### Bookshare Train-the-Trainer Workshop

### June 9, 2015

Semester: Summer 2015– a 5 week online course

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**Support**

Contact your instructor with questions on course content: syllabus, course map, objectives, handouts and readings, discussions, PowerPoint presentations, assignments, grades, grading system, course requirements, rubrics:

[kbnarvol@me.com](mailto:kbnarvol@me.com)

Contact Perkins eLearning with technical questions related to issues preventing you from accessing the course, launching videos:

Perkins eLearning:

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**Session One**

**Overview**

The Bookshare Train-the-Trainer online course offers participants an opportunity to learn how to train on Bookshare. This online course offers AT specialists, trainers, teachers, and other education specialists the tools necessary to guide and instruct teachers on how to effectively implement Bookshare in the classroom. The focus is on successful Bookshare implementation so students with print disabilities get access to educational materials for lifelong learning.

### Session Learning Objectives:

1.   Participants will explain and describe what Bookshare is and why Accessible Educational Materials are important

2.   Participants will discover and identify the various components of the Bookshare website

3.   Participants will explain the Bookshare eligibility process and describe how they would instruct others about the process

4.   Participants will describe and explain Bookshare membership options, including Bookshare beyond the classroom

5.   Participants will demonstrate how to manage Bookshare accounts

**Pre-Test**

**Introduce Yourself – 5 points**

Introduce yourself to the group. Upload a profile picture if you like and tell us about yourself. In your introduction please include the following:

1. Your name
2. Where you live
3. Where you work
4. Why you are taking this workshop

**Lecture**

Required Reading/Videos

* [**Bookshare: Providing Accessible Materials for Students with Print Disabilities**](http://iris.peabody.vanderbilt.edu/bs/chalcycle.htm) by the IRIS Center for Training Enhancements
* [***About AEM***](http://aem.cast.org/about#.VTj6smbbrdU) by the National Center on Accessible Educational Materials. Focus on the links on the left, including What are AEM, Who needs AEM, Why provide AEM, and How are decisions made. View the *AIM* *Simply Said* video. (3:43)
* [***"What Am I?"***](https://www.youtube.com/watch?v=1x1cM3QNAN0)- A fun video from Bookshare, which was created for administrators, educators, parents, students, and anyone else who will benefit from it. How quickly can you guess its subject?  (2:31)
* [***“Possibilities Abound with Bookshare”***](https://www.youtube.com/watch?v=S71aGLIaYuc) – A new animated video that defines “print disabled” and explains how Bookshare makes books accessible for students with print disabilities. (2:00)
* [***Bookshare and the District of Columbia Public Schools (DCPS)***](https://www.youtube.com/watch?v=fCJ3-gZbo6M) **-** A Vision for Implementing Accessible Instructional Materials (AIM) in a Large Urban School District.  Learn how DCPS is working towards improved access of educational materials for students with print disabilities. You will be inspired by their ideas and vision. (4:19)
* [***Carlos and Wallace***](https://www.youtube.com/watch?v=FuHIFR_ebjM) talk about their plans after high school and how Bookshare helped build their reading skills. (2:44)
* [***“What is Bookshare?"***](https://www.youtube.com/watch?v=ExqTYgbwS7E) - This short video provides an informative overview of Bookshare. Share it with family, friends, and colleagues! (1:43)
* [***"Who is Eligible for Bookshare?"***](http://youtu.be/ZOaibjhIh9k) - A helpful companion to the "What is Bookshare" video, this short video explains who qualifies for Bookshare. (2:51)
* [***“How Do I Sign Up My School***](https://www.youtube.com/watch?v=SG65MWcSc1A)***?”*** This short video demonstrates how schools can sign up for a Bookshare Organizational Membership and then add Members and Sponsors to the membership. (3:15)
* [***"How Do I Get Individual Memberships for My Students?"***](http://youtu.be/AnkjZ_5x29Y)This video demonstrates how to get students on organizational accounts access to Bookshare at home, as well as how to link students with separate Individual Memberships to an organizational account. *Note: This video was created using an older version of the Bookshare website. The information is accurate except for one procedure. Sponsors can no longer download individual membership forms to send home to parents. Sponsors can download instructions, print them, and send them home to parents, but Sponsors cannot download the individual membership form itself. Bookshare is no longer accepting paper forms. If the form cannot be completed online by the parents, they should contact Bookshare to learn how to submit a paper form*. (3:15)
* Power Point slides for Session One.

