Coordinate Algebra Unit 2: Online Learning Guide

Unit Information

Unit Title- Coordinate Algebra: Unit 2- Reasoning with Equations and Inequalities

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> Monday, Wednesday, Friday 5pm-7pm in Google+ Hangout. (You must have a Google+ account sign up for free [here](#)) My Google+ is tied to my jennaelisebarton@gmail.com account.

There is no textbook for this Unit.

Forms of Communication

There are 4 ways to get in touch with me. Each have their advantages and disadvantages. I will respond to all types of communication within 24-48 hours. You may post in a question forum, e-mail me, call me, or text me. The chart below examines each type of communication. Remember I will only be available for contact via phone call from 8:00-5:00 Monday through Friday. The 24-48 hours does not include weekends. I will respond if I can during the weekends, but it will most likely be Monday before you get a response.

Type of Communication	Advantages	Disadvantages	When to use
Ask the teacher/class forum- There is a discussion forum in each module labeled "Ask the teacher/class Forum"	The entire class can see it so someone else may be able to answer your question before the teacher sees it. Someone may have already asked your question, so make sure to read through all the questions for that module. When you get a response, the whole class can see it, which may help other students.	Requires the teacher to be at a computer to view and respond. Cannot include any personal questions since it is available for the whole class to view Slowest response time	When your question is to clarify an assignment or get help with a particular aspect of an assignment When you do not need an immediate response When it would benefit everyone in the group to hear the response

Type of Communication	Advantages	Disadvantages	When to use
Email- jennaelisebarton@gmail.com	Email is private so you can ask me questions specific to your grade or personal issues. Gets pushed to my phone so I can see it immediately. (I often will wait until I get to a computer to respond, so I can have a full keyboard)	Teacher usually waits until she gets to a computer to respond.	When your questions are of a personal nature and require an in depth response When you do not need an immediate response
Phone Call- (770)596-3468	Most personal form of communication, some things are hard to explain in writing but very easy when talking.	Only allowed to call between 8:00 am to 5:00 pm Monday through Friday. Teacher may or may not answer the phone depending on her availability.	When you have a question that you would like to discuss, not just get a response When you need a quick response
Text- (770)596-3468	Quick and easy Quickest response time You are allowed to text me any time day or night any day of the week. (I turn my sounds off when I am asleep so you won't bother me, but other than that I should be able to give you an immediate or very quick response)	Short questions only. Longer questions are hard to answer through text.	When you have a quick question that requires a fast response When you have used another form of communication and the teacher hasn't responded.

Unit Description

This unit is the second unit in the 9th grade CCGPS course of Coordinate Algebra. The unit is designed to be fully online. This is a scheduled asynchronous unit which means that not everyone will be working at the same pace, but everyone has common due dates. Since this is a unit from a face to face course, the class will still meet on a daily basis, however we will meet in the school computer lab. You are encouraged to work at home as well.

The key concepts for this unit are solving linear equations, solving systems of equations, solving linear inequalities and solving systems of linear inequalities. This unit follows Unit 1: Relationships between quantities and sets up for Unit 3: Linear and exponential functions.

The CCGPS standards covered are:

<u>Understand solving equations as a process of reasoning and explain the reasoning</u>

MCC9-12.A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (Students should focus on and master linear equations and be able to extend and apply their reasoning to other types of equations in future courses.)

<u>Solve equations and inequalities in one variable</u>

MCC9-12.A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5^x = 125$ or $2^x = 1/16$.)

<u>Solve systems of equations</u>

MCC9-12.A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. (Limit to linear systems.)

MCC9-12.A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Represent and solve equations and inequalities graphically

MCC9-12.A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Learning Outcomes

By the end of this unit, students will be able to

1. define the following mathematical properties: addition property of equality, subtraction property of equality, multiplication property of equality, division property of equality, substitution property of equality, reflexive property of equality, transitive property of equality, symmetric property of equality.

2. classify examples of the properties of equations.

3. apply the properties of equality to solve linear equations andexplain each step in the process. When given 10 problems, you will be able to correctly solve and explain at least 8 of them.

4. analyze a situation then create and solve the associated linear equation. When given 10 word problems, you will be able to correctly set up and solve at least 8 of them.

