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# EDCI 30001 Lifelong Health and Wellness for Teachers and Children

**Semester**: Spring 2019

**Credit hours**: -3-

**Instructor:** Dr. Anastasia M. Trekles

**Office Location:** TECH 206 (Westville), ANNX 140 (Hammond)

**Office Hours:**

Virtual office hours held every Tuesday at 6:00pm (<http://purdue.webex.com/meet/atrekles>)

TR 9am – 11am, 12:30pm – 2:00pm; 3:30pm-6:00pm

I return emails/calls within 24-48 hours, and return completed assignments within 48-72 hours of the due date

**Office Phone:** (219) 785-5734

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**Remind.com for texting**: remind.com/join/[301sp19](http://www.remind.com/join/301sp19)

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| COURSE INFORMATION |

## Textbook Required:

NONE (videos and articles will be provided in our course on BlackBoard)

## Course Description:

“This course includes topics important to personal health, wellness, and disease prevention for adults and children. Students will learn about health and wellness, and how to incorporate healthy habits into their daily lives. In addition, the health and safety of children will be covered. This course concludes by considering ways in which elementary schools can provide opportunities to promote student health.” – Purdue Northwest Academic Catalog

Health can include a variety of issues, some we think of readily, and others we may not. The intention of this course is to help you identify and understand all of the potential health issues that face your future elementary students, schools, and communities. Topics that we’ll explore in this course include:

* Nutrition and exercise
* Personal and school safety
* Disease understanding and prevention
* Digital safety and the use of technology
* Ethics and bias related to health in society
* Advocating for healthy and safe behaviors for school, families, and community

**The following section pertains to university accreditation and standards- it is required that I share this with you as part of the syllabus. However, you will find the main information for this course beginning on page 6 of this syllabus.**

# Conceptual Framework and Standards

## The Educational Leader

The conceptual framework that guides the preparation of future educators at Purdue University Northwest (PNW) is called *The Educational Leader.*

**Learn. Lead. Inspire.** These are the values of the educator preparation programs at PNW where candidates are prepared to assume complex educational roles inside and outside of traditional educational environments. Following is the PNW educator preparation program mission:

*To re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.*

## Core course objectives – Indiana Academic Standards

This course is organized around the [Indiana Academic Standards](https://www.doe.in.gov/standards/health-and-wellness) for Health and Wellness Education (grades K-6), which are further adapted from the [National Health Education Standards](https://www.cdc.gov/healthyschools/sher/standards/index.htm). With these standards as our overarching goals for your learning in this course, several specific learning objectives fall within each goal, forming our units of instruction for the semester.