Discussion Forum:

What eligibility questions might come up? Where on the Bookshare website can you learn more about eligibility? How would you advise people? Describe a possible scenario.

### Assignment:

How would you lead participants through a discussion on what is AEM? What resources would you reference? Write up 3-5 bullets on what you would discuss and list at least three resources that you would share with your trainees.

**Post-Test**

**Session Two**

Overview:

The Bookshare Train-the-Trainer online course offers participants an opportunity to learn how to train on Bookshare. This online course offers AT specialists, trainers, teachers, and other education specialists the tools necessary to guide and instruct teachers on how to effectively implement Bookshare in the classroom. The focus is on successful Bookshare implementation so students with print disabilities get access to educational materials for lifelong learning.

### Session Learning Objectives:

1. Participants will explain what the National Instructional Materials Access Center is and how educators can obtain materials from the Center.
2. Participants will search and find special collections in the Bookshare online library
3. Participants will request books from Bookshare and delineate what the specific guidelines are for requesting books
4. Participants will demonstrate how set up Reading Lists and describe what the key benefits are to teachers and students

**Pre-Test**

**Lecture**

Required Reading:

How to find and read books: <https://www.bookshare.org/cms/get-started>

Video Tutorials:

* [***"How Do I Find and Request Bookshare Books?"***](http://www.youtube.com/watch?v=4ovDUlkD9DI) *This video was created using an older Bookshare website, but the concepts remain the same. It explains how to find books on the Bookshare website and request books that are currently not in the Bookshare library.* (3:30)
* ***“***[***How to Use Bookshare’s Reading Lists***](https://www.youtube.com/watch?v=Imx57aw6muY)***”***- Learn how to use Bookshare’s Reading Lists feature to organize and share books, including NIMAC-sourced textbooks. (1:45)
* Power Point slides for Session Two.

Discussion Forum:

If a student does not have an IEP what options do they have for getting non-NIMAC textbooks? What would you advise your trainees? Are there other non-Bookshare resources available?

### Assignment:

Search the Bookshare collection. What special collections would you highlight? What other book collections would you highlight for K-5, 6-8, 9-12? How would you recommend using Reading Lists? Write up 3-5 bullets on how you would teach teachers and students about the collections, how to search for books, and why a Reading List is a useful tool.

**Post-Test**

**Session Three**

Overview:

The Bookshare Train-the-Trainer online course offers participants an opportunity to learn how to train on Bookshare. This online course offers AT specialists, trainers, teachers, and other education specialists the tools necessary to guide and instruct teachers on how to effectively implement Bookshare in the classroom. The focus is on successful Bookshare implementation so students with print disabilities get access to educational materials for lifelong learning.

### Session Learning Objectives:

1. Participants will discuss the benefits of the different file formats offered through Bookshare and when to use certain formats
2. Participants will demonstrate how a Sponsor downloads books on behalf of qualified students and how Individual Members download on their own.
3. Participants will discuss options for compatible assistive technology and describe where to find more information about the variety of options available to readers