5. create word problems that would result in linear equations and justify the solutions to your equations by using the properties of equality

6. evaluate the solution to linear word problems and critique the reasoning of others

7. define the following terms: linear equation, linear inequality, literal equation, variable, cooefficient, exponent, exponential equation

8. give an example of each of the above vocabulary terms

9. solve linear inequalities (at least 8 out of 10 trials)

10. solve literal equations (at least 8 out of 10 trials)

11. solve simple exponential equations (at least 8 out of 10 trials)

12. critique the reasoning of others

13. identify in what situations you would use substitution or elimination to solve a system of equations

14. describe the process of solving systems of equations by substitution and eliminations incuding the benefits of each process

15. solve systems of equations using substitution (at least 8 out of 10 trials)

16. solve systems of equations using elimination (at least 8 out of 10 trials)

17. analyze a situation to create and solve the associated system of equations. When given 12 word problems, you wil be able to correctly set up and solve at least 10 of them

18. identify the solution to a system of equations when they have been graphed

19. explain why the solution to a system of linear equations is the intersection of its graphs

20. explain how to graph linear equations

21. solve a system of linear equations by graphing by hand

22. solve a system of linear equations by graphing using technology

23. analyze a situation then create and graph the associated system of linear equations. When given 5 word problems, you will be able to correctly set up and solve at least 4 of them.

24. analyze the graphs of the systems of linear equations and describe the meaning of the intersection of the lines in terms of the context. When given 5 systems, you will correctly analyze and describe the intersection of at least 4 of them.

25. graph the solutions to a linear inequality in two variables as a half-plane both by hand and using technology

26. graph the solution set to a system of linear inequalities in two variables as the intersection of the correspondingn half planes both by hand and using technology

27. analyze a set of constraints (when given a context), create the associated linear inequalities, and answer questions about the problem in context including optimization

Unit Schedule

This unit is designed to take 6 weeks. I will use the following as a schedule for the unit. Weeks for this course are from Monday to Sunday. Unless otherwise noted, All assignments (except for discussion posts) for the week are due by Sunday at midnight. Unless otherwise noted, discussion post original posts are due by Wednesday at midnight and responses are due by Sunday at midnight.

Week	Topic/standard/learning outcomes	Assignments
1	Solving linear equations with explanation/MCC9-12.A.REI.1/ Learning Outcomes 1-6	•Vocab Quiz 1 •Discussion Post 1.1 •Matching Assignment •Practice Set 1.1 •Jaden's Phone Plan •Practice Set 1.2 •Discussion Post 1.2 (Create by Wed, answer by Friday, respond by Sunday)
2	Solving literal equations, inequalities, and simple exponential equations/ MCC9-12.A.REI.3/Learning Outcomes 7-12	•Quiz 1 (Given in class Monday) •Discussion Post 2.1 •Practice site screen shots 2.1 •Practice Set 2.1 •Discussion Post 2.2 (Answer by Friday, Respond by Sunday)
3	Solving systems of equations/ MCC9-12.A.REI.5/ Learning Outcomes 13-17	•Quiz 2 (Given in class Monday) •Mini Quiz 3.1 •Discussion Post 3.1 •Practice site screen shots 3.1 •Practice Set 3.1 •Practice Set 3.2

Week	Topic/standard/learning outcomes	Assignments
4	Solving systems of equations/ MCC9-12.A.REI.6/Learning Outcomes 18-24	•Quiz 3 (given in class on Monday) •Mini Quiz 4.1 •Discussion Post 4.1 (Voicethread) •Geogebra Assignment 4.1 •Practice Set 4.1 •Discussion Post 4.2 (post by Friday, respond by Sunday)
5	Solving inequalities in two-variables and solving systems of inequalities/ MCC9-12.A.REI.12/Learning Outcomes 25-27	•Quiz 4 (given in class on Monday) •Discussion Post 5.1 •Practice Set 5.1 •Practice Set 5.2 •Geogebra Assignment 5.1
6	Review and Assessment/All Unit Standards/All Unit Learning Outcomes	•Quiz 5 (given in class on Monday) •Study Guide (due on Friday) •Unit Test (given in class on Friday)

Class Participation

Students will receive one summative grade for the unit based on class participation. Class participation involves timeliness of assignments, discussion posts, responses, and non-required discussion posts (especially in the ask teacher/peers discussion forum).