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| Indiana Academic Standards | INTASC Teacher Preparation Standards | Unit Objectives | Assessment |
| **Standard 1**: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | 4(j) The teacher understands major concepts, assumptions, debates,  processes of inquiry, and ways of knowing that are central to the  discipline(s) s/he teaches. | * Engage in self-study on healthy and unhealthy habits through reflective writing and speaking. * Discuss important issues related to health promotion and disease prevention observed in your community. | * Flipgrid 1 – Introduce yourself, and tell us about you, your health habits, and thoughts on this class * Self-study – My health: A reflection on self and environment |
| **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | 2(d) The teacher brings multiple perspectives to the discussion  of content, including attention to learners’ personal, family, and  community experiences and cultural norms.  4(b) The teacher engages students in learning experiences in the  discipline(s) that encourage learners to understand, question, and  analyze ideas from diverse perspectives so that they master the content. | * Discuss the influences of family, community, culture, media, and technology use on your life through the use of a reflective journal describing your observations over a three-day period. * Explore the influence that culture and society have on our health, including mental health, physical well-being, and nutrition choices. | * Flipgrid 2 – Assessing our society and health issues * 3-Day journal – what you observe in the world around you |
| **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health. | 4(k) The teacher understands common misconceptions in learning the  discipline and how to guide learners to accurate conceptual understanding.  5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the  core subjects and knows how to weave those themes into meaningful  learning experiences.  9(i) The teacher understands how personal identity, worldview, and  prior experience affect perceptions and expectations, and recognizes  how they may bias behaviors and interactions with others. | * Research and summarize at least one scientific study related to health issues and trends. * Compare and contrast scientific studies to popular discussions and presentations of health products and information. | * Flipgrid 3 – share a study * Comparison time – compare your study to popular health media and identify the issues or misconceptions |
| **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | 4(b) The teacher engages students in learning experiences in the  discipline(s) that encourage learners to understand, question, and  analyze ideas from diverse perspectives so that they master the content.  4(d) The teacher stimulates learner reflection on prior content  knowledge, links new concepts to familiar concepts, and makes  connections to learners’ experiences. | * Discuss how to avoid health and safety risks and enhance health within an area of your choosing. * Develop a short lesson plan that allows students to explore healthy behaviors and risk avoidance through active, problem-based learning methods, such as a skit or role play. | * Flipgrid 4 – safety and health risks – assessing your students and the issues they face * Lesson Unit Step 1 – Health Lesson (choose your topic – you will use this topic and build on this unit over the course of the semester) |
| **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. | 3(p) The teacher is committed to supporting learners as they participate  in decision-making, engage in exploration and invention, work  collaboratively and independently, and engage in purposeful learning.  4(c) The teacher engages learners in applying methods of inquiry and  standards of evidence used in the discipline. | * Discuss the choices that face students and their families related to healthy behaviors. * Design a flowchart or tool that can be used to help students make better choices with regard to their health. | * Flipgrid 5 – Making good health decisions * Lesson Unit Step 2 – Physical Education Lesson (as part of your thematic unit you started in Step 1) |
| **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. | 3(j) The teacher knows how to help learners work productively and  cooperatively with each other to achieve learning goals.  6(m) The teacher knows when and how to engage learners in  analyzing their own assessment results and in helping to set goals for  their own learning. | * Set specific, attainable, and measurable goals for healthy behaviors, such as eating better, getting more sleep, practicing mindfulness, or exercising regularly. * Develop a lesson intended to help students set and meet personal goals for healthy behaviors, with strategies and rationales for continual improvement. | * Flipgrid 6 – practicing our SMART goals for ourselves - how will you meet your goals? * Lesson Unit Step 3 – Putting it all together – capstone project activity for the unit |
| **Standard 7:** Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks. | 4(c) The teacher engages learners in applying methods of inquiry and  standards of evidence used in the discipline.  4(d) The teacher stimulates learner reflection on prior content  knowledge, links new concepts to familiar concepts, and makes  connections to learners’ experiences. | * Identify strategies for improving health and reducing risks within an area of your choice, such as reducing stress, improving mental well-being, or exercising regularly. | * Flipgrid 7 – Strategies for reducing risk and dealing with difficult topics |
| **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. | 3(a) The teacher collaborates with learners, families, and colleagues  to build a safe, positive learning climate of openness, mutual respect,  support, and inquiry.  3(m) The teacher knows how to use technologies and how to guide  learners to apply them in appropriate, safe, and effective ways.  6(e) The teacher engages learners in multiple ways of demonstrating  knowledge and skill as part of the assessment process. | * Discuss the issues facing students, families, and schools regarding health, safety, and mental health. * Design and publish a short public service announcement related to the health issues you’ve explored previously, intended to help students, families, or the community in making better health choices, or avoiding health risks. | * Flipgrid 8 – reflection on the community, issues facing schools and families, and what teachers can do to help * Putting it all together – design a PSA as an example for students to follow in presenting their own complete set of goals and strategies for achieving better health |

# Program Standards for the Elementary Education Program

## ACEI - Association for Childhood Education International Program Standards for Elementary Teacher Preparation

This course addresses the following ACEI standards through the development of the Health Lesson Unit.

* **Standard 1.0:** Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.
* **Standard 2.6:** Health education--Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
* **Standard 2.7:** Physical education--Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;
* **Standard 3.1**: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
* **Standard 3.2:** Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