**Pre-Test**

### Required Reading/Videos

* [***"How Do I Download Bookshare Books Using Internet Explorer on the Windows Operating System?"***](https://www.youtube.com/watch?v=UZUTs2PZHJY)This short video explains the process of downloading Bookshare books onto a PC. *Note: This video was created using an older version of the Bookshare website, but the concepts remain the same.* (3:16)
* ***Member Videos:***
  + Sixth grader [**Kevin Leong**](https://www.youtube.com/watch?v=0aMjC0t8uaY) describes his reading challenges before signing up for Bookshare and demonstrates how Read2Go helps him stay on top of his schoolwork. (2:36)
  + Sixth grade student [**Kevin Leong**](https://www.youtube.com/watch?v=APn-4MxsN8U) discusses his reading challenges before discovering Bookshare and explains how he can read books quickly and easily with Bookshare Web Reader. (2:00)
  + [**Rushelle Harvey**](https://www.youtube.com/watch?v=oBlIakwJQLk&index=6&list=PLadTDTlp9sV6hWQF4u_HqqQT8eh2sVr20), a high school student, shares her experience using Bookshare and how it prepared her for college. (0.55)
  + [**Jill Dunaway**](https://www.youtube.com/watch?v=SuT7cBaOKIY), a teacher at the Alabama School for the Blind, demonstrates how she downloads books from the Bookshare library to the BrailleNote portable device. (7:53)
  + Student actor [**Curtis Holman**](https://www.youtube.com/watch?v=fdxL88jXQjE) reads books from the Bookshare library using his BrailleNote portable device (3:31)
  + An 8th grade student with a physical disability, [**Jessica Pinto**](https://www.youtube.com/watch?v=TJVPG4e38Wo&fmt=18), uses Bookshare to read books on her laptop in an enlarged font. (2:01)
  + Overcoming a learning disability, middle school student [**Alex Clark**](https://www.youtube.com/watch?v=UNprRAtLy6c), reads Bookshare books using the Kurzweil 3000 text-to-voice software. (2:01)
  + The Kurzweil 3000 text-to-voice software helps middle school musician [**Shane McKnight**](https://www.youtube.com/watch?v=pbdxRUa0Vok) read Bookshare books despite a learning disability. (1:56)
  + An aspiring media producer with a visual disability, 12th grader [**Steffon Middleton**](https://www.youtube.com/watch?v=AGTjtodu6BQ) uses his BrailleNote portable device to read books from Bookshare. (2:30)
  + High school student [**Alexis**](https://www.youtube.com/watch?v=omT9PPiKEw4&feature=youtu.be) talks about how Bookshare helped her get access to required reading that enabled her to stay in school. (2:56)
  + [**Dane**](https://www.youtube.com/watch?v=LctpLyMB4BQ)and his mother, Kathryn, talk about how Bookshare helped boost his confidence and ability to read independently. (3:04)
* Power Point slides for Session Three.

**Lecture**

Discussion Forum:

What did you learn from the member videos? What caught your attention? What surprised you? What made the strongest impact on you?

### Assignment:

Research the variety of assistive technology options that read/play Bookshare books. Create a chart listing at least nine accessible reading tools: three that read on a tablet or smartphone; three that read on a hardware device; and three that read on a computer. Next to each tool, list six features of that tool. Do not list system requirements or types of devices as a “feature.” Cite your sources.

**Post-Test**

**Session Four**

Overview:

The Bookshare Train-the-Trainer online course offers participants an opportunity to learn how to train on Bookshare. This online course offers AT specialists, trainers, teachers, and other education specialists the tools necessary to guide and instruct teachers on how to effectively implement Bookshare in the classroom. The focus is on successful Bookshare implementation so students with print disabilities get access to educational materials for lifelong learning.

### Session Learning Objectives:

1. Participants will discuss and demonstrate the benefits of Read:OutLoud Bookshare Edition, Web Reader, Read2Go, Go Read, Capti Narrator, and Voice Dream Reader.
2. Participants will describe the process of selecting the right tool for each individual reader

**Pre-Test**

**Lecture**

Required Reading

Reading Tools: <https://www.bookshare.org/cms/get-started/how-read-books>

[***Students on School Accounts Can “Read Now” Using Popular Bookshare Web Reader***](http://bookshareblog.wpengine.com/2015/04/students-on-school-accounts-can-read-now-using-popular-bookshare-web-reader/) – The Web Reader has a new feature! With an organizational account, Sponsors can now provide students with a user name and password that they then use to log in and open books in Bookshare Web Reader. This access is currently only available on computers, not yet on tablets. (2:49)

[***How to Guide: Bookshare Web Reader***](https://www.bookshare.org/cms/sites/default/files/images/media/how_to_guide_web_reader_student_access_final.pdf)– PDF explaining how to help students with the Bookshare Web Reader.

