1200 Murchison Road  
Fayetteville, North Carolina

School of Education  
Department of Middle Grades, Secondary and Special Education  
Phone (910) 672-1181

SYLLABUS

EDUC 210-D2 & D3: Technology Applications for Teachers (3 credits)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Peter Eley</th>
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<tbody>
<tr>
<td>Phone Number:</td>
<td>(910) 672-1183</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:peley@uncfsu.edu">peley@uncfsu.edu</a></td>
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<tr>
<td>Semester:</td>
<td>Spring 2015</td>
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<tr>
<td>Course Location:</td>
<td>Online</td>
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<tr>
<td>Meeting Day &amp; Time:</td>
<td>Online</td>
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| Office Hours:       | Tues: 10am-1pm & 5pm - 6pm  
                     | Thurs: 10am - 1pm & 3pm - 4pm |
1. Conceptual Framework
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

2. FSU Policy on Electronic Mail:
Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established FSU email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email account. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)
3. **Course Policy on Electronic Mail:**

This course will be delivered completely online via Blackboard. **All emails to the instructor should be initiated from within Blackboard.** That puts a course stamp in the subject of the email, and allows for a faster response time. Emails that are not sent using Blackboard and/or are sent from personal accounts may end up in the instructor’s junk mail box, and are not assured a response. **All emails should include your name and Banner ID**, and should be written in proper English, not netspeak or textese. Please be mindful of the tone of your message. Remember that email is not a face-to-face method of communication, and as such, is more prone to miscommunication of tone and intent. The instructor will respond to all emails within 48 hours (usually sooner), with the exception of weekends.

**Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**Disability Statement**

“It is the policy of Fayetteville State University that any person with a disability may NOT be discriminated against on the basis of her or his disability. Fayetteville State, with its commitment to the development of self-esteem and dignity in all members of the academic community, will provide reasonable accommodations to a student with a disability.” *(Undergraduate Catalog, 2013-2014)*

4. **IV. Title IX – Sexual Misconduct**

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct – including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: [http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf](http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf).

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Spaulding Building, Room 165
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

**Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

5. Course Description  
This course is an introduction to computers, as well as to educational technology and its usages in facilitating learning. The course includes the history of computers in education, ethics in technology, appropriate hardware, software and systems connectivity, elementary computer operating procedures, computer applications, teaching and learning theories for diverse populations, instructional technology, technology integration, web evaluation rubrics, evaluating educational technology, and more. The activities presented in this course will assist the student in acquiring essential education technology knowledge and in developing the skills necessary to become "A Professional Facilitator of Learning".

6. General Objective  
This course will enable prospective K-12 teachers to increase their knowledge and skills in instructional technology, computer education, technology integration, and evaluating educational technology. Additionally, an increased understanding of the impact of this technology on learners, teachers, and society will be obtained.

7. Textbook  

8. Institutional Guidelines:  
Academic Integrity: Dishonesty in Academic Affairs Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85
Behavior in the Course Learning Environment
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each learning environment is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of behavior within the learning environment, and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive (adapted for this online course section):

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Threats or statements that jeopardize the safety of the student and others;
3. Failure to follow reasonable requests of faculty members;
4. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior;
3. Lower the student’s final exam by a maximum of one-letter grade; or
4. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Class Attendance (adapted for this online course section)
Students are expected to attend all class meetings (discussion boards count for attendance in this online course), laboratories, and other instructional sessions for all courses in which they are enrolled. When students must miss course deadlines for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences (participation in discussion boards, submission of assignments) exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume participation. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a
final grade based on the evaluation criteria for the class. Students shall be allowed a maximum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The maximum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the maximum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching. Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

The following conditions are in effect for absences due to religious observance:

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments. http://www.uncfsu.edu/policy/academic_affairs/ReligiousObservances.pdf

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class (W)**

To withdraw from an online course, you must complete the form available on the registrar’s website at http://www.uncfsu.edu/registrar/forms.htm and forward the form to the instructor and your advisor. Both the instructor and your advisor must email their approval to the registrar’s office by the deadline stated in the academic catalog in order for your request to be processed. Please follow up on your request, as it is your responsibility to ensure that the process is complete by the deadline stated in the academic catalog. **Do not wait until the last day, as either the instructor or your professor may not be available to approve your request.** You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid.
Ask Financial Aid about the 67% rule. Effective fall 2009, you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

Withdrawal from the University (WU)

Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm. Also, in addition to your instructor, contact the Center for Personal Development at (910) 672-1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Inclement Weather

We will follow the Fayetteville State University inclement weather schedule. Consult the University webpage, local radio and television stations for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register:

- Go to the FSU Bronco Alert Emergency Message Sign-Up page.
- Click “Sign Me Up!”
- Enter your name, email address, and password.
- Click Submit.
- Follow the instructions provided.

9. North Carolina Professional Teaching Standards

The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Professional Teaching Standards.