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| ***Program Standards*** | Assessment Measures |
| Teacher Performance | |
| INTASC 4: 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  4(a) The teacher effectively uses multiple representations and  explanations that capture key ideas in the discipline, guide learners  through learning progressions, and promote each learner’s  achievement of content standards.  4(b) The teacher engages students in learning experiences in the  discipline(s) that encourage learners to understand, question, and  analyze ideas from diverse perspectives so that they master the content.  4(c) The teacher engages learners in applying methods of inquiry and  standards of evidence used in the discipline.  4(d) The teacher stimulates learner reflection on prior content  knowledge, links new concepts to familiar concepts, and makes  connections to learners’ experiences.  4(e) The teacher recognizes learner misconceptions in a discipline  that interfere with learning, and creates experiences to build accurate  conceptual understanding.  4(f) The teacher evaluates and modifies instructional resources  and curriculum materials for their comprehensiveness, accuracy for  representing particular concepts in the discipline, and appropriateness  for his/her learners.  4(g) The teacher uses supplementary resources and technologies  effectively to ensure accessibility and relevance for all learners. | Lesson unit  Flipgrid discussions |
| INTASC 5: 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.  5(a) The teacher develops and implements projects that guide  learners in analyzing the complexities of an issue or question using  perspectives from varied disciplines and cross-disciplinary skills (e.g.,  a water quality study that draws upon biology and chemistry to look at  factual information and social studies to examine policy implications).  5(b) The teacher engages learners in applying content knowledge to  real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).  5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities  to employ a variety of forms of communication that address varied audiences and purposes. | Lesson unit  Flipgrid discussions |
| INTASC 6: 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.  6(a) The teacher balances the use of formative and summative  assessment as appropriate to support, verify, and document learning.  6(b) The teacher designs assessments that match learning objectives  with assessment methods and minimizes sources of bias that can  distort assessment results. | Lesson unit  Flipgrid discussions |
| INTASC 7: 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.  7(a) The teacher individually and collaboratively selects and creates  learning experiences that are appropriate for curriculum goals and  content standards, and are relevant to learners  7(b) The teacher plans how to achieve each student’s learning goals,  choosing appropriate strategies and accommodations, resources, and  materials to differentiate instruction for individuals and groups of learners. | Lesson unit  Flipgrid discussions |
| INTASC 8: 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.  8(e) The teacher provides multiple models and representations of  concepts and skills with opportunities for learners to demonstrate their  knowledge through a variety of products and performances. | Seesaw 1-3  Lesson unit  Flipgrid discussions |
| |  | | --- | | CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. |  |  | | --- | | 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. | | |  | | --- | | 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. | | | Seesaw 1-3  Lesson unit  Flipgrid Discussions |
| Teacher Knowledge | |
| INTASC 4  4(j) The teacher understands major concepts, assumptions, debates,  processes of inquiry, and ways of knowing that are central to the  discipline(s) s/he teaches.  4(k) The teacher understands common misconceptions in learning the  discipline and how to guide learners to accurate conceptual understanding.  4(m) The teacher knows how to integrate culturally relevant content to  build on learners’ background knowledge.  4(n) The teacher has a deep knowledge of student content standards  and learning progressions in the discipline(s) s/he teaches. | Seesaw 1-3  Lesson unit  Flipgrid Discussions |
| INTASC 5  5(j) The teacher understands how current interdisciplinary themes  (e.g., civic literacy, health literacy, global awareness) connect to the  core subjects and knows how to weave those themes into meaningful  learning experiences. | Seesaw 1-3  Lesson unit  Flipgrid Discussions |
| INTASC 6  6(j) The teacher understands the differences between formative and  summative applications of assessment and knows how and when to  use each. | Lesson unit |
| INTASC 7  7(g) The teacher understands content and content standards and how  these are organized in the curriculum.  7(h) The teacher understands how integrating cross-disciplinary skills in  instruction engages learners purposefully in applying content knowledge. | Lesson unit |
| INTASC 8  8(l) The teacher knows when and how to use appropriate strategies to  differentiate instruction and engage all learners in complex thinking and  meaningful tasks.  8(n) The teacher knows how to use a wide variety of resources,  including human and technological, to engage students in learning. | Lesson unit  Flipgrid Discussions |
| Teacher Dispositions | |
| INTASC 4:  4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps  abreast of new ideas and understandings in the field.  4(p) The teacher appreciates multiple perspectives within the discipline  and facilitates learners’ critical analysis of these perspectives.  4(q) The teacher recognizes the potential of bias in his/her  representation of the discipline and seeks to appropriately address  problems of bias. | Seesaw 1-3  Lesson unit  Flipgrid Discussions |
| INTASC 5:  5(s) The teacher values flexible learning environments that encourage  learner exploration, discovery, and expression across content areas. | Lesson unit  Flipgrid Discussions |
| INTASC 6:  6(r) The teacher takes responsibility for aligning instruction and  assessment with learning goals. | Lesson unit |
| INTASC 7:  7(n) The teacher respects learners’ diverse strengths and needs and is  committed to using this information to plan effective instruction.  7(o) The teacher values planning as a collegial activity that takes  into consideration the input of learners, colleagues, families, and the  larger community.  7(q) The teacher believes that plans must always be open to adjustment  and revision based on learner needs and changing circumstances. | Seesaw 1-3  Lesson unit  Flipgrid Discussions |
| INTASC 8:  8(s) The teacher values flexibility and reciprocity in the teaching  process as necessary for adapting instruction to learner responses,  ideas, and needs. | Lesson unit  Flipgrid Discussions |