Late Work Policy

Late work will be accepted for 10% off the grade for the assignment per day that it is late. For example, let's say an assignment is worth 15 points. You submit it 3 days late and earn a score of 12. Since it is 3 days late that is -30% of the 12. 12*.3=3.6, 12-3.6=8.4. So instead of getting the 80% (12/15) on the assignment, you got 56% (8.4/15). After 10 days, you will earn a score of 0 on any assignment not turned in.

Avoid late work penalties by working ahead when you finish early. There will always be at least one week in advance open to work on. If you finish all that has been assigned, email me and I will open new weeks for you.

If extenuating circumstances occur, prolonged sickness, death in the family, etc. Contact me as soon as possible so we can work out an adjusted schedule for you.

Grading Policy and Assessments

There are two categories of assignments: Formative and Summative. Formative assignments will count 23.2% of your final grade, Summative Assignments will count 56.8% of your final grade, and

the EOCT will count 20% of your final grade. These percentages are set by the county. Below you will see how each week's assignments will count.

Formative Assignments

Assignment	Due Date	Points
Vocab Quiz 1	Sunday of Week 1	8
Discussion Post 1.1	Post-Wednesday of week 1 Respond-Sunday of week 1	15
Matching Assignment	Sunday of Week 1	8
Practice Set 1.1	Sunday of Week 1	30
Jaden's Phone Plan	Sunday of Week 1	11
Practice Set 1.2	Sunday of Week 1	30
	Total for Week 1	102
Discussion Post 2.1	Post-Wednesday of week 2 Respond-Sunday of week 2	15
Practice site screen shots 2.1	Sunday of Week 2	25
Practice Set 2.1	Sunday of Week 2	30
Discussion Post 2.2	Answer- Friday week 2 Respond- Sunday week 2	30
	Total for Week 2	100
Mini Quiz 3.1	Sunday of Week 3	5
Discussion Post 3.1	Post-Wednesday of week 3 Respond-Sunday of week 3	15
Practice site screen shots 3.1	Sunday of Week 3	14
Practice Set 3.1	Sunday of Week 3	30
Practice Set 3.2	Sunday of Week 3	36
	Total for Week 3	100
Mini Quiz 4.1	Sunday of Week 4	7
Discussion Post 4.1 (Voicethread)	Post-Wednesday of week 4 Respond-Sunday of week 4	15
Geogebra Assignment 4.1	Sunday of Week 4	33
Practice Set 4.1	Sunday of Week 4	30

Assignment	Due Date	Points
Discussion Post 4.2	Post- Friday of week 4 Respond-Sunday of week 4	15
	Total for Week 4	100
Discussion Post 5.1	Post-Wednesday of week 5 Respond-Sunday of week 5	15
Practice Set 5.1	Sunday of Week 5	30
Practice Set 5.2	Sunday of Week 5	30
Geogebra Assignment 5.1	Sunday of Week 5	25
	Total for Week 5	100
Study Guide	Friday of Week 6	100
Participation	Ongoing	100
	Total Formative Points for Unit 2	702

Assignment	Due Date	Points
Quiz 1	In class Monday of Week 2	100
Quiz 2	In class Monday of Week 3	100
Quiz 3	In class Monday of Week 3	100
Quiz 4	In class Monday of Week 4	100
Quiz 5	In class Monday of Week 5	100
Test	In class Friday of Week 6	300
Oral Exam	In class Tuesday-Thursday of Week 6	200
	Total Summative Points for Unit 2	1000

Quizzes and Tests will be graded according to accuracy. Partial credit may be given for work shown.

All practice sets will be graded using the following 3 point solution rubric

0	1	2	3
No work is shown, no explanation is given. Answer may be correct or incorrect. Problem may or may not be attempted	Problem is attempted with work and/or explanation shown. The work and/or explanation has a major mathematical error or several minor errors. Answer may be correct or incorrect.	Problem is attempted with work and explanation shown. The work and/or explanation has only one or two minor mathematical errors. Answer may be correct or incorrect.	Problem is attempted with work and explanation shown. The work and/or explanation is free of any errors. Answer is correct

Discussion Posts and responses will be graded with the following rubric: Adapted from http://www.udel.edu/janet/MARC2006/rubric.html (Frey)

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Peer Responses	Does not respond to peers or responds with simple statements such as "I agree" or "I disagree"	Responds to the assigned peers and attempts to go further than "I agree" or "I disagree"	Responds to assigned peers and uses at 1-2 of the suggestions from the ladder of feedback.	Responds to assigned peers and uses 3-4 of the suggestions from the ladder of feedback.

Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

All assignments will be graded and returned to students within one week of due date. Students will have one opportunity to correct and resubmit any practice set based on teacher feedback. Resubmissions are due one week from when they are returned to the student.

Online Testing, Conduct & Academic Honesty

Adapted from Cobb Virtual Academy http://www.cobbk12.org/cobbvirtualacademy/faq/academic_honesty.html (Cobb Virtual Academy Academic Honesty, 2011)

It is very important that you represent yourself well in an online course. You are expected to act with honesty and integrity.

The following are examples of some, but not all, acts that are considered dishonest behavior:

1. Plagiarism (representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source).

2. Submitting work through the use of another person's password/login is considered dishonest behavior. Student logins/passwords are confidential information that should not be shared with others. Any assignments, work, or projects posted while using another student's login will be considered plagiarism.

3. Cheating (intentionally using or attempting to use unauthorized material, assistance, or study aids in any academic work). Cheating includes copying another student's work and submitting it as your own.

4. Performing work or taking an examination for another student.

5. Falsification and/or misrepresentation of data (submitting made up data or sources).

6. Computer crimes (damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.)

Any violation of the above will result in disciplinary action. Please see the Student/Parent Guide p. 11-14. http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf (Cole, 2011)

You will be required to show all work for any solutions you submit and to explain your reasoning in writing. All summative assignments will be completed synchronously during class with teacher supervision. You will also be assessed via an oral exam in class.

Acceptable Use Policy

The following is taken from Paulding County's Student/Parent Guide http://
schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent
%20Guide.pdf (Cole, 2011)

The following Sections set forth acceptable use guidelines applicable to all users:

Privacy and Security
a. The user understands and agrees that he/she shall not have an expectation of privacy in the use of and storage on Paulding County School District's technology. An employee's personal files, records and communications prepared and maintained or received on or using Paulding County School District's technology, including e-mail, may be subject to disclosure under Georgia's Open Records Act, O.C.G.A. 50-18-70. By using Paulding County School District's technology, the user consents to routine monitoring and maintenance of Paulding County School District's technology performed in the ordinary course of business to maintain security and integrity. Monitoring includes, but is not limited to, reading, listening to, or otherwise monitoring the user's wire, oral or electronic communications, including screening e-mails and tracking the user's on-line Internet activity and other computer usage. This routine maintenance and monitoring is necessary and may lead to discovery that a user has or is violating this Technology Use policy and implementing regulation, other Paulding County Board of Education policies and implementing regulations, or the law. In addition, backup files may be maintained for archive purposes and may contain copies of all user files, records and communications.

b. The user will be ultimately responsible for the use of his/her individual computer and e-mail accounts and all activity that occurs there. The user will take all reasonable precautions to prevent other users from gaining access to and using the accounts. Users will not share any account names and passwords, including e-mail, with other users or leave computer files (including, but not limited to, electronic grade book files), e-mails, or electronic network sessions open or unattended. Users will immediately inform the appropriate technology staff member if a password change becomes necessary to ensure security due to a potential security problem.

c. The user will use appropriate virus detection and protection software provided by Paulding County School District.

Impermissible Activities

The user will not:

i. attempt to or gain unauthorized access to Paulding County School District's technology

ii. use Paulding County School District's technology to gain unauthorized access to another computer
system

iii. go beyond the limits of authorized use

Unauthorized access includes, but is not limited to:

i. cracking ii. hacking iii. preaching iv. spoofing

i. attempting to or gaining access to Paulding County School District's technology through another
user's account

ii. attempting to or gaining access to another user's e-mail, work folders, files, passwords, or data without prior permission.