Video Tutorials:

* **Reading Choices: So Many Ways to Enjoy Bookshare!:** March 19, 2013 - [***Webinar Recording***](http://cc.readytalk.com/play?id=14ccua) (You may need to register to access this archived webinar.)
* [***"How Do I Download Bookshare Books in MP3 Format?"***](https://www.youtube.com/watch?v=VQzX13ikFHE)- This short video explains how to download and listen to Bookshare books in MP3 (audio only) format. (3:43)
* [***"How Do I Download Bookshare Books Using Read:OutLoud on a PC?"***](https://www.youtube.com/watch?v=JFDt34DhVPo) **-** This short video explains how to download Bookshare books using the free Read:OutLoud reading tool. (A segment of the video is out of date. You can no longer download and open books directly through Read:OutLoud Bookshare Edition using a browser. You must download, save, and extract Bookshare files to your hard drive or other media first, then launch Read:OutLoud and open the book using the *Add eText* button on the menubar. This process is described toward the end of the video.) (3:33)
* [***"How Do I Read Bookshare Books Using Read:OutLoud on a PC?"***](https://www.youtube.com/watch?v=qmLBWZzktZU) - This short video explains how to open and read Bookshare books in the free Read:OutLoud reading tool. (2:50)
* [***"How Do I Use the Study Tools in Read:OutLoud Bookshare Edition?"***](https://www.youtube.com/watch?v=-Cv1D-pLFjE) - This short video explains the various study tools in Read:OutLoud Bookshare edition. (3:11)
* ***“***[***~~Bookshare Web Reader~~***](https://www.youtube.com/watch?v=LMi95_Gjc0U)***~~”~~*** [***“How to Use Bookshare Web Reader.”***](https://www.youtube.com/watch?v=LMi95_Gjc0U) ***–*** Individual Members can use Bookshare Web Reader to read books directly in an Internet Browser! (1:49)
* [***"Help Students Read with Bookshare Web Reader"***](https://www.youtube.com/watch?v=y3A9yrLpEik)! – Teachers can help students read Bookshare books independently. (2:48)
* Read2Go, Go Read, Capti Narrator, and Voice Dream Reader: [read2go.org](http://read2go.org), [goread.org](http://www.goread.org), [captivoice.com](https://www.captivoice.com/capti-site/), and [voicedream.com](http://www.voicedream.com/).
* Power Point slides for Session Four.

Discussion Forum:

Give some examples of how a student with a visual impairment, a physical disability and a learning disability might use Bookshare in the classroom. What technology would they use? What are some of the potential barriers? How could a teacher set up a student for home use?

### Assignment:

What process or steps can a school team implement to determine the most appropriate reading tools for a student who qualifies for Bookshare? What information would you provide? How would you guide the team in decision-making about a student’s need for AEM and appropriate reading tools, including feature-match? Please do not mention any specific reading tools. This assignment is about process, not the “stuff” of AT. Write a **one-page guide** explaining how you would advise the team. **List and describe** at least three resources (e.g., protocols, frameworks, assessments, process facilitators, web sources) that you would share with the team.

**Post-Test**

**Session Five**

Overview:

The Bookshare Train-the-Trainer online course offers participants an opportunity to learn how to train on Bookshare. This online course offers AT specialists, trainers, teachers, and other education specialists the tools necessary to guide and instruct teachers on how to effectively implement Bookshare in the classroom. The focus is on successful Bookshare implementation so students with print disabilities get access to educational materials for lifelong learning.