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| Technology Integration | |
| ISTE 2.c Model for colleagues the identification, exploration, evaluation,  curation and adoption of new digital resources and tools for  learning. | Flipgrid Discussions |
| ISTE 3.b Establish a learning culture that promotes curiosity and critical  examination of online resources and fosters digital literacy and  media fluency. | Flipgrid Discussions  Lesson Unit |
| ISTE 5.a Use technology to create, adapt and personalize learning  experiences that foster independent learning and  accommodate learner differences and needs.  5.b Design authentic learning activities that align with content  area standards and use digital tools and resources to maximize  active, deep learning. | Seesaw 1-4  Lesson Unit |
| ISTE 6.a Foster a culture where students take ownership of their learning  goals and outcomes in both independent and group settings. | Flipgrid Discussions  Lesson Unit |
| Diversity *From “Conceptualizing mindfulness—mindlessness in intercultural interactions” Spencer-Oatey, H. (2014).* | |
| Seek Information: Students seek input, opinions, and clarification from others | Flipgrid Discussions |
| Reasons from a positive perspective: Students present thoughts, ideas, input, and opinions from a perspective of what is available and possible. | Flipgrid Discussions  Seesaw 1-3 |
| Perceives multiple perspectives: Students view situations, conditions, and data from multiple orientations, and consider alternative viewpoints and courses of action | Fliprgrid Discussions  Seesaw 1-3 |
| Uses participative language: Students verbalize thoughts, reasons, suggestions, and information using conditional terminology, and thus create discussion environments that allow for differing views and opinions | Fliprgid Disucssions  Lesson Unit |

# TaskStream

This course, as part of your Education program, will include an assignment that must be submitted to your TaskStream portfolio. If you do not have your TaskStream account activated yet, you may find out details at <https://academics.pnw.edu/education/current/taskstream/>.

The final submission of the Health Lesson Unit that you will develop in this course will be submitted to your TaskStream portfolio for students in all programs.

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| COURSE REQUIREMENTS/ EXPECTATIONS |

## Grading Policy:

Your course grade will be determined by your performance in discussions, quizzes, and assignments. Something is due each week in this course. See below for a breakdown of total course points possible*.*

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| **Assignment** | **Points** |
| **Assignments (7)** | 210 pts.  (Seesaw 1,2,3 = 20 pts; Seesaw 4, 5, 6 = 30 pts; Seesaw 7 = 60 pts) |
| **Online Discussions via Flipgrid (8)**: | 80 pts. |
| **Extra credit (attendance in virtual meetings – see below under Communication and Participation)** | Up to 25 points possible |

The grade is calculated using the following scale in percentages (total points = 290)

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| **Grade** | **Minimum Points Necessary (out of 290)** |
| 98%+ - A+ | 284.2 |
| 97%-93% - A | 269.7 |
| 92%-90% - A- | 261 |
| 89%-88% - B+ | 255.2 |
| 87%-83% - B | 240.7 |
| 82% - 80% - B- | 232 |
| 79%-78% - C+ | 226.2 |
| 77%-73% - C | 211.7 |
| 72% - 70% - C- | 203 |
| 69%-68% - D+ | 197.2 |
| 67%-63% - D | 182.7 |
| 62% - 60% - D- | 174 |
| F | Below 174 |

## Late Policy and Incompletes:

Unless specified otherwise, assignments and discussions are due **by midnight on the specified deadline.**

**Discussion:** Late discussions are **NOT ACCEPTED** in this course. This is due to the nature of discussion as a dialogue between multiple members of the class. Late entries do not allow others to respond to your posts and take in what you are contributing to the conversation.

**Assignments:** Late projects will automatically be **penalized 50%** of the total possible points if submitted after the announced due date and time. Late assignments can be accepted up to one week after the due date. Late assignments are not accepted during Finals Week. Assignments turned in more than a week after the due date will NOT be accepted and a grade of "0" will be assigned.

**Special Circumstances**: Everyone experiences extenuating circumstances at one time or another, such as accidents, illnesses, and other misfortunes. Should such a situation happen to you during the semester that impairs your ability to complete work on time, be sure to discuss it with me as soon as possible. Late work may be accepted without penalty under certain circumstances, but it is your responsibility to bring the necessary information to me in a timely fashion.

**Incomplete Grades:** Incomplete grades can be granted at the end of a semester if extreme circumstances have prevented you from completing your coursework. However, in order to qualify for an Incomplete grade in my class, you must have completed at least 75% of the course work, and your grade must be a B or higher at the time you request an Incomplete. If either of those circumstances do not apply, I will not grant the Incomplete.

If you are having difficulties of any kind and need to discuss options, including taking an Incomplete, please speak with me as soon as possible. Each situation will be treated on an individual basis.

## System Outage Statement:

In the event that Blackboard is “down” due to an unexpected system-wide outage during a scheduled assignment submission deadline or quiz, you should use your regular PNW email to communicate with the instructor and submit any assignment that is due as an attachment. It is recommended that you sign up for our Remind.com notifications in order to stay in touch with the instructor and classmates via text message.

## Netiquette Policy:

In an online course such as this one, it is important to be courteous and considerate of others when

posting/responding to emails, discussion posts, and other forms of communication.

***Please refer to the following links for additional information:***

<http://www.screencast.com/t/7vMQOMMeABrC>

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| TECHNOLOGY REQUIREMENTS AND SUPPORT |

## Software and Hardware Required

Things you definitely need:

* Computer with Internet access
* Access to digital microphone for recording Flipgrids and Seesaw content (can be with your smartphone)
* The university maintains a list of recommended software for all students at <https://www.pnw.edu/learning-technologies/student-software/>.

