

**George Mason University**  
**College of Education and Human Development**  
**[Program Name]**

ELED 410.DL5 – Emergent and Early Literacy  
3 Credits, Fall, 2020  
Mondays, 1:30-4:10 Online

**Faculty**

Name: Dr. Allison Ward Parsons  
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**Prerequisites/Corequisites**

Admission to Elementary Education program

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for diverse early elementary children. Emphasizes oral and print-based language development; emergent and early literacy pedagogy. Introduces assessment and instruction of phonological awareness, phonics and word study, decoding, vocabulary, and comprehension.

**Course Overview**

This course addresses key topics of literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Literacy Association (ILA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

**Course Delivery Method**

This course will be delivered online (76% or more) using synchronous and asynchronous formats via Zoom and Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 23.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

1. Plan early literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
2. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
3. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
4. Explore and explain the role of families, communities, and schools in children’s literacy learning.
5. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
6. Demonstrate an understanding of the structure of the English language and syntax.
7. Understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
8. Observe and assess the reading development and needs of emergent literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
9. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate interest and reading levels.

### **Professional Standards**

*Standards: INTASC*

INTASC	Assignments (ALL SUBJECT TO CHANGE DUE TO COVID-19 CHANGES AND RESTRICTIONS)
1. Learner Development	Book Club Presentation; Emergent Literacy Final Exam
2. Learning Differences	Field, Emergent Literacy Analysis
3. Learning Environments	Field
4. Content Knowledge	Field; Book Club Presentation; Emergent Literacy Final Exam

5. Application of Content	Field; Book Club Presentation; Emergent Final Exam
6. Assessment	Field; Emergent Literacy Final Exam
7. Planning	Field; Emergent Literacy Final Exam
8. Instructional Strategies	Field; Book Club Presentation;
9. Professional Learning and Ethical Practice	Field; Book Club Presentation
10. Leadership and Collaboration	Field; Book Club Presentation;

*Standards: ISTE NETS*

ISTE NETS	Assignments (ALL SUBJECT TO CHANGE DUE TO COVID-19 CHANGES AND RESTRICTIONS)
1. Learner Development	Field; Book Club Presentation
2. Learning Differences	Field; Book Club Presentation
3. Learning Environments	Field; Book Club Presentation
4. Content Knowledge	Field; Book Club Presentation

*Standards: ILA*

ILA	Assignments (ALL SUBJECT TO CHANGE DUE TO COVID-19 CHANGES AND RESTRICTIONS)
1. Foundational Knowledge	Field; Read Aloud Lesson; Book Club Presentation; Phonics Test; Interactive Writing
2. Curriculum and Instruction	Field; Read Aloud Lesson; Phonics Test; Book Club Presentation; Emergent Analysis; Interactive Writing
3. Assessment and Evaluation	Field; Read Aloud Lesson; Phonics Test; Emergent Final Exam
4. Diversity and Equity	Field; Read Aloud Lesson Phonics Test; Book Club Presentation; Emergent Final Exam; Interactive Writing
5. Learners and the Literacy Environment	Field; Read Aloud Lesson; Book Club Presentation; Emergent Final Exam; Interactive Writing

*Standards: ACEI*

ACEI	Assignments (ALL SUBJECT TO CHANGE DUE TO COVID-19 CHANGES AND RESTRICTIONS)
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Emergent Analysis; Phonics Test; Interactive Writing
3.1 Integrating and applying knowledge for instruction	Emergent Analysis; Phonics Test; Read Aloud Lesson; Interactive Writing
4.0 Assessment	Read Aloud Lesson; Emergent Final Exam; Interactive Writing

CAEP	Assignments (ALL SUBJECT TO CHANGE DUE TO COVID-19 CHANGES AND RESTRICTIONS)
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Interactive Writing
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Book Club; Read Aloud Lesson; Emergent Final Exam; Interactive Writing
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to ILA standards.	Read Aloud Lesson; Emergent Final Exam; Phonics Test; Interactive Writing; Book Club Presentation
1.5 Candidates model and apply technology standards	Fieldwork; Weekly Participation
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Read Aloud Lesson; Emergent Final Exam; Interactive Writing

### Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson.