In the event of unauthorized access, the user engaged in that activity shall be required to pay all costs incurred by Paulding County School District as a result of that activity.
The user will not make deliberate attempts to disrupt the Paulding County School District's technology by:
i. destroying, altering or otherwise modifying technology, including but not limited to, files, data, or passwords

ii. spamming

iii. creating or spreading computer viruses, worms or Trojan horses

iv. engaging in DOS attacks

v. participating in other disruptive activities

The user will not use the Paulding County School District's technology to engage in any act that violates the Paulding County Board of Education policies and implementing regulations, or local, state and federal laws.

Users will not use Paulding County School District's technology to solicit business, advertise, or engage in any other selling activities in support of non-school related fund-raising or private business enterprises.

User transmissions, including e-mail, conducted on or using Paulding County School District's technology may not be encrypted or otherwise altered in order to avoid security review and detection without the prior authorization of the Superintendent or the Director of Technology of Paulding County School District.

Resource Limits

Users will not waste Paulding County School District's technology or other resources by using them to:

    i.   create, send or forward chain letters

    ii.   create, store, or send unauthorized mass mailings

    iii.   engage in spamming

b. User's will not engage in any activity that monopolizes or compromises Paulding County School District's technology resources.

c. Users will not copy computer programs, software or other technology provided by Paulding County School District for personal use.

(Section 4 has been moved to the copyright section of this syllabus)

5. Internet

    a.   Use of the Internet is a privilege, not a right.

    b.   Users will not use Paulding County School technology to access inappropriate material on the Internet.
Paulding County School District has taken precautions to restrict user access of inappropriate material on the Internet. However, on a global network like the Internet, it is impossible to control all materials that a user may accidentally or purposely discover. It is the user's responsibility to avoid initiating access to inappropriate material when using the Internet. If inappropriate sites are accessed, it is the user's responsibility to give the site locations to school administration. Administrators will then inform the system's Director of Technology concerning the site locations.

    c.   The Paulding County Board of Education firmly believes that the valuable information and interaction gained by exposure to the Internet far outweighs the possibility that users may be exposed to materials not in keeping with his or her family's values and beliefs. In addition, it is not possible for Paulding County School District to monitor and enforce a wide range of social values in user use of the Internet. Therefore, the Paulding County School District disclaims responsibility for any inappropriate material, as well as the accuracy or quality of material, a user may access on the Internet while using Paulding County School technology.

4. E-mail

    a. Users will not send anonymous e-mail.

    b. Users will not use e-mail to distribute inappropriate material through pictures, text, forwards,
        attachments, and other forms of information.

    c. Users should conduct themselves appropriately and in a manner befitting a member of Paulding
        County School District when sending e-mail.

5. Additional Acceptable Use Guidelines For Students

In addition to the Acceptable Use Guidelines outlined above for all users in Sections students shall also be required to adhere to the following:

a. The student will immediately notify his/her teacher or other school personnel if a potential security problem is identified. A student will not purposely look for security problems because such action may be considered an unauthorized attempt to gain access to Paulding County School District's technology.

b. Students may be provided with Internet access to aid in completion of academic requirements. Student access will be discontinued when the student graduates, or withdraws from Paulding County School District, or as a result of a disciplinary action.

c. Student use of the Paulding County School technology will be for educational purposes only. Paulding County School District reserves the right to prioritize student use of its technology.

d. Students at the Middle School and High School levels shall not access teacher workstations.

e. Unless the student receives prior permission and supervision from the student's teacher or other appropriate school personnel, the student shall not:

    i. use Paulding County School District's technology

    ii. access the Internet

    iii. use e-mail

    iv. download or upload files from the Internet or disk

    v. subscribe to and participate in any discussion group mail lists, list serves, or on-line chats

      vi.   go beyond the limits of authorized use

f.   The student will not place personal contact information about himself/herself or anyone else on the Internet or in e-mail. Personal contact information includes full name, address, telephone number, school address, or names of family or friends.

g.   The student will not arrange to meet anyone they correspond with via the Internet or in e-mail while using Paulding County School District's technology without his/her parent's and/or guardian's permission and participation.

h.   In the event a student inadvertently accesses inappropriate material while using the Internet at school, he/she shall immediately disclose the inadvertent access to the teacher or other appropriate school personnel. This prompt disclosure to the student's teacher will protect the student from an allegation of violation of this Technology Use policy and implementing regulation.