Details***:***

This course requires the use of a **computer with Internet access** – this can be any Windows or Mac-based system. Google Chromebooks may also be sufficient, although some apps may be limited on Chromebooks.

A **microphone** is required for this course - most laptops already have a microphone built in, or you may use cell phone earbuds, or purchase a microphone with earphones/headset for less than $10-15 at most stores. You may generally find everything you need on campus in the student labs that are available, and in the use of the wi-fi network with your own laptop or other equipment. Your phone might work as well, particularly for Flipgrid.

A **camera** is encouraged but not necessarily required for this course. Flipgrid is a video-based system, but you may talk from off-camera if you prefer not to be visible. Seesaw also features video or audio options to be used at the student’s discretion. Again, the apps are available for your smartphone or tablet devices. If you have questions about the use of Flipgrid or Seesaw for this course, please contact the instructor ASAP.

You may wish to use **Microsoft Office** (any version 2007 or above will work) during this course. **Google Drive** (<http://drive.google.com>) is a reasonable alternative and integrates well with Seesaw. You may prefer Google for this course.

**Getting Office:** If you do not have Office 2007 or above and would like it, you may get this software for FREE as a Purdue student at <http://www.itap.purdue.edu/shopping/software/product/office365.html>. You must register with Microsoft using your BlackBoard username *@purdue.edu* (NOT @pnc.edu). In other words, if your name is John Smith and your username is jsmith78, enter your email as [jsmith78@purdue.edu](mailto:jsmith78@purdue.edu) when registering.

**Google Drive is integrated with your PNW email account** – simply log in with your PNW credentials to access your Drive.

## Tech Support

This course contains a SIGNIFICANT online component. While your instructors are here to help you do the best you can, it is ultimately up to you to take responsibility and initiative to completed your Web-based work. In order to be successful in this course, it is *essential* that you are comfortable with navigating and using the general tools within a course in Blackboard (email, discussion post, submitting an assignment, etc.). If you are new to using Blackboard Learn or need additional support, it is very important that you proceed through the “**Student** **Help**” tab from the main menu in this course. In addition, you can always access the PNW student website for ***support with Blackboard, Microsoft Office, and general distance education success tips at:*** <http://www.pnw.edu/learning-technologies>

***If you are unable to access your Blackboard course or have other technical issues with log-in, etc.,***

***contact the Helpdesk at (219)785-5511 or 219-989-2888.***

*Note that any system outage that impacts our ability to meet course deadlines will be dealt with on a case-by-case basis, and actions may include extension of due dates due to uncontrollable outage circumstances.*

## Privacy

This course will ask you to sign up for several free Internet accounts. You may wish to review privacy policies associated with these accounts on your own. Note that each of these sites has been reviewed by the instructor and deemed to be safe, useful tools that can benefit any educator.

* BlackBoard – while PNW’s BlackBoard is hosted by the West Lafayette campus, all privacy information related to your use of the system is included here: <http://www.blackboard.com/legal/privacy-policy.html>.
* Google – your PNW account is a Google Apps account, allowing you to access Google Drive (<http://drive.google.com>) and Google Classroom (<http://classroom.google.com>) without a separate login. Google Privacy information is located at <https://policies.google.com/privacy>.
* Flipgrid – Flipgrid is a free service that we will use for discussions this semester. Their privacy policies are located at <https://legal.flipgrid.com/privacy.html>.
* Office 365 – again, your PNW account will be able to access Office 365 as per the above instructions. You can review the privacy information from Microsoft at <https://products.office.com/en-us/business/office-365-trust-center-privacy>.
* Seesaw – a major component of this course is your Seesaw portfolio, which you’ll use to create most of the projects. Privacy information is located at <http://web.seesaw.me/privacy>.
* Remind – not required, but allows us to all stay in better communication. See <https://www.remind.com/trust-safety> for privacy information.

## Accessibility

The software used in this course is as accessible as possible, although there are some limitations in some apps. Please be aware that if you have a severe problem with any of the apps in this course, you may contact the instructor to find a reasonable alternative product.

You may wish to use the WAVE evaluation tool to evaluate any website for accessibility, particularly if you use a screen reader to access online content. Consult <http://wave.webaim.org>.

More accessibility information

* BlackBoard: <http://www.blackboard.com/accessibility.html>
* Microsoft: <https://www.microsoft.com/en-us/accessibility>
* Google: <https://www.google.com/accessibility/>
* FlipGrid: <https://help.flipgrid.com/hc/en-us/articles/115004848574-Flipgrid-is-Accessible-for-Everyone>
* Seesaw: <https://help.seesaw.me/hc/en-us/articles/204687495-What-platforms-and-operating-systems-does-Seesaw-support->
* Remind: <https://help.remind.com/hc/en-us/articles/201342445-What-is-Remind->

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| COMMUNICATION AND PARTICIPATION |

## Attendance

Active participation is essential to successful completion of this course. Whether you are in an online or hybrid section of this course, you are expected to check into the course *at least* twice per week in BlackBoard, Students in any hybrid section of the course are also expected to come to each class meeting unless another arrangement is made between student and instructor.

In addition, Federal Regulations on Title IV financial aid require all faculty to document a last date of attendance for students that are not attending classes. This includes your attendance as tracked in BlackBoard participation If a student misses more than **2 consecutive classes or one week of participation** that is not approved by the instructor, then the student’s name will be sent to the Student Success Center’s “Early Alert Program”.

## Virtual Live Meetings and Extra Credit

You are welcome to join in LIVE at <http://purdue.webex.com/meet/atrekles> on Tuesdays starting at 6:00pm (Central). This session will go over the week’s assignments and events, provide a little bit of background, and sometimes even feature a guest speaker. These are intended to fun, relatively informal sessions intended to give you want you need in terms of information to be successful from week to week.

(NOTE: If you have audio trouble, you can try the phone connection at US TOLL FREE +1-855-282-6330, access code 643 943 730, instead of using your computer’s audio.)

Of course, not everyone can make this time, so note that *all* live sessions will be recorded and posted in our BlackBoard course under the menu item “Class Recordings”.

Attending these sessions live or watching and sending me a 1-2 paragraph reflection of what you learned will earn you **extra credit**! For each session you attend or write about, you can earn **5 extra credit points, for a maximum of 25 points total** (5 sessions). It’s a really good idea to try this, as it’s not only informative, but also can boost your grade!

## Email:

You are expected to regularly check your email for this course by accessing your PNW email. In order to stay on top of your coursework, it is not just recommended but *required* that you check-in to the course at least a few times per week, and also check your PNW email accounts often. Email will not be sent to other email addresses you may use personally.

Remind.com is also available as a communication option – this is not required and is an opt-in service, but it does allow us to communicate freely via text message from your phone. Remind.com is a free service that always keeps your personal information private and secure.

I will respond to your email (or Q&A Discussion postings) within **24 hours** during **weekdays** and within **24-48 hours** over **weekends/holidays**. The same is expected of you when responding to me or to your fellow classmates.

## Announcements:

At least once weekly throughout the semester I will be delivering important information/reminders via the Announcements tool in Blackboard. This is another reason why it is extremely important to check into your course frequently, as you do not want to miss anything.

# Discussions:

A large percentage of your total grade is awarded according to your participation in the course discussions via [**Flipgrid**](http://www.flipgrid.com/). This service allows us to share videos and text in response to the various prompts in this course. In order to earn the full amount of points possible, please see the expectations and grading rubric below.

\*Class participation is an important expectation of this course. You are expected to offer comments, questions, and replies to the discussion questions that have been posted for each module as well as to classmate postings in Flipgrid. You are expected to actively participate in EACH module's discussion **REGULARLY** throughout the semester. My role as the instructor is to observe and facilitate.

I will be viewing all videos and I will respond to each of you, but I also encourage you to assist each other and be resourceful rather than to “wait” for my response or solely rely on me to guide the discussions. You may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating and timely discussions with your classmates.

## Evaluation of Discussions:

Postings will be evaluated on the quality of the postings and the degree to which the postings promote discussion among classmates. Participation in all boards is required and postings will be evaluated per board on the below scale. Students can earn additional “bonus” points (up to 8 points) at the end of the semester by exhibiting exemplary effort to engage classmates in critical thought-provoking discussions.

