

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**EDET 8030  
DEVELOPING AND LEADING  
A COMMUNITY OF DIVERSE LEARNERS  
3 Semester Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

*InTASC Model Core Teacher Standards\**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

### **GaPSC TEACHER LEADERSHIP STANDARDS (TLS)**

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

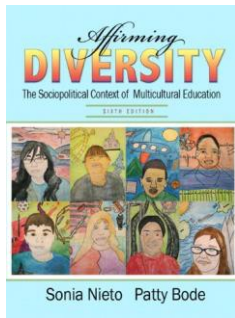
Website: <http://www.valdosta.edu/coe/sec/>

### **COURSE DESCRIPTION**

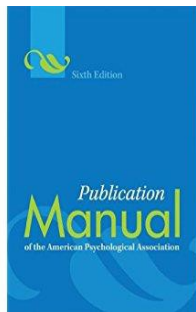
Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

1. Nieto, S., & Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: MA: Pearson. ISBN-10: 0133007553



2. American Psychological Association (2010). Publication manual of the American Psychological Association (6th edition). Washington, DC: Author. ISBN9781433805622 and consult their website at [www.apastyle.org/electref.html](http://www.apastyle.org/electref.html)



3. LiveText required; Go to <http://college.livetext.com/college/> to purchase, register and complete appropriate entry forms.

## **COURSE OBJECTIVES**

Upon completion of this course, graduate students will:

1. Identify attitudes, beliefs, understanding, and experiences including specific experiential learning activities, related to such factors as ethnicity, race, sociometric status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. [InTASC 9; TLS 1,2, 4, and 6; A-DL<sub>1.1</sub>, A-DL<sub>1.2</sub>; A-EDL<sub>1.1</sub>]
2. Examine and distinguish among cultural characteristics that influence the practices of educators including such factors as ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area [InTASC 7, 9; TLS 1, 2; A-DL<sub>2.1</sub>, A-DL<sub>2.2</sub>; A-TL<sub>1.3</sub>]
3. Demonstrate communication skills that develop and sustain communities of diverse learners among children, families, school personnel, and community as a whole. [InTASC 7, 8, 9, 10; TLS 1,2,3,4,5,6,7; A-DL<sub>3.1</sub>, A-DL<sub>3.2</sub>; A-EDL<sub>1.2</sub>]

## **COURSE REQUIREMENTS:**

Assignments in this course have detailed guidelines provided within the course materials.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to submit by the due date on the course schedule. In the event that a late assignment is accepted, it will automatically be deducted a letter grade. Additionally, assignment grade and feedback are returned at the instructor's discretion.

### **1 a). Cultural Background Paper Draft**

This assignment is intended to provide students an opportunity to submit a four-page draft of the Cultural Background Paper. Include a Title Page, two pages of content and a References Page. Within the two pages of content, students are required to address six items in six paragraphs (not including quotations). There are five points available for this assignment that are for submitting a document that meets the requirements. For example, the paper is to address six items in six paragraphs. If students only address one item, a student will only earn a percentage of the five points available and will receive partial feedback. The points are not related to mistakes or content.

- Papers must be typed, double-spaced in an appropriate APA 6th Ed. font style and size, 1” margins with no spelling or grammatical errors.
- Assignments will be graded on the inclusion of a Title Page, two pages of content and a References Page. Within the two pages of content, students are required to address six items in six paragraphs (not including quotations).
- Proofread and correct papers before they are submitted. Use the Spelling and Grammar check on your computer.
- Ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

### **1 b). Cultural Background Paper**

Activities chosen for this assignment allow you to examine your ethnic and cultural heritage. The second section of the paper, Cultural Background Other, will have you conduct an interview to gain knowledge of the cultural background of another person who is culturally different than you. Finally, a critical reflection section will summarize key understandings about your experiences.