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson.

### Course Performance Evaluation

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the Performance-Based Assessment for this class is the Strategic Read Aloud Lesson.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

Participation and Field Work	25%
Book Club and Presentation	10%
Phonics Tests	10%
Knowledge Integration Paper	15%
Interactive Writing Lesson	10%
Interactive Read-Aloud Lesson	10%
Emergent Literacy Analysis (Final Exam)	20%
Total	100%

## **Assignments and/or Examinations**

### **Participation and Field Work (SUBJECT TO CHANGE DUE TO COVID-19 RESTRICTIONS)**

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will be assigned a classroom at a PDS site.

#### **Evaluation**

Participation will be evaluated based on readiness and contribution. (35%)

**Phonics Tests** Students will take a phonics pretest at the beginning of the semester and will connect their existing understanding of English spelling patterns and features with class content to fully understand English phonology and orthography.

**Evaluation** Students must pass this test with at least 95% accuracy and can retake until proficiency is attained. (10%)

**Knowledge Integration Paper** Students will write to demonstrate their knowledge of class content and concepts. Paper 1 will explore how emergent literacy strands work together to build children's awareness of the building blocks of reading and writing.

**Evaluation** Papers will be evaluated for key points from class discussions, readings, and content activities that demonstrates understanding of the synchrony of literacy development. Writing will be evaluated for clarity, cohesive organization, and references to class content. (15%)

**Book Club and Presentation** Students will work in online book club groups to explore emergent literacy topics in depth. Groups will read and discuss articles and/or a text on their chosen topic (options will be provided). They will connect their knowledge to learning activities/stations related to their topic. Bookclub discussion content and activity/stations will be shared with the class during interactive, multimodal presentations. This assignment will require meetings outside of synchronous class sessions.

Hoyt, L. (2018). *Crafting nonfiction: Lessons on writing process, traits and craft*. Portsmouth, NH:

Heinemann.

McCarrier, A.; Fountas, I; & Pinnell, G.S. (2018). Interactive writing: How language and literacy come together, K-2. Portsmouth, NH: Heinemann.

Wood Ray, K. & Cleaveland, L. (2018). A teachers' guide to getting started with beginning writers: Grades K-2. Portsmouth, NH: Heinemann.

**Evaluation** Book club presentations will be evaluated for accurate portrayal of class content and appropriate activities for early/emergent readers.

Reflections will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, the book club process and the reader's self. (10% total)

### **Interactive Writing Lesson**

Students will plan and implement an interactive writing lesson incorporating technology in their placement (or small group of classmates via Zoom). The lesson will be videorecorded and shared with the instructor via Blackboard. A summary reflection will be submitted with the lesson plan and video to Blackboard. Students will provide feedback to peers. Additional information will be provided in class.

**Evaluation** The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (10%)

### **Read-Aloud Lesson**

Students will plan and implement an interactive read-aloud with children in the field placement classroom (or with a small group of peers via Zoom). After implementation, students will write a reflection, evaluating the experience. More information will be provided in class.

**Evaluation:** Read-alouds will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (10%)

### **Emergent Literacy Final Exam**

This cumulative final exam will cover key components of the course. You will be presented with a variety of questions to show your understanding of concepts and content to analyze and address early literacy students' strengths and needs.

Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

#### • **Grading Scale**

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.70	

C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
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- *\*Remember: “C” is not satisfactory for a licensure course*