Standard 4: Teachers facilitate learning for their students

4.04: Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

10. University College Core Learning Outcome

This course meets the University College Core Learning Outcome #1 - Communication Skills: “Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.”
Course Student Learning Outcomes (SLOs)

This course is a part of the Professional Studies sequence for all teacher preparation candidates. It is designed to meet the following guidelines and specific competencies. At the end of this course, students will:

1.0 Demonstrate an appropriate understanding of the basic concepts of hardware and software in relation to the use of the computer by:

1.1 Displaying general knowledge of computer technology, particularly as it relates to hardware and software applications.
1.2 Exhibiting familiarity with the basic components of a computer system; e.g., input/output, storage, central processing unit.
1.3 Performing computer operations: on-off sequence, loading, running, saving, copying programs, printing program output.

2.0 Demonstrate the ability to discuss the effects of computers on society by:

2.1 Identifying the current issues which have evolved as a result of the computer; e.g., personal privacy, ethical issues, netiquette, and copyright issues.
2.2 Distinguishing between computer capabilities and limitation with special emphasis on its use as an instructional tool.
2.3 Displaying general knowledge of common assistive technology devices and their uses.

3.0 Demonstrate the ability to use common application software programs to support the instructional program by:

3.1 Creating documents using word processing software eg. newsletters, interactive test forms, reports.
3.2 Creating documents using spreadsheet software eg. Grade books, graphs, interactive study guides.
3.3 Creating documents using database software eg. student databases, queries, forms, reports.
3.4 Creating documents using presentation software eg. non-linear presentations, interactive study guides, narrated presentations.

4.0 Demonstrate an appropriate understanding of the computer as an instructional tool by:

4.1 Displaying a general knowledge of how the computer may be used for Computer Assisted Instruction (CAI); e.g., drill and practice, simulations, games, models, tutorials, problem solving.
4.2 Displaying a general knowledge of how the computer may be used for Computer Managed Instruction (CMI); e.g., student enrollment, student performance and grade reporting.
4.3 Identifying/evaluating various web 2.0 tools that may be used to increase student engagement, collaboration, and learning.
4.4 Identifying teaching strategies necessary to integrate computer courseware into the ongoing instructional program.
4.5 Creating a lesson plan that integrates technology.

Modes of Instruction:

A. Multimedia Presentations
B. Large/Small Group Discussion
C. Discussion Boards
D. Computer Application Projects
E. Computer-Based Demonstrations and Interactions
F. Self-Assessments

11. **Student Responsibilities**

1. Check Blackboard regularly.
2. Check FSU email (or email listed in Blackboard) daily.
3. Review all resources provided.
4. Complete tutorials before completing application assignments.
5. Complete and submit all assignments by the due dates.
6. Participate fully and knowledgeably in all discussion boards.
7. Respect the instructor and classmates.
8. Avoid flaming (click for definition).
9. **Check the MyGrades page to ensure that assignments are submitted correctly.**
   a. Click MyGrades on the left pane in Blackboard
   b. If there is a green box with a white exclamation mark by the assignment, you have submitted something. Click the exclamation mark.
   c. Check to see if there is a document listed by User Files.
   d. Click the document to open.
   e. Whatever you see is what the instructor will see. If you submitted the assignment incorrectly, you may go ahead and resubmit using the same link. You may resubmit as many times as necessary. I will grade the last document submitted.
   f. **Please do not email the instructor to find out if your assignment was received.** It is not logistically possible for the instructor to keep up with such requests.
10. Post course-related questions to the Question and Answer discussion board.
11. Check the Question and Answer discussion board before posting a question.
12. Check the Question and Answer discussion board before emailing the instructor.

12. **Evaluation Criteria**

Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

A. Assignments.................................................................................. 240 points
B. Discussion Boards.............................................................................80 points
C. Chapter Quizzes............................................................................. 80 points

**400 points**
Course Points ......................... Scale Grading Scale (%) ........... Letter Grade
360-400 ............................................. 90 - 100 ............................................. A
320-359 ............................................. 80 - 89 ............................................... B
280-319 ............................................. 70 - 79 ............................................... C
240-279 ............................................. 60 - 69 ............................................... D
Less than 240 ................................. Below 60 ................................. F

NOTE: LATE EXAMINATIONS AND ASSIGNMENTS: Students must submit examinations and assignments when they are due. Examination/assignment deadline extensions may be allowed only for legitimate university business or written documented medical emergencies or death in the family. Late examinations and assignments must be submitted within a week of the due date.

13. Course Schedule
Schedule is subject to change as circumstances require during the semester. Please note that all assignments will be due by 11:55pm on a Sunday night. No late assignments/exams will be accepted.

Grades will be available by 11:59pm on the Thursday after the assignment was due.