#### **A) Cultural Background: Personal. The general themes to consider in the examination of your ethnic and cultural background will include brief descriptions of:**

- a. The place(s) you grew up (town, cities, neighborhood, economy);
- b. The place where your parents/caretakers, grandparents, and other important people to you and your history grew up (if relevant include what you know or can find out about the history of your ancestors coming to the USA);
- c. Important people in your life and why you think they are important (family and family structure, siblings, friends, mentors, teachers);
- d. The values that are/were important to your grandparents, parents, and you (consider the values that you learned growing up and also the values that these groups agree and disagree on);
- e. Your socioeconomic status and how it impacted you
- f. The kinds of foods you ate growing up and the meaning of special meals;
- g. Your favorite book(s) growing up;
- h. The favorite holidays of you family;
- i. The typical ways in which people communicated in your family;
- j. Your family’s attitudes toward people who were different from them in terms of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area, and a description of your current attitudes about the groups described above;

- k. Early experiences you have of encountering people who were different from you and how you learned from those experiences; differences might include meeting people with exceptionalities, English Language Learners, ethnicity, race, sexual orientation, religion, culture, or socioeconomic status.

**B) Cultural Background: Other. Cross-cultural Interview.** You will select a person to interview who is from a different cultural background than you are. You will use similar criteria that you used for your own assessment paper considering some of the following topics: (TLS 1, 6, and 7)

Neighborhood- Describe the external environment of where you grew up.

Describe the external environment of where you live today.

Religion- Describe practices, beliefs, requirements, especially how they have affected your view of society; what are some early and significant memories tied to religion.

Holidays- Memories from growing up; important practices today.

Family structure - Immediate and extended family structures that influenced you growing up and those that influence you today.

Education- What are some significant memories or benchmarks of school, what were family goals or “messages” about the importance of school?

Employment- What job do you hold now, in the past, hope to hold in the future? What training or schooling do you need to reach future goals?

Free time- What do you do now? What are your past memories of spending free time; playing as a child?

Influences- Are there particular events or people that changed your life?

Literacy- What books were read to you as a child? What were your favorite books growing up? What are your favorite books now?

Language - Did you speak the dominant language in your school? Was your home language the same as the language you spoke at school? If you learned English as a Second Language, please describe your educational experience as an English Language Learner.

**C) Cultural Background: Reflection** includes an introduction, sections A and B (Cultural Background Personal and Other); a critical reflection that explains comparisons and contrasts to your “culture” and describes how this knowledge will influence your perceptions of others and your students.

**2). Discussion Responses** – Students will post initial responses based on classroom experience, personal knowledge, and assigned readings by the Thursday due date. Students will also be required to post a minimum of two substantive response posts to classmates by the Sunday due date. Substantive responses add to the original post by offering similar or contrasting examples, asking and answering questions, and providing details about resources or additional readings that classmates may find useful.

**3). \*Personal Assessment Paper** – The goal of this exercise is to help you further develop your understanding about cultural and ethnic diversity in the academic and teacher leadership context. Thus, along with an individual cultural assessment within the educational context, you will also assess the cultural diversity of your school community, inside and outside the school walls. In addition, your final reflection section will include how this course has affected you personally and professionally – the impact this course has had on your beliefs, the way

you will approach others and the environment you will establish in your classroom. This assignment has been divided into sections a-d. You will submit section a, sections b and c and section d as the final paper, with all combined sections, to the course Dropbox and to LiveText on the assigned dates. Students who fail to submit this assignment to LiveText will not receive a final grade for the assignment and the course. (A-DL<sub>3a</sub>). ***\*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

**4). Participation in two Peer Reviews.** Participation in peer reviews. Candidates will collaborate with peers through participation in peer reviews for the Cultural Background Paper and the Personal Assessment Paper. Successful completion of your assignments depends on the continual feedback that you receive from the peer group members as well as the instructor.

***Detailed descriptions of all assignments together with grading criteria and scoring rubrics can be found within each assignment description in GOVIEW.***

### **COURSE EVALUATION**

1. Discussions:	10
2. Cultural Background Paper, Personal, Other, Reflection - Draft	5
3. Cultural Background Paper, Personal, Other, Reflection	25
4. Participation in two peer reviews	10
5. Personal Assessment Paper a-d:	
a. Individual Level - Student	15
b. School/Community Level - Staff, parent, community member and	
c. Teacher Leadership Level - Teachers (b and c are one assignment)	20
d. Culminating Assessment Paper	10
6. LiveText Submission	5

COURSE TOTAL 100 points

A = 90 - 100  
 B = 80 - 89  
 C = 70 - 79  
 D = 60 - 69  
 F = below 60

NOTE: If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A. Also, note that there is no provision in this course for late submissions.