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

Dates	Topics	Assignments Due (before Monday sync class meeting begins)
<b>Week 1</b> <b>Monday, August 24</b> (synchronous meeting via Zoom)	Course overview and introductions <ul style="list-style-type: none"> <li>• Review Syllabus</li> </ul> Reflecting on our early literacy history and understandings  Synchrony of Literacy Development	<ol style="list-style-type: none"> <li>1. Complete syllabus scavenger hunt (Bb)</li> <li>2. Purchase all textbooks</li> <li>3. Complete introductory Bb module</li> </ol>
<b>Week 2</b> <b>Mon, Aug 31</b>	Emergent literacy development Oral Language development  Introduction to Think-Alouds  Introduction to Interactive Reading and Interactive Writing	<ol style="list-style-type: none"> <li>1. Read WTW Ch 1 &amp; 4; Mesmer Intro &amp; Ch 1</li> <li>2. Complete Bb module</li> </ol>
<b>Week 3</b> <b>Mon, Sept 7</b>	<b>Labor Day holiday</b>	<b>We will not meet synchronously this week. Please continue to read and work through asynchronous activities online.</b>  <ol style="list-style-type: none"> <li>1. Read WTW ch 2-3</li> <li>2. Phonics Pretest due</li> <li>3. Plan reading and discussion schedule with Bookclub group</li> <li>4. Complete Bb module</li> </ol>
<b>Week 4</b> <b>Mon, Sept 14</b>	Concepts About Print Assessment and instruction	<ol style="list-style-type: none"> <li>1. Read Mesmer Ch 2; Zucker, Ward, &amp; Justice (2009)</li> <li>2. Complete Bb module</li> </ol>
<b>Week 5</b> <b>Mon, Sept 21</b>	Alphabetics  Assessment and instruction	<ol style="list-style-type: none"> <li>1. Read Mesmer ch 3-4</li> <li>2. Complete Bb module</li> </ol>



<b>Week 6</b> <b>Mon, Sept 28</b>	Phonological awareness/Phonemic awareness  Assessment and instruction	1. Read Yopp, H.K., & Yopp, R.H. (2000)  2. Complete Bb module
<b>Week 7</b> <b>Mon, Oct 5</b>	Concept of Word (COW) Assessment and instruction	1. Read Flanigan, K. (2006) "Daddy, where did the words go?" (on Bb)  2. Interactive reading plan due  3. Complete Bb module
<b>Week 8</b> <b>(We will not meet synchronously this week)</b>	<b>Fall break is Monday, Oct 12 (class meetings shift)</b>	<b>We will not meet synchronously this week.</b>  1. Knowledge Integration Paper due!
<b>Week 9</b> <b>Mon, Oct 19</b>	Word study and phonics Instruction (part 1)	1. Read WTW ch 5, 9; Mesmer ch. 5  2. Interactive writing plan due  3. Complete Bb module
<b>Week 10</b> <b>Mon, Oct 26</b>	Word study and phonics Instruction (part 2)	1. Read WTW ch 6, 9; Mesmer ch 6  2. Complete Bb module
<b>Week 11</b> <b>Mon, Nov 2</b>	Interactive Reading (revisited) Shared Reading	1. IRA implementation due  2. Phonics post-test due  3. Complete Bb module
<b>Week 12</b> <b>Mon, Nov 9</b>	Decoding and Early fluency	1. Read Kuhn (2004) "Helping students become accurate, expressive readers: Fluency instruction for small groups"  2. Complete Bb module
<b>Week 13</b> <b>Mon, Nov 16</b>	Interactive Writing (revisited) Shared Writing	1. IW implementation due  2. Complete Bb module
<b>Week 14</b> <b>Mon, Nov 23</b>	Reading and Writing Workshop  Small group, data-informed instruction	1. Read Brown (2010). "Young authors: Writers workshop in kindergarten"  2. Complete Bb module

<b>Week 15 Mon, Nov 30</b>	Matching texts with readers	1. Read Henk & McKenna; Marinak et al. (2015) “Me and My Reading Profile”; Level-mania  2. Bookclub presentations  3. Complete Bb module
<b>Monday Dec 14</b>	<b>FINAL EXAM 1:30- 4:15p</b>	

**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.**

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should

be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

# SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

## **Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.**

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#)

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All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.

- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

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**Technology Requirements:**

- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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### **Course Materials and Student Privacy:**

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be share with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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### **Testing with LockDown Browser:**

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

#### **You will need the following system requirements for online exams:**

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above

#### **To ensure LockDown Browser and the webcam are set up properly, do the following:**

- Start LockDown Browser, log into Blackboard and select your course
- Locate and select the Help Center button on the LockDown Browser toolbar
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz

- Upon completing and submitting the practice quiz, exit LockDown Browser

**When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, phones, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test

**To produce a good webcam video, do the following:**

- Do not wear a baseball cap or hat with a brim that obscures your face
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted