



UT PERMIAN BASIN

KINE 6380 720

Analysis of Tech & Coach

Summer 2024 Session 001

Delivery Method: Online

Instructor Information

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Office Location: KIRK 1328

Office Hours: By Appointment

Course Information

Welcome to Kinesiology 6380, Analysis of Teaching and Coaching. The course employs an interactive distance-learning format. Technologies utilized in the course include electronic mail, Internet discussion board, flash video, paper and pencil materials, and, if all else fails us, pick up the telephone and call me at (432) 552-2527.

Activities in this course include (a) analysis of instructional styles and teaching performances that have been recorded, (b) self-analysis of your own videotaped teaching or coaching session, and (c) the use of observation tools as assessments to analyze teaching and coaching performance. If you have a physical education background, you should have been introduced to the material in this course. In that case this should serve as a solid review for you, to reinforce and deepen your understanding of the concepts and your abilities to use these instructional and analysis tools to make your teaching and coaching more effective.

If you have a kinesiology background in an area other than teaching certification, the material in this course probably is new to you. In this case, pay close attention to the examples in the reading and

other areas of the course. Follow instructions closely and send me drafts of your work before the due date if you would like constructive feedback prior to submitting an assignment.

Web Conference Hours

Office Hours:

By appointment

Course Description

Observation description coding and analysis of teaching behavior in physical education and coaching.

This course is designed to develop student knowledge and skills to be able to effectively design learning experiences and assess the teaching/learning process in a physical education class or coaching setting.

Course Learning Outcomes (CLO)

In this course you will learn

Student Learning Outcomes

- Demonstrate communication skills through the use of various technological asynchronous communication and presentation formats.
- Apply assessment skills by using various systematic observation instruments in taped teaching and coaching settings.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Please check the UTPB book store

ISBN: Bookstore link

Faculty - This list reflects your selections in the Follett bookstore website.

UTPB Bookstore

[Bookstore link](#)

[Bookstore link](#)

This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Module	Assignment	Points Value
1	Introductory E-mail	5
	Personal Course Goals	5
	Autobiography	10
	Responses to Peers' Autobiographies	5
	Review of State Curriculum Standards	10

	Quiz	10
2	Command / Direct Instruction <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Task / Practice <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Peer / Reciprocal <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Self-Check <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5

Grading Scale

Grade Range	Letter Grade
89.5 and above	A
79.5 to 89.4	B
69.5 to 79.4	C

Grade Range	Letter Grade
59.5 to 69.4	D
Less than 59.5	F

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mrs. Chermae Peel

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-3395

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SAVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W.L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.

- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to "attend" virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button

in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.

- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Course Policies

Discussion Board will primarily be used for discussing course content related topics and issues. There will be multiple discussion topics for the semester. Your cumulative discussion participation will be worth up to 10 points awarded by your instructor at the end of the semester.

In addition to the course content related topics in discussion tool there will be few general topics: Getting to Know Each Other, Technical problems/issues, General Questions related to the course content, etc. The posts under these topics will not be graded.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the in the class.
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Course Schedule

Module	Assignment	Points Value
1	Introductory E-mail	5
	Personal Course Goals	5
	Autobiography	10
	Responses to Peers' Autobiographies	5
	Review of State Curriculum Standards	10
	Quiz	10

2	Command / Direct Instruction <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Task / Practice <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Peer / Reciprocal <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Self-Check <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Inquiry / Discovery <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion 	10 5
	Personalized System of Instruction (PSI) <ul style="list-style-type: none"> • Narrative Introduction (<i>possible to revise</i>) • Informal Discussion • Styles Ranking & Rationale • Lesson Plan in Assigned Style • Peer Lesson Plan Responses • Discussion Themes Abstract Paper • Quiz 	10 5 10 20 10 25 10

3	<i>Nonsystematic Observation Methods</i> <ul style="list-style-type: none"> • Eyeballing • Anecdotal Records • Checklists • Rating Scales 	5 5 10 10
	<i>Systematic Observation Methods</i> <ul style="list-style-type: none"> • Event Recording (<i>possible to revise</i>) • Duration Recording (<i>possible to revise</i>) • Time Sampling (<i>possible to revise</i>) 	15 15 15
	<i>Systematic Observation Instruments</i> <ul style="list-style-type: none"> • ASUOI (<i>possible to revise</i>) • SOFIT (Individual) (<i>possible to revise</i>) • PETE-E (<i>possible to revise</i>) • Read, Reflect, Respond Narrative 	20 20 20 20
4	Lesson Plan (Revised if requested)	*
	Self-Designed Observation Instruments (<i>possible to revise</i>)	20
	Calculate Intra-Observer Agreement (IOA) (<i>possible to revise</i>)	15
	RRR Posts > Self-Designed Instruments	15
	Send in Video Clip	5
	Completed Data Observations (<i>possible to revise</i>)	25
	Project Report (<i>possible to revise</i>)	100
5	RRR Posts > Peer Projects	10
	Responses > Peer RRR Posts	10
	Abstract of Discussion Themes	20
6	Final Paper	100
	Additional Discussion Board Score	10**
	TOTAL BONUS POINTS (5 Bonus Periods @ 5 pts each)	25
TOTAL POINTS (without Bonus Points)		695