If adjustments are made during the course the grades will be pro-rated accordingly.

Note: It is imperative that students complete the course LiveText requirements. Failure to do so will result in loss of course credit for the assignments.

**All assignments must be submitted by 23:59 pm on the date listed on the course schedule.**

It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do not count as emergencies. Plan to get your work submitted early and have a backup plan in case of technology problems. In the event that a late assignment is accepted, it will automatically be reduced by a letter grade. In addition, assignment grade and feedback may be returned at the instructor's discretion.

## **ATTENDANCE POLICY**

An online course, attendance is checked by **regular login activity and submission of assignments**.

## **ASSIGNMENT OF AN “INCOMPLETE”**

According to the VSU Policy “A report of I (incomplete) indicates that a student was completing satisfactory work at the end of the term but, for **non-academic reasons**, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student’s enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate]” (Valdosta State University, 2008).

Candidates should also note that it is the candidate’s responsibility to secure and fill out the paperwork to obtain an incomplete. Candidates may access the form at <http://www.valdosta.edu/academics/RequestforIncomplete.shtml> . However, please note the final decision to award an incomplete rests with the instructor. Therefore, this grade will only be issued in cases of extremely extenuating circumstances.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that pre and in service teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students.

- Include your name, course, date and title on each assignment.  
\*Naming attachments: Last Name Course Assignment e.g. Jones Cultural Background Paper
- Papers must be typed, double-spaced in an appropriate APA 6th Ed. font style and size, 1” margins with no spelling or grammatical errors.
- Assignments will be graded on content, composition, spelling, punctuation, and grammar.
- Proofread and correct papers before they are submitted. Use the Spelling & Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center online and/or on campus.
- In papers, ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

Direct Link: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **The Blazer Creed**

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval



date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression, which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle assignments in any course. If students do this, they are committing plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of TurnItIn (TII) at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESS STATEMENT**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in

Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu). The Student Success Center (SSC) offers FREE tutoring for graduate level writers in any discipline. Tutors can help you with strategies for developing and connecting ideas, for using APA/MLS documentation styles, and for catching common grammatical and punctuation errors. Two graduate level writing tutors have been specially trained to help, so call (229-333-7570) or visit the website ([www.valdosta.edu/ssc](http://www.valdosta.edu/ssc)) to make an appointment. Tutors can meet you either online, or face-to-face at the SSC, located in Langdale Hall. Link to Video Introduction to Graduate Level Writing Tutoring:

[https://www.youtube.com/watch?v=T4mp\\_u736Fc&list=PLicnT0JAB2TVLrU\\_iknXxiZpQcbklCozU](https://www.youtube.com/watch?v=T4mp_u736Fc&list=PLicnT0JAB2TVLrU_iknXxiZpQcbklCozU)

### STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### Instructions for Submitting EDET 8030 LiveText Assignment

There is one LiveText assignment for EDET 8030:

- The **Personal Assessment Paper (sections a-d)** – You will submit the final clean version of your personal assessment paper (sections a-d) that has been approved by your instructor. Do not submit until the instructor has cleared your paper.

To submit the LiveText assignment for EDET 8030, use the following instructions:

1. Find the assignment and click on the corresponding **Begin Assignment** button.
2. On the *Assignment* page, review the *Assignment Details and Instructions*. When you are ready to upload your file(s), click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
3. Click the **Browse** button to choose a file from your local drive.
4. Click **Attach Selected Files** when you have attached all of the necessary files.
5. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
6. A confirmation that your assessment has been successfully submitted will appear and the assignment status will change to Awaiting Assessment.

Be sure to complete this process for the assignment above. If the instructor needs to return the assignment to you in LiveText, you will receive an email through GoView and therefore need to continue to check your email regularly.