### Session Learning Objectives:

1. Participants will discuss the importance of transition and how individuals can be set up with a Bookshare membership for lifelong learning
2. Participants will describe how a variety of communities are beneficial to the Bookshare user and how Bookshare plays an important role in these communities
3. Participants will begin planning training modules and outreach strategies using the Action Plan template
4. Participants will demonstrate where to find additional Bookshare resources, information and learning opportunities
5. Participants will demonstrate where to find additional AEM resources

**Lecture**

**Required Reading / Videos**

* Mentor teachers best practices - <http://bookshareblog.wpengine.com/2014/05/best-practices-to-use-accessible-books-for-learning/>
* How an Iowa educator built a statewide delivery of AEM - <http://bookshareblog.wpengine.com/2014/12/iowa-trueaim/>
* Bookshare for college students - <http://bookshareblog.wpengine.com/2013/04/college-students-talk-bookshare/>
* Bookshare for Vets - <http://bookshareblog.wpengine.com/2014/11/blind-army-captain-timothy-hornik/>
* Parents in action - <http://bookshareblog.wpengine.com/2014/05/bookshare-moms-are-heroes-and-ambassadors-of-accessible-books/>
* Bookshare international - <http://bookshareblog.wpengine.com/2014/01/the-sharjah-international-book-fair-towards-accessibility-without-borders/>
* Power Point slides for Session Five.
* Action Plan

Other resources:

* [CITEd](http://www.cited.org/index.aspx) - Center for Implementing Technology in Education, including [Tech Matrix](http://techmatrix.org/)
* [PowerUp](http://powerupwhatworks.org/) - Your trusted source to power up teaching and learning with technology and UDL
* Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS)- <http://www.rti4success.org/>
* [ReadWorks -](http://www.readworks.org/) ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, **for free,** to be shared broadly.
* [AT Collective -](http://atcollective.com/) Connecting assistive technology (AT) specialists to share and discuss implementation practices, new ideas, and funding issues.

Discussion Forum:

Is there a non-K-12 community in your area that could benefit by having access to Bookshare, such as your local community college, VA center, senior living facility, public library? How will you inform them of Bookshare resources? What information would you provide? What kind of training could you provide?

### Assignment:

Develop an action plan for what trainings you will conduct in your school(s) and community. Who will you reach first and how will you include school staff, parents and other community members? Fill in your action plan.

**Post-Test**

**Course Requirements**

Participants must earn a passing grade to earn their continuing education credits. This workshop offers 25 continuing education credits to those that complete the requirements and earn a passing grade. A passing grade for the course is 70.

Participants earn points via the following learning activities:

**Pre/Post Tests:** There will be a pre-test and post-test in each of the five sessions. Participants are required to complete the pre and post-test in each session. Each pre-test and each post-test are worth 1 point totaling 10 points altogether. Completion of the tests satisfies the requirement – these are not graded assignments. However, failure to complete the tests will result in a loss of points toward the final grade.

**Discussion Forums:** There will be a discussion forum assignment in each of the five sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your initial post early in the session, and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5-point scale.

Five discussion forums are required at 5 points possible for each = 25 possible points. Rubric =

* 2 pts. possible for appropriate incorporation of and reference to the readings
* 1 pt. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| **Incorporation of and reference to the readings in discussion responses**  **Max pts: 2** | Responses include reference to several of the readings assigned for the week. | Responses include reference to one of the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response**  **Max pts: 2** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses**  **Max pts: 1** |  | A minimum of two responses are posted. | Only one response is posted |

**Assignment:** There will be an assignment for each of the five weeks. Each assignment will require the participant to gather information from a variety of sources (current research literature, websites that are strong resources on the topic) and post their findings. Participants should reference the readings and lecture notes in their assignment. Each participant will be expected to complete the activity as described in the weekly session.

The rubric point scale will be used to assess you work based on a 12-point scale. Five activities are assigned with 12 pts. possible for each = 60 points.