Student Right to Privacy

Please review pages 5-8 in the Parent/Student Guide http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf (Cole, 2011)

In an online course it is vital to remember that almost nothing is truly private. Be careful when posting in discussion forums, blogs, and wikis. Also take care to use blind copy (BCC) when sending emails to multiple people to protect their privacy. Also be aware of reply versus reply all, especially when the instructor sends an email to the entire class.

Online Communication Guidelines

Communication is important in any learning environment, but is absolutely essential in an online course. For many of you this will be your first online course and for some of you, one of your first high school courses. We will communicate frequently and since this is new territory for most of us, I have outlined a communication guide for our class. The number one thing to remember about communication is to ask questions as soon as you do not understand. If you have any questions after you read this guide, please let me know as soon as possible. Check the ways to communicate with the teacher for more information on how to contact me.

Discussion Posts and responses

Throughout this course you will be expected to respond to a discussion prompt and then respond to several peers. The number of peers you are expected to respond to may change for each discussion, but the quality of responses is always expected to remain the same. The teacher will tell you which peers to respond to and in some cases you will be allowed to respond to peers of your choice. In this situation, the teacher will tell you how many peers you must choose.

You will be required to post and respond to discussion posts once a week. Since others will be waiting on you to post so that they may respond, we will follow this schedule: You must post your initial discussion by midnight each Wednesday. You must read and respond to the appropriate peers by midnight each Sunday. Each discussion post should be somewhere between 3 and 5 paragraphs.

The discussion posts will be threaded discussions which means that you will reply to specific people and your response will be filed under their original post. Be sure you know what post you are responding to.

Peer responses must be more than "I agree" or "I disagree". You want at least one good paragraph that explains specifically what you agree or disagree with and why, asks clarifying questions, asks questions that go beyond what the original post contained. You will be expected to use the ladder of feedback protocol as outlined below (Ladder of Feedback).

The Ladder of Feedback Protocol

How can we provide valuable feedback to our colleagues?

If we only offer our colleagues general and supportive comments, our colleagues may feel good, but not learn much. It can feel risky, however, to provide specific suggestions or less positive comments. One way to deal with this risky feeling is to follow a process for understanding and responding to colleagues. Daniel Wilson and Heidi Goodrich Andrade recommend a process that they call the "Ladder of Feedback". Here is a condensed version of their process:

1. **Clarify**
2. **Value**
3. **Offer concerns**
4. **Suggest**

Clarify: When learners share their work, their ideas may not seem clear or some information may be missing. It is crucial to ask questions about unclear points or absent ideas before feedback is given. This step can help us gather relevant information and provide more informed feedback.

Value: After gathering the proper information, expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback. Valuing builds a supportive culture of understanding and helps learners to identify strengths in their work they might not have recognized otherwise. Stressing the positive points of the work, noting strengths and offering honest compliments sets a supportive tone during a feedback session. Such valuing honors people and their strongest ideas. It also reminds them of the parts of their work to preserve, as they change it to make improvements.

Offer Concerns: Often there are legitimate concerns about the work being assessed. Perhaps you see problems or don't agree with the ideas or actions in question. Now is the time to raise such concerns – not as derisive accusations or abrasive criticisms, but as honest thoughts and concerns. "Have you considered . . .", "What I wonder about is . . .", "Perhaps you have thought about this, but . . ." are all ways of framing concerns in non-threatening ways.

Suggest: Offering suggestions is the last vital rung in supporting learners in developing understanding. Giving suggestions for solving the problems we identified during the last step can help the learner use the feedback to make improvements. Of course, there is no guarantee that the learner will use the suggestions, nor need there be one. Suggestions are just that--suggestions--not mandates.

<u>Netiquette</u>

Most of you are used to using the internet to connect with other people. However, how you talk to your friends casually is not the same way you are expected to talk to them in an online course. Here are some guidelines:

Never type a message in ALL CAPS. It makes the reader think that you are YELLING at them!

Avoid internet lingo (lol, rofl, smh, nm, brb, etc.) Some students (or the teacher) may not know what these mean and some of them have profane meanings.

Always type using correct grammar, punctuation, and capitalization.

No Trolling! Trolling is where you posts things specifically to irritate other people and get responses (arguments)

There is no tone of voice in typing, so feel free to use emoticons to get your tone across.