## Discussion scoring criteria for Flipgrids:

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| --- | --- | --- | --- | --- |
|  | **Unacceptable – 0 pts** | **Beginning - .5 pts** | **Developing – 1 pts** | **Proficient – 2 pts** |
| **Content (2 points)** | Postings present no specific viewpoint and no supporting examples are provided. | Postings present a specific viewpoint but lack supporting examples. | Postings present a specific viewpoint that is substantiated by supporting examples. | Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples. |
| **Thoroughness (2 points)** | Postings answer none of the questions posted in the discussion prompt. | Postings thoroughly answer one of the questions posted in the discussion prompt. | Postings thoroughly answer some of the questions posted in the discussion prompt. | Postings thoroughly answer all the questions posted in the discussion prompt. |
| **Creativity (2 points)** | Postings are written in a half-hearted, disjointed manner that reflects no awareness of effective communication. | Postings are brief and unimaginative, and reflect minimal effort to connect with the audience. | Postings are generally well written with some attempts made to stimulate dialogue and commentary. | Postings are creatively and fluently written to stimulate dialogue and commentary. |
| **Mechanics and Speaking (2 points)** | Speaks incoherently, or speaks for less than 30 seconds. Writes with numerous major errors in grammar, capitalization, punctuation and spelling. (More than 5 errors) | Speaks with major difficulties in others’ ability to understand, or speaks for no more than one minute. Writes with major errors in grammar, capitalization, punctuation and spelling.  (3 - 4 errors) | Speaks well, but may not provide complete thoughts or may be difficult to fully understand. Video may be no more than 90 seconds in length. Writes with minor editing errors in grammar, capitalization, punctuation, and spelling. (1-2 errors) | Speaks well and cogently, and speaks for at least two minutes. Writes with no errors in grammar, capitalization, punctuation, and spelling. (0 errors) |
| **Replies to Peers (2 points)** | No replies to peers made, OR provides openly disrespectful and negative comments. | Provides comments on other students’ postings which may fail to show respect for other opinions. (1 comment) | Provides comments on other students’ postings that are generally positive, respectful and add value to the discussion. (no more than 2 comments) | Provides comments on other students’ postings that are consistently positive, respectful, and succinct while providing a meaningful addition to the discussion. (2 or more comments) |

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |

## ****Counseling Services:****

## Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 157 in Westville. You can also reach us at (219) 989-2366 or on [the Counseling website.](http://www.pnw.edu/counseling/)[[1]](#footnote-1) [National Suicide Prevention Hotline](http://suicidepreventionlifeline.org)[[2]](#footnote-2) at (800) 273-TALK or on the web.

## ****Course Evaluations:****

**Students are highly encouraged to complete the online evaluation for the course at the end of the semester. These survey results provide valuable information to the professor. You may also be asked to provide feedback throughout the semester as well, in order to better serve you and future students. Please feel free to share your feelings about the course at any time.**

## ****ADA Statement:****

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please inform the instructor. For additional information, refer to: [http://www.pnw.edu/access](http://www.pnc.edu/sa/disability-services/)

### Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student’s current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing: dac@pnw.edu. [DAC website](http://www.pnw.edu/dac)[[3]](#footnote-3).

### Emergencies:

## An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots.  Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts.

## Honors****:****

**This course offers the ability to create “stacked” course projects as part of the Honors program. If you are unfamiliar with the Honors College at PNW, you are encouraged to learn more about it and apply if you meet the criteria:** <http://academics.pnw.edu/honors>

## Academic Integrity:

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. Please see <http://www.pnw.edu/dean-of-students/academic-integrity-and-honor-code/>

### PNW code of conduct statement

“Dishonesty in connection with any University activity; cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.   
The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated.   
Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (*University Senate Document 72-18, December 15, 1972*).

**Nondiscrimination**

Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the [Diversity website.](http://www.pnw.edu/diversity)

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| COURSE OUTLINE/ CALENDAR |

*All assignments/quizzes for the week must be submitted to the appropriate place in Blackboard by 11:00 p.m. Central time on Sunday of the Week noted. (Note- the Blackboard Learn system is on West Lafayette time- which is an hour ahead.)*