Class Schedule

Date	Name	Event Type	Points
	Informal Discussion: Direct Instruction	Assignment	5
	Informal Discussion: Direct Instruction	Assignment	5
	Informal Discussion: Inquiry/Discovery	Assignment	5
	Informal Discussion: Inquiry/Discovery	Assignment	5
	Informal Discussion: Peer/Reciprocal	Assignment	5
	Informal Discussion: Peer/Reciprocal	Assignment	5
	Informal Discussion: PSI	Assignment	5
	Informal Discussion: PSI	Assignment	5
	Informal Discussion: Self-Check	Assignment	5
	Informal Discussion: Self-Check	Assignment	5
	Informal Discussion: Task/Practice	Assignment	5
	Informal Discussion: Task/Practice	Assignment	5
	Midterm Feedback	Discussion	0

Date	Name	Event Type	Points
	Midterm Feedback	Discussion	0
	Midterm Feedback	Discussion	0
	Module 1: Autobiography & Responses to Peers' Autobiographies	Discussion	0
	Module 1: Autobiography & Responses to Peers' Autobiographies	Discussion	0
	Module 1: Autobiography & Responses to Peers' Autobiographies	Discussion	0
	Module 1: Review of State Curriculum Standards	Discussion	0
	Module 1: Review of State Curriculum Standards	Discussion	0
	Module 1: Review of State Curriculum Standards	Discussion	0
	Module 2: Lesson Plan in Assigned Style	Discussion	0
	Module 2: Lesson Plan in Assigned Style	Discussion	0
	Module 2: Lesson Plan in Assigned Style	Discussion	0

Date	Name	Event Type	Points
	Module 2: Command/Direct Instruction (ID).	Discussion	0
	Module 2: Command/Direct Instruction (ID).	Discussion	0
	Module 2: Command/Direct Instruction (N/I).	Assignment	10
	Module 2: Command/Direct Instruction (N/I) REVISION	Assignment	0
	Module 2: Command/Direct Instruction (N/I) REVISION	Assignment	0
	Module 2: Inquiry/Discovery (ID).	Discussion	0
	Module 2: Inquiry/Discovery (ID).	Discussion	0
	Module 2: Inquiry/Discovery (N/I) REVISION	Assignment	0
	Module 2: Peer Lesson Plan Responses	Discussion	0
	Module 2: Peer Lesson Plan Responses	Discussion	0

Date	Name	Event Type	Points
	Module 2: Peer Lesson Plan Responses	Discussion	0
	Module 2: Peer/Reciprocal (ID).	Discussion	0
	Module 2: Peer/Reciprocal (ID).	Discussion	0
	Module 2: Peer/Reciprocal (N/I) REVISION	Assignment	0
	Module 2: Personalized System of Instruction (N/I) REVISION	Assignment	0
	Module 2: Personalized System of Instruction (PSI) (ID).	Discussion	0
	Module 2: Personalized System of Instruction (PSI) (ID).	Discussion	0
	Module 2: Self-Check (ID).	Discussion	0
	Module 2: Self-Check (ID).	Discussion	0
	Module 2: Self-Check (ID).	Discussion	0
	Module 2: Self-Check (N/I) REVISION	Assignment	0

Date	Name	Event Type	Points
	Module 2: Styles Ranking & Rationale	Discussion	0
	Module 2: Styles Ranking & Rationale	Discussion	0
	Module 2: Styles Ranking & Rationale	Discussion	0
	Module 2: Task/Practice (ID)	Discussion	0
	Module 2: Task/Practice (ID)	Discussion	0
	Module 2: Task/Practice (ID)	Discussion	0
	Module 2: Task/Practice (N/I)	Assignment	10
	Module 2: Task/Practice (N/I) REVISION	Assignment	0
	Module 3: Anecdotal Records (nonsystematic technique)	Discussion	0
	Module 3: Anecdotal Records (nonsystematic technique)	Discussion	0
	Module 3: Anecdotal Records (nonsystematic technique)	Discussion	0

