
C-SLO 4	Discover how to create web graphics and video files.	ISTE 1-5, 7 and NBPTS 1a,b, 2c, 3a,b,d, 4a,b,c, 5e	CE 1-6
C-SLO 5	Participate in the process of creating a class blog.	ISTE 1-5, 7 and NBPTS 1b, 2c, 3b,d, 4a,b,c, 5e	CE 1-6
C-SLO 6	Explore and discover online and other technological tools for their classroom.	ISTE 1-5, 7 and NBPTS 1a,b, 2c, 3a,b,d, 4a,b,c, 5e	CE 1-6
C-SLO 7	Reflect on the process of creating a web presence for their classroom and the pedagogy behind it.	ISTE 3 and NBPTS 2a,b,c, 3b,d, 4a,b,c, 5d,e	CE 1-6
C-SLO 8	Analyze how asynchronous communication can enhance the learning experience.	ISTE 1-5, 7 and NBPTS 1a,b, 2c, 4a,b,c, 5d,e	CE 1-6
C-SLO 9	Critically analyze and reflect on benefits and drawbacks of the flipped classroom approach based on curricular need	ISTE 1-5, 7 and NBPTS	CE 1-6
C-SLO 11	Create project-based learning units and assessment action plans and field test flipped classroom approach and demonstrate ability to determine a curricular/training fit in instructional decision making	ISTE 1-5, 7 and NBPTS	CE 1-6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1: Planning a Design</b>	<ul style="list-style-type: none"> <li>1.1 Discuss the pros and cons of the pedagogy behind a classroom website</li> <li>1.2 Create a pencil sketch of a minimum of 4 pages of the website with all pages desired</li> <li>1.3 Reflect on pencil sketch process</li> </ul>	10 pts 30 pts 5 pts
<b>Module 2: Digitizing your design in Google Sites</b>	<ul style="list-style-type: none"> <li>2.1 Create your home page in Google Sites</li> <li>2.2 Reflection: Digitizing in Google Sites</li> </ul>	20 pts 5 pts
<b>Module 3: Digitizing your design in Weebly</b>	<ul style="list-style-type: none"> <li>3.1 Create your home page in Weebly</li> <li>3.2 Reflection: Digitizing in Weebly</li> </ul>	20 pts 5 pts
<b>Module 4: Digitizing your design in WordPress or Universe</b>	<ul style="list-style-type: none"> <li>4.1 Create your home page in WordPress or Universe</li> <li>4.2 Reflection on using WordPress or Universe</li> </ul>	20 pts 5 pts
<b>Module 5: Digitizing your design in Wix</b>	<ul style="list-style-type: none"> <li>5.1 Create your home page in Wix</li> <li>5.2 Digitizing: Reflection on using Wix</li> </ul>	20 pts 5 pts
<b>Module 6: Compare &amp; Contrast Tools</b>	<ul style="list-style-type: none"> <li>6.1 Pros and Cons</li> </ul>	20 pts
<b>Module 7: Other tools to consider</b>	<ul style="list-style-type: none"> <li>7.1 Add a Screencast</li> <li>7.2 Calendars an Twitter Feeds</li> <li>7.3 Adding Downloadable &amp; Uploadable Documents</li> <li>7.4 Class Blogs</li> <li>7.5 Copyright &amp; Privacy</li> <li>7.6 Showcasing Student Work</li> </ul>	10 pts
<b>Module 8: Create a Classroom Website</b>	<ul style="list-style-type: none"> <li>8.1 Classroom Website</li> <li>8.2 Collaborative Activity</li> <li>8.3 Reflection on the Process</li> <li>8.4 Reflection on the Course</li> </ul>	60 pts 15 pts 20 pts 10 pts
<b>Course Wrap-up: Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>280 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method

for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Forums**

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.

FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.