When you respond to an e-mail, be aware of Reply vs. Reply All. If you Reply All, you are replying to everyone who got the original email. Only do this if your statement is something everyone needs to read.

When you are including multiple people in an e-mail, use BCC instead of CC. This hides people's email addresses from other recipients. Just like it is rude to give out someone's phone number without asking, it is rude to give out their e-mail address.

More in depth guidelines can be found here http://www.albion.com/netiquette/corerules.html (Ross, 2012)

<u>Naming guidelines</u>

E-mail: Include a subject line with all e-mail that relates to what your message is about. If I see an email labeled "Hey" I am much less likely to read it immediately and respond than if I see "Help, I don't understand how to factor".

Assignments: Please name all of your assignments using the following format. "Last, First- Assignment Name.extension" So if Jenna Barton was turning in Factoring Skills in a pdf file, she would label it "Barton, Jenna- Factoring Skills.pdf"

Discussion posts: Please use the following format for titling your discussion posts "Last, First- Title of Discussion" So if Jenna Barton was posting in response to Famous Mathematicians, she would label her discussion post "Barton, Jenna- Famous Mathematicians"

<u>Instructor response time</u>

Please see the table under Forms of Communication for instructor response time. In general, the instructor will respond within 48 hours during the week and by Monday afternoon if the communication originates over the weekend.

Technology Requirements/Tech Support

Please complete the following self assessment to see if you are ready for an online course http://coursecatalog.com/dbpages/learn/asp_assess.htm (Are you ready for an online course?)

The school computers will be available for daily use. However it is recommended that you work at home for many of the assignments. All teacher documents are in pdf form, so you will need a PDF reader. Submitted work may be in any of the following forms: .doc, .pdf, or any image file. I suggest a scanner to scan in hand written work.

It is also necessary that you can type in "math". Word has a wonderful equation editor, but you may also use symbols such as:

*: multiplication

/: division

^: raised to

_: subscript

Other symbols may be incorporate later. Check with your teacher if you are unsure how to type a mathematical symbol.

If you are having trouble with school computers, first contact your teacher and then the media center. Many programs have their own support center and you should search their for program related issue. Using a search engine is also a great form of troubleshooting.

Copyright Statement

Copyright is a very serious and complicated issue. Please review the following website and pdf to help you understand it better. http://www.ncwiseowl.org/zones/copyright/students.html (Copyright for Students) and Practical Copyright Basics for Students (Dolak, 2010)

Unless otherwise noted, materials from this course are property of Jenna Barton and permission must be requested prior to use.

Below is the from the Paulding County Parent/Student Guide http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf (Cole, 2011)

4. Copyright and Trademark

   a. Users will not download or upload files to Paulding County School District's technology that might cause
   copyright infringement. This includes, but is not limited to, accessing and copying Napster or similar software and MP3 music files. In addition, use of the Paulding County School District's technology will be governed by Board Policy IFA: Instructional Materials - Media Center/Copyright: Compliance with Board Policy, State and Federal Law, as well as other applicable Paulding County Board of Education policies and implementing regulations.

   b. Users will not infringe upon another person's copyrighted or trademarked material or plagiarize materials that they see displayed or performed on the Internet or in e-mail.

   c. Users will not infringe the rights of copyright owners. If the material contains language that specifies acceptable use of that material, the user should follow those requirements. If the user is in doubt as to whether or not he/she may use the material, the user should request permission from the copyright owner by sending the copyright owner the form found in ATTACHMENT D: PERMISSION TO USE A THIRD PARTY WORK.

   d. The user will not install, use, store, distribute or transmit unauthorized copyrighted or trademarked materials including, but not limited to, pirated materials and warez, or engage in spidering, on Paulding County School District's technology.

ADA Statement

Students with disabilities will be given all appropriate accommodations according to their Individualized Education Plans. These may include but are not limited to extended time, additional support, reduction of assignments, and alternate assignments.

References

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Dolak, F. (2010). *Practical copyright basics for students*. Retrieved from http://cms.bsu.edu/Academics/

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Ross, S. (2012, January 18). *Albion*. Retrieved from http://www.albion.com/netiquette/corerules.html

Ladder of feedback. (n.d.). Retrieved July 1, 2012, from http://isites.harvard.edu/fs/docs/

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