Date	Name	Event Type	Points
	Module 3: ASUOI (systematic observation instrument).	Discussion	0
	Module 3: ASUOI (systematic observation instrument).	Discussion	0
	Module 3: ASUOI (systematic observation instrument).	Discussion	0
	Module 3: ASUOI (systematic observation instrument).	Discussion	0
	Module 3: Duration Recording (systematic observation).	Discussion	0
	Module 3: Duration Recording (systematic observation).	Discussion	0
	Module 3: Duration Recording (systematic observation).	Discussion	0
	Module 3: Event Recording (systematic observation).	Discussion	0

Date	Name	Event Type	Points
	Module 3: Event Recording (systematic observation).	Discussion	0
	Module 3: Event Recording (systematic observation).	Discussion	0
	Module 3: Eyeballing (nonsystematic technique).	Discussion	0
	Module 3: Eyeballing (nonsystematic technique).	Discussion	0
	Module 3: Eyeballing (nonsystematic technique).	Discussion	0
	Module 3: PETE-E (systematic observation instrument).	Discussion	0
	Module 3: PETE-E (systematic observation instrument).	Discussion	0
	Module 3: PETE-E (systematic observation instrument).	Discussion	0

Date	Name	Event Type	Points
	Module 3: PETE-E (systematic observation instrument).	Discussion	0
	Module 3: Rating Scales (nonsystematic technique).	Discussion	0
	Module 3: Rating Scales (nonsystematic technique).	Discussion	0
	Module 3: Rating Scales (nonsystematic technique).	Discussion	0
	Module 3: Read, Reflect, & Respond Assignments	Discussion	0
	Module 3: Read, Reflect, & Respond Assignments	Discussion	0
	Module 3: Read, Reflect, & Respond Assignments	Discussion	0
	Module 3: Read, Reflect, & Respond Assignments	Discussion	0
	Module 3: SOFIT (systematic observation instrument).	Discussion	0

Date	Name	Event Type	Points
	Module 3: SOFIT (systematic observation instrument).	Discussion	0
	Module 3: SOFIT (systematic observation instrument).	Discussion	0
	Module 3: SOFIT (systematic observation instrument).	Discussion	0
	Module 3: Time Sampling: PLACHECK (systematic observation).	Discussion	0
	Module 3: Time Sampling: PLACHECK (systematic observation).	Discussion	0
	Module 3: Time Sampling: PLACHECK (systematic observation).	Discussion	0
	Module 3: ASUOI REVISION	Assignment	0
	Module 3: Checklists (nonsystematic technique).	Discussion	0
	Module 3: Checklists (nonsystematic technique).	Discussion	0

Date	Name	Event Type	Points
	Module 3: Checklists (nonsystematic technique).	Discussion	0
	Module 3: Duration Recording REVISION	Assignment	0
	Module 3: Event Recording REVISION	Assignment	0
	Module 3: PETE-E REVISION	Assignment	0
	Module 3: SOFIT (Individual) REVISION	Assignment	0
	Module 3: Time Sampling (Placheck) REVISION	Assignment	0
	Module 4: Calculate Intra-Observer Agreement IOA (2 trials).	Discussion	0
	Module 4: Calculate Intra-Observer Agreement IOA (2 trials).	Discussion	0
	Module 4: Calculate Intra-Observer Agreement IOA (2 trials).	Discussion	0
	Module 4: Calculate Intra-Observer Agreement IOA (2 trials).	Discussion	0

Date	Name	Event Type	Points
	Module 4: Self-Designed Observation Instruments	Discussion	0
	Module 4: Self-Designed Observation Instruments	Discussion	0
	Module 4: Self-Designed Observation Instruments	Discussion	0
	Module 4: Self-Designed Observation Instruments	Discussion	0
	Module 4: Calculate Intra-Observer Agreement IOA (2 trials) REVISION	Assignment	0
	Module 4: Completed Data Observation REVISION	Assignment	0
	Module 4: Final Project Reports	Discussion	0
	Module 4: Final Project Reports	Discussion	0
	Module 4: Final Project Reports	Discussion	0

Date	Name	Event Type	Points
	Module 4: Final Project Reports	Discussion	0
	Module 4: Project Report REVISION	Assignment	0
	Module 4: RRR Posts > Self-Designed Instruments	Discussion	0
	Module 4: RRR Posts > Self-Designed Instruments	Discussion	0
	Module 4: RRR Posts > Self-Designed Instruments	Discussion	0
	Module 4: RRR Posts > Self-Designed Instruments	Discussion	0
	Module 4: Self-Designed Observation Instruments REVISION	Assignment	0
	Module 5: Responses to Peer RRR Posts About Your Own Project	Discussion	0
	Module 5: Responses to Peer RRR Posts About Your Own Project	Discussion	0

Date	Name	Event Type	Points
	Module 5: Responses to Peer RRR Posts About Your Own Project	Discussion	0
	Module 5: Responses to Peer RRR Posts About Your Own Project	Discussion	0
	Module 5: Your Responses to Peers' Project Reports	Discussion	0
	Module 5: Your Responses to Peers' Project Reports	Discussion	0
	Module 5: Your Responses to Peers' Project Reports	Discussion	0
	Module 5: Your Responses to Peers' Project Reports	Discussion	0
	Module 6 - Final Thoughts	Discussion	0
	Module 6 - Final Thoughts	Discussion	0
	Module 6 - Final Thoughts	Discussion	0
	Module 6 - Final Thoughts	Discussion	0
	Overall Discussion Board Score	Assignment	10

Date	Name	Event Type	Points
	Peer Lesson Plan Responses	Assignment	10
	Peer Lesson Plan Responses	Assignment	10
	Responses > Peer RRR Posts	Assignment	10
	Responses > Peers' Autobiographies	Assignment	5
	Responses > Peers' Autobiographies	Assignment	5
	Revised Lesson Plan (if requested)	Assignment	0
	RRR Posts > Peer Projects	Assignment	10
	RRR Posts > Self-Designed Observation Instruments	Assignment	15
	Student Lounge	Discussion	0
	Student Lounge	Discussion	0
	Student Lounge	Discussion	0
	Video Clip DVD Sent	Assignment	0
12/3	2021 Fall - Course/Instructor Evaluations	Assignment	0
6/5	Module 1: Introductory E-mail	Assignment	5

Date	Name	Event Type	Points
6/7	Authentication Submission	Assignment	0
6/7	Module 1: Personal Course Goals	Assignment	5
6/7	Module 1: Autobiography	Assignment	10
6/11	Module One Quiz	Quiz	10
6/11	Module 1: Review of State Curriculum/Content Standards	Assignment	10
6/14	Module 2: Command/Direct Instruction (ID).	Discussion	5
6/14	Module 2: Command/Direct Instruction (N/I).	Assignment	10
6/18	Module 2: Task/Practice (ID).	Discussion	5
6/18	Module 2: Task/Practice (N/I).	Assignment	10
6/21	Module 2: Peer/Reciprocal (ID).	Discussion	5
6/21	Module 2: Peer/Reciprocal (N/I).	Assignment	10
6/25	Module 2: Self-Check (ID).	Discussion	5
6/25	Module 2: Self-Check (N/I).	Assignment	10

Date	Name	Event Type	Points
6/28	Module 2: Inquiry/Discovery (ID).	Discussion	5
6/28	Module 2: Inquiry/Discovery (N/I).	Assignment	10
7/2	Module 2: Personalized System of Instruction (PSI) (ID).	Discussion	5
7/2	Module 2: Personalized System of Instruction (PSI) (N/I).	Assignment	10
7/5	Module 2: Styles Ranking & Rationale	Assignment	10
7/9	Module 2 Quiz	Quiz	10
7/9	Module 2: Discussion Themes Abstract Paper	Assignment	25
7/9	Module 2: Lesson Plan in Assigned Style	Assignment	20
7/12	Module 3: Anecdotal Records	Assignment	5
7/12	Module 3: Checklists	Assignment	10
7/12	Module 3: Eyeballing	Assignment	5
7/16	Module 3: Duration Recording	Assignment	15
7/16	Module 3: Event Recording	Assignment	15

Date	Name	Event Type	Points
7/16	Module 3: Rating Scales	Assignment	10
7/19	Module 3: ASUOI	Assignment	20
7/19	Module 3: PETE-E	Assignment	20
7/19	Module 3: SOFIT (Individual)	Assignment	20
7/19	Module 3: Time Sampling (Placheck)	Assignment	15
7/23	Module 3: Read, Reflect, Respond Narrative	Assignment	20
7/26	Module 4: Self-Designed Observation Instruments	Assignment	20
7/30	Module 4: Video Clip	Assignment	5
7/30	Module 4: Calculate Intra-Observer Agreement IOA (2 trials)	Assignment	15
8/2	Module 4: Completed Data Observations	Assignment	25
8/2	Module 4: Project Report	Assignment	100
8/6	Module 5: Abstract of Discussion Themes	Assignment	20
8/8	Module 6: Final Paper	Assignment	100

Sample Syllabus