Pre-Course Unit

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>SLO's</th>
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<tbody>
<tr>
<td>Intro. Discussion Board (DB)</td>
<td>January 18</td>
<td></td>
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<tr>
<td>Self-Assessment</td>
<td>January 18</td>
<td></td>
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<tr>
<td>Pre-Course Unit Activity</td>
<td>January 18</td>
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Unit 1

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Formatting Activity</td>
<td>January 25</td>
<td>1.1, 1.3, 3.1</td>
</tr>
<tr>
<td>Chapter 1 Quiz</td>
<td>January 25</td>
<td>1.1, 2.2</td>
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<tr>
<td>Blogs DB</td>
<td>February 1</td>
<td>2.1, 2.2, 4.3</td>
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<tr>
<td>Personal Reflection – Impact</td>
<td>February 1</td>
<td>1.1, 1.3, 2.1, 2.2, 3.1, 4.3</td>
</tr>
<tr>
<td>of Technology</td>
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<tr>
<td>Chapter 4 Quiz</td>
<td>February 1</td>
<td>1.1, 2.1</td>
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Unit 2

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<tr>
<td>Newsletter Activity</td>
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<tr>
<td>Chapter 2 Quiz</td>
<td>February 8</td>
<td>1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.2</td>
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<td>Interactive Test Form</td>
<td>February 15</td>
<td>1.1, 1.3, 3.1</td>
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<tr>
<td>Activity</td>
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<tr>
<td>Study Guide</td>
<td>February 15</td>
<td>1.1, 1.3, 3.1</td>
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<tr>
<td>Wikis DB</td>
<td>February 15</td>
<td>2.1, 2.2, 4.3</td>
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**Unit 3**

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<tr>
<td>Grade Book Activity</td>
<td>February 22</td>
<td>1.1, 1.3, 3.2</td>
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<tr>
<td>Chapter 3 Quiz</td>
<td>February 22</td>
<td>1.1, 1.2</td>
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<tr>
<td>Social Networking DB</td>
<td>March 1</td>
<td>2.1, 2.2, 4.3</td>
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<tr>
<td>Self-Correcting Worksheet Activity</td>
<td>March 1</td>
<td>1.1, 1.3, 3.2</td>
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**Unit 4**

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<tr>
<td>Online Organizers DB</td>
<td>March 8</td>
<td>2.1, 2.2, 4.3</td>
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<tr>
<td>Student Database Activity</td>
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**Unit 5**

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<td>March 22</td>
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<tr>
<td>Open House Activity</td>
<td>March 22</td>
<td>1.1, 1.3, 3.4</td>
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<tr>
<td>Digital Storytelling Activity</td>
<td>March 29</td>
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<tr>
<td>Chapter 6 Quiz</td>
<td>March 29</td>
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**Unit 6**

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<tr>
<td>Website Design DB</td>
<td>April 5</td>
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<tr>
<td>Chapter 7 Quiz</td>
<td>April 5</td>
<td>1.1, 2.1, 4.4</td>
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<tr>
<td>Class Website Activity</td>
<td>April 12</td>
<td>1.1, 2.1, 4.3</td>
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<tr>
<td>Lesson Plan Activity</td>
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<td>SLO’s: 2.2, 4.1, 4.2, 4.3, 4.4, 4.5</td>
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<tr>
<td>Chapter 5 Quiz</td>
<td>April 19</td>
<td>SLO’s: 1.1, 4.1, 4.2, 4.3</td>
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### Unit 8

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<tr>
<td>Social Bookmarking DB</td>
<td>April 26</td>
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<tr>
<td>Chapter 8 Quiz</td>
<td>April 26</td>
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</tr>
<tr>
<td>Assistive Technologies Paper</td>
<td>May 3</td>
<td>SLO’s: 1.1, 1.3, 2.1, 2.3, 3.1, 4.3</td>
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### 14. Important Course Dates

- **January 12**: First Day of Class
- **January 17**: Course/University Withdrawal Period Begins
- **January 19**: Martin Luther King, Jr. Birthday Holiday (University closed)
- **January 23**: X-grades assigned for no-shows
- **January 27**: Bill Clearance Deadline
- **March 7 - 14**: Midterm Break
- **March 10**: Midterm Grades Available in Banner
- **March 27**: Deadline for Removing I-grades from Previous Semester
- **March 27**: Deadline for Withdrawing from Classes
- **April 3**: Spring Holiday (University Closed)
- **April 9**: Founders Day
- **April 17**: Excellence in Teaching Conference (Extra Credit Opportunity)
- **April 24**: Deadline for Withdrawing from the University
- **April 27 - May 2**: Final Exams for Graduating Seniors
- **April 30**: Last Day of Class
- **May 1**: Reading Day
- **May 2 - May 8**: Final Exams for Students not Graduating
- **May 9**: Commencement
- **May 12**: Final Grades Available in Banner
- **May 15**: Last Day to Return Textbooks to Bookstore