

## William Floyd Teacher Center/Online Academy:

*Integrating Google Apps into ELA*

**Kathleen Pantaleo, Instructor**

### Course Dates:

### Course Description

**Utilizing different Google applications, Participants will create a digital classroom that will increase home school relations, engage ELA students, as well as provide a place for students to share, collaborate, and assist each other throughout the learning process.**

### Course Policies

**Code of Conduct:** Participants in the William Floyd Teacher Center online environment will follow the same code of conduct that face-to-face participants will follow. Namely:

This is a professional development course; please conduct yourself in a professional manner. Limit your postings to addressing the assignments given. The instructor monitors these boards. This course is a 15-hour course, which equals 900 minutes in a face-to-face course. Online courses, though still 15 hours, will require much more “work” as there is no “seat time”. Your “seat time” can be on your couch, during your prep, after you put the kids to bed, or before school (basically whenever you get the chance). So much of this course is collaborating, so allow enough time to complete assignments and reactions/reflections to other postings. Sign in statistics are tracked by this system.

Oh, and have fun!

### Assignments & Grading:

This is a one-credit (15hr) course, which will run for six weeks.

1. In order to receive full credit for the course, you must complete all of the assignments and **actively** participate in discussions. Participants will be recommended for in-service hours based on the successful completion of all of the required elements of the course. Participants who **do not** meet **all** requirements will **not** be recommended for credit.

All assignments must be completed and submitted by 11:59:00pm on the due date to receive full credit. Please consult “The Times Guide” for a rubric of how late/incomplete assignments will be handled and accepted. WFTC courses are not “graded,” but because it is difficult to assess work completed, you can see how your progress is “stacking up”.

### Academic Honesty:

The Internet world is a “copy and paste and call your own” world. However, therein lies plagiarism. All work submitted must be your own work. You may, however, research, and

“borrow” information, provided you document where said work comes from. Proper documentation formats are out there on the “InterWeb”...find them and use them!

### **Brass Tacks:**

1. I will never use your work without your permission. If I need to use your work as an example, I promise to ask your permission first. I would also ask that you do the same for your classmates’ work. If you like something they are doing, tell them, and ask if it is okay if you “borrow” their idea. In turn, as conscientious teachers, why re-invent the wheel? Share share share!
2. Proper “Netiquette” should be used when communicating in the forums. Some examples include: “case” of text, internet safety concerns regarding the use of personal information, keep all comments on a “professional” level (do unto others as you would like them to do unto you), communicate clearly and with proper grammar and spelling, etc.

### **Course Goals, Outcomes and Objectives**

This course begs the essential question, “**What can students do to show their work?**”

Upon completion of this course:

1. Participants will create a more digitized ELA classroom for seamless home-school relations.
2. Participants will have an online mode for students to access major deadlines
3. Participants will provide a place for students to turn in work and collaborate with their teacher, which, in turn, creates an online student portfolio

### **About your professor**

As a member of the faculty at the William Floyd School District, Kathleen teaches teachers how to integrate technology into their curriculum. An elementary teacher by trade, she was inducted into the Floyd Family in November 2006 upon completion of her MS-Educational Technology from SUNY Stony Brook. Not only is she one of the two Staff Developers for the Instructional Technology Department, her department is also in charge of Instructional/Assistive Technology for the Special Education Department.

### **NYS Standards**

MST Standard 7: Interdisciplinary Problem Solving Students will apply knowledge and thinking skills of MST to address real-life problems and make informed decisions.

### ELA Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

ELA Standard 3: Language for Critical Analysis and Evaluation As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### Contact Info

Feel free to ask questions! You may email questions directly, post in the “I’ve fallen and can’t get up” forum, call x1311, or stop into the HS Upstairs Tech Office. As this is the first time around, we are all learning, but I am sure we’ll all be pros at the end of 7 weeks.







### Prerequisites

The only thing I request is that participants have some form of familiarity with the use of the Internet. As this is an online course, knowing how to Copy, Cut, and Paste is probably going to be a huge part of our course. Also, have fun!

### Recommendation for In-Service

"Although grading is not commonly used in William Floyd Teacher Center courses, online courses are slightly different. It is difficult to maintain order in a non face-to-face class, so a form of "credit/grading" must be enabled. The following meter will be used for you to see how you are coming along."

Grade in Grade book	Image used in Forums	Percent of value of the assignment	What does it mean
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<b>C +</b> <b>(Complete Plus)</b>		100%	Completed assignment, responses to other students appropriate, exemplary work
<b>C</b> <b>(Complete)</b>		100%	Completed assignment, responses to other students appropriate,
<b>I</b> <b>(Incomplete)</b>		45%	Either not complete and appropriate responses  OR  Complete assignment, without appropriate responses
<b>NS+</b> <b>(Not Submitted Plus)</b>		10%	Not submitted with an appropriate response to another student
<b>NS-</b> <b>(Not Submitted)</b>		0%	Not submitted with no response or an incomplete response to another student
<b>Late</b>		Lose 20 percentage points from the above	Late assignments will lose additional credit