* 2 points possible for turning posting your activity on time
* 2 points possible for incorporating the readings in your response
* 8 points possible for a quality, well-written response

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity Rubric** | **8** | **6** | **2** | **0** |
| **Punctuality**  **Max: 2 pts.** |  |  | Post is completed and submitted on time | Post is not submitted on time |
| **Incorporation of Readings**  **Max: 2 pts.** |  |  | Reference to readings are incorporated into the assignment | There is no reference to readings incorporated into the assignment |
| **Quality, well-written response**  **Max: 8 pts.** | Post contains all the components of the activity, references several of the readings and cites 2 or more current resources and is a well-developed, appropriate response to the activity | Post contains some of the components of the activity, references at least one of the readings, cites one current resource and is an appropriate response to the activity | Post contains some of the components of the activity and is a partial response to the activity | Post is incomplete and does not address the requirements of the activity |

All assignments must be posted by the posted due date. Assignments will be accepted late but 2 points will be deducted for each week the assignment is submitted after the due date.

**Methods of Evaluation**

Participants are evaluated by the following methods:

|  |  |  |
| --- | --- | --- |
| Class Activity | % of the course | Total Points  to Earn |
| Introduction | 5% | 5 |
| Pre/Post Tests | 10% | 10 |
| Discussion Forums | 25% | 25 |
| Assignments | 60% | 60 |

**Summary of Weekly Topics and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Assignments Due** | **Possible points** | **Due Date** |
| 1 | * Pre-Test * Introduction * Discussion Forum #1 * Assignment * Post-Test | * 1 pt. * 5 pts. * 5 pts. * 12 pts. * 1 pt. | 6/28/15 |
| 2 | * Pre-Test * Discussion Forum #1 * Assignment * Post-Test | * 1 pt. * 5 pts. * 12 pts. * 1 pt.. | 7/5/15 |
| 3 | * Pre-Test * Discussion Forum #1 * Assignment * Post-Test | * 1 pt. * 5 pts. * 12 pts. * 1 pt. | 7/12/15 |
| 4 | * Pre-Test * Discussion Forum #1 * Assignment * Post-Test | * 1 pt. * 5 pts. * 12 pts. * 1 pt. | 7/19/15 |
| 5 | * Pre-Test * Discussion Forum #1 * Assignment * Post-Test | * 1 pt. * 5 pts. * 12 pts. * 1 pt. | 7/30/15 |

**Student Participation**

In online courses, interaction with other participants and the instructor becomes very important to effective learning.  As such, regular class participation is essential and will count for a significant part of your grade.  Plan to contribute to every discussion topic with a quality contribution that expresses clear thinking and is relevant to the discussion.

**Communicating with Me**

Instead of sending me e-mails with general questions regarding this course, please post them in the Q&A discussion page found on the Home page.  I will respond to any questions posted within 48 hours.  This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

**Academic Integrity**

It goes, I hope, without saying that all the principles and standards that sustain academic integrity are just as applicable in the online environment as they are in the classroom.  Our interactions with one another must be based on mutual respect, and our inquiries guided by a firm commitment both to pursue the truth and to acknowledge the possibility that we might be wrong.  Given the ease with which information flows across the Internet, it is particularly important that every student understand and respect the rules governing academic honesty.

**Email**

I check my email frequently; however, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification from me prior to the deadline.  I do my best to respond the same day; however, there are times when I may be out of town and unable to do so.

Students are free to use the “email the class” feature on the course web site.  Please keep the messages sent to the whole class related to course content.  Also, when emailing the class, generally it is best NOT to email phone numbers or addresses unless it is being emailed directly to a specific student or the professor.  This helps maintain privacy.

**Grammar and Spelling:**

We all tend to become somewhat lax when posting responses to discussions or when sending email messages.  Grammar and spelling is important.  Please compose your responses in a word processing program where you can check spelling, edit and revise your writing.

**Personal Involvement and Time:**

Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom.  While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind.  This medium does give participants flexibility in attending class, but it only more convenient, not necessarily easier!