*See next page:*

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| ****Module**** | ****Dates**** | ****Topic/Assigned Reading**** | ****Assignments Due on Sunday by 10:59pm Central (11:59pm Eastern)**** |
| Module 1 | **Week 1: January 7-13** | Orientation to Class  Flipgrid video resource | [**Flipgrid 1**](https://flipgrid.com/422bf72b) (10 pts): Introduction and Thoughts on Health - post and replies due January 13  Flipgrid class code: [7627a26a](https://flipgrid.com/7627a26a)  Flipgrid password: edci30001 |
| Module 1 | **Week 2: January 14-20** | Get to know Seesaw  Health articles posted online | [**Seesaw 1**](https://app.seesaw.me/pages/shared_activity?share_token=HH-d1ySgTjO317V79_56Ng&prompt_id=prompt.206b2484-425e-4576-8881-ddd260cd42ce)(20 pts): Your Health and Nutrition Self-Study due January 20 |
| Module 2 | **Week 3: January 21-27** | Flipgrid video resource  Health articles posted online | [**Flipgrid 2**](https://flipgrid.com/d43a148b) (10 pts): - Society and Health post and replies due January 27 |
| Module 2 | **Week 4: January 28-February 3** | Health articles posted online | [**Seesaw 2**](https://app.seesaw.me/pages/shared_activity?share_token=W6EkvcecRJ-5hPh5OO9CvA&prompt_id=prompt.bef06209-984f-4174-aef0-8f90581bac46) **(20 points)** - Three-Day Health Influence Observation Journal due February 3 |
| Module 3 | **Week 5: February 4-10** | Flipgrid video resource | [**Flipgrid 3**](https://flipgrid.com/aa358ae88b) (10 pts): Share a Study post and replies due February 10  **Tuesday guest speaker:** Dr. Scott Simerlein on medical research and alternative medicine |
| Module 3 | **Week 6: February 11-17** | Health articles posted online  Research and find your own sources for comparison | [**Seesaw 3**](https://app.seesaw.me/pages/shared_activity?share_token=kYd_YgsqSz-xx65hg5Ozcg&prompt_id=prompt.43b6437a-adad-47ae-a556-60fd7e264232) (20 pts): Comparing Science to Popular Culture - Google Classroom due February 17  **Tuesday guest speaker:** Tony McCrovitz on Stress, Anxiety, and Mental Health |
| Module 4 | **Week 7: February 18-24** | Flipgrid video resource | [**Flipgrid 4**](https://flipgrid.com/7d04a9ef) (10 pts): Safety and Health Risks - post and replies due February 24  **Tuesday guest speaker:** Marianne Curia on health and safety, with info about upcoming suicide prevention training workshop (where you can get certified and get credit!) |
| Module 4 | **Week 8: February 25-March 3** | Health articles posted online  Lesson planning resources | [**Seesaw 4**](https://app.seesaw.me/pages/shared_activity?share_token=05vZJQPJSU-eCScughOnlw&prompt_id=prompt.a3fbbd99-fcf6-41ca-8c4e-99b56db7224c) (30 pts): Lesson Plan Part 1, Objectives and Standards, due March 3 |
| Module 5 | **Week 9: March 4-10** | Flipgrid video resource | [**Flipgrid 5**](https://flipgrid.com/26574f7d)(10 pts): Kids and Exercise - post and replies due March 10  **Tuesday guest speaker**: [Kim Strobel](http://www.strobeleducation.com), education expert and "happiness coach" |
| Module 5 | **March 11-17** | SPRING BREAK - Have fun! |  |
| Module 6 | **Week 10: March 18-24** | Health articles posted online  Lesson planning resources | [**Seesaw 5**](https://app.seesaw.me/pages/shared_activity?share_token=WIGa2vPESdGzPrh4zsLhwQ&prompt_id=prompt.4357082a-30c8-4a4a-97a4-0bf71ad743ab)(20 pts)**:** Lesson Plan, Part 2, Activities due March 24  **Tuesday guest speaker:** Dr. Matt Thacker, DC, CCWFN, Adjusting to Health Chiropractic |
| Module 6 | **Week 11: March 25 - 31** | Flipgrid video resource | [**Flipgrid 6**](https://flipgrid.com/7f93eeae)(10 pts) Setting SMART Goals for Ourselves - post and replies due March 31  **Tuesday guest speaker**: Amelia Wilson, licensed nutritionist and PNW professor on nutrition and making healthy choices |
| Module 7 | **Week 12: April 1-7** | Health articles posted online  Lesson planning resources | [**Seesaw 6**](https://app.seesaw.me/pages/shared_activity?share_token=UNpHxAsFR8yJbCJOFfbyaw&prompt_id=prompt.18e9f8a6-fa10-4d47-bd2d-3410b7c01555) **(30 pts)** Lesson Plan, Part 3, Assessment and Management, due April 7 |
|  | **Week 13: April 8-14** | Flipgrid video resource | [**Flipgrid 7**](https://flipgrid.com/9a439f8b)(10 pts): Strategies for Reducing Risk and Dealing with Difficult Topics - post and replies due April 14  **Tuesday guest speaker**: Amber Harper, [BurnedInTeacher.com](http://www.burnedinteacher.com) |
| Module 8 Final 2 weeks of class | **Week 14: April 15-21** | Flipgrid video resource | [**Flipgrid 8**](https://flipgrid.com/0962b73e)(10 pts)**:** Final Reflection - post and replies due April 21 |
| Module 8 Final 2 weeks of class | **Week 15: April 22-28** | research as needed | [**Final Seesaw Lesson**](https://app.seesaw.me/pages/shared_activity?share_token=XzLstuUATlyJ_ECvV_I5qg&prompt_id=prompt.c869aa1f-504b-4bf3-a142-431cd13a8b1a) **and** [**Public Service Announcement**](https://app.seesaw.me/pages/shared_activity?share_token=70g9st-nSziGBw8hpW7RVQ&prompt_id=prompt.b254565d-da3a-41df-8455-63c189b377f6) **(60 pts)**: Complete Lesson and PSA for Students due Sunday April 28 |
| Finals week | **Week 16: April 29 - May 5** | Finals week (no class) |  |

1. [www.pnw.edu/counseling/](http://www.pnw.edu/counseling/) [↑](#footnote-ref-1)
2. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/) [↑](#footnote-ref-2)
3. [www.pnw.edu/dac](http://www.pnw.edu/dac) [↑](#footnote-ref-3)