George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  

_X___ NEW  ___ MODIFY  ___ DELETE

Local Unit:  CEHD

Graduate Council Approval Date:

Course Abbreviation:  EDIT

Course Number:  644

Full Course Title:  Online Mentoring 2: Promoting Self-Regulation

Abbreviated Course Title (24 characters max.):  Onlin Mntr 2 Self-Regula

Credit hours:  1

Program of Record:  IT

Repeateable for Credit?  

_D=Yes, not within same term  Up to hours

_T=Yes, within the same term  Up to hours

_X_ N=Cannot be repeated for credit

Activity Code (please indicate):  

_X_ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)

___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND) ____ Seminar (SEM)

Catalog Credit Format  1 : 1 : 0  

Course Level:  GF(500-600) _X__ GA(700+) ____

Maximum Enrollment: 20  

For NEW courses, first term to be offered:  F, 05

Prerequisites or corequisites:  EDIT 643

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses.:  EDIT644 Online Mentoring 2: Promoting Self-Regulation (1:1:0). Prerequisites or corequisites: EDIT 643. Assist students in the development of online mentoring skills related to the integral role that self-regulation plays in the success of online learning.

For MODIFIED or DELETED courses as appropriate:

Last term offered: 

Previous Course Abbreviation: 

Previous number: 

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  ________________ email: _pnorton@gmu.edu

Department/Program:  Eamonn Kelly____________________ Date: __5/2/05__________

College Committee:  Joan Isenberg _________________ Date: __5/2/05__________

Graduate Council Representative: _Joan Isenberg _________________ Date: __5/2/05__________
**GEORGE MASON UNIVERSITY**  
Course Coordination Form

### Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its submission to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Head of Unit’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>Unit:</td>
<td>Head of Unit’s Signature</td>
<td>Date</td>
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<tr>
<td>Unit:</td>
<td>Head of Units Signature</td>
<td>Date</td>
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</tbody>
</table>

Graduate Council approval: _______________________________ Date: __________

Graduate Council representative: ___________________________ Date: __________

Provost Office representative: _____________________________ Date: __________
EDIT 644 – Online Mentoring 2: Promoting Self-Regulation (1 graduate credit hour)
Offered in the Fall, Spring, and Summer Semesters Yearly
Offered Online

PROFESSOR(S)

Name: Priscilla Norton  Name: William Warrick
Office location: Commerce II  Office location: Commerce II
Office hours: Tuesday and Thursdays 2 – 4 pm  Office hours: Tuesday and Thursdays 2 – 4 pm
Email address: pnorton@gmu.edu  Email address: wwarrick@gmu.edu

COURSE DESCRIPTION

A. Successful completion of EDIT 643 or instructor permission
B. This one credit hour course is designed to assist students in the development of online mentoring skills related to the integral role that self-regulation plays in the success of online learning. Students will examine and build expertise in support virtual learners' efforts to manage time, use effective note taking strategies, implement effective text comprehension strategies, and build self-efficacy as learners. Through a series of case studies, students will examine online self-regulation communications and discuss ways to improve and/or refine self-regulatory support for online learners. Finally, students will participate in role playing activities simulating email exchanges with virtual high school learners.

NATURE OF COURSE DELIVERY

This course is an online course. Students participate in an ongoing process where the learner takes responsibility for structuring his or her time and decides, within a broader time frame, when it is appropriate to complete assignments. Each student registered for a course is a learner of one and is assigned an Online Mentor. The Online Mentor reviews all the assignments submitted, makes suggestions if the assignment is incomplete, responds to ideas, and/or makes suggestions for ways that students can refine their work to construct a more convincing argument or create more powerful learning opportunities. The online mentor asks questions about what students are thinking or learning about. The online mentor is the student’s online ally and is the contact point when an assignment does not make sense, when there are difficulties with technology, or if students are stuck for a good teaching idea. The course is web-based and uses a cluster of organized web pages. In addition, students will use phone, email, and synchronous chat functions to communicate with their mentor.

STUDENT OUTCOMES

1. The student will be able to define self-regulation, self-efficacy, and to distinguish between the two concepts. In addition, students will be able to apply this knowledge to the practice of online mentoring;
2. The student will be able to describe how time management skills are related to self-regulation and successful online learning and develop their understanding of a set of time management strategies that can be communicated to online learners. In addition, students will be able to apply this knowledge to the practice of online mentoring;
3. The student will be able to describe how text comprehension and summarization skills are related to self-regulation and successful online learning and develop their understanding of a set of text
comprehension and summarization skills to communicate to online learners. In addition, students will be able to apply this knowledge to the practice of online mentoring; and

4. The student will be able to describe how note taking skills are related to self-regulation and successful online learning and develop their understanding of a set of note taking strategies to communicate to online learners. In addition, students will be able to apply this knowledge to the practice of online mentoring.

PROFESSIONAL STANDARDS

This course is designed to meet the standards established by the National Board for Professional Teaching Standards (NBPTS). The NBPTS Standards for every field and developmental level are centered on five core propositions that express the effectiveness, knowledge, skills, dispositions, and commitments of the accomplished teacher:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

REQUIRED TEXTS

There is one required text for this course and a number of web references to appropriate articles. The primary text for the course is


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements

1. Students will complete complete readings as assigned.
2. Students will complete activities related to readings. These include creating a venn diagram comparing self-regulation and self-efficacy and analyzing student time management profiles.
3. The student will practice mentoring using the ART of mentoring to craft responses to sample emails from virtual learners concerning self-regulation and successful online learning distributed throughout the course; and
4. The student will synthesize and elaborate their developing knowledge by constructing four web-based resource sites to which a mentor might refer students who are having problems with self-regulation/self-efficacy.

Performance-Based Assessments

This course includes a synthesizing performance-based activity. Students are challenged to create a resource web site consisting of four web-based resource pages to which a mentor might refer students who are having problems with self-regulation/self-efficacy, time management, text comprehension and summarization, and note taking. Provided templates require students to construct both general information on the topic and tips that online learners can use to regulate their learning.
Criteria for Evaluation
Assessment of the performance-based activity is guided by a rubric. The rubric follows:

Mentor Resource Site Rubric

<table>
<thead>
<tr>
<th></th>
<th>Masterful and Compelling (10)</th>
<th>Appropriate and Articulate (6)</th>
<th>Weak and Not Complete (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates a clear understanding of self-regulation and self-efficacy and how those concepts impact online learners’ success.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Presents clear and well articulated general information about time management as well as a robust list of tips for successful time management.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Presents clear and well articulated general information about text comprehension and summarization as well as a robust list of tips for successful text comprehension and summarization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Presents clear and well articulated general information about note taking as well as a robust list of tips for successful note taking.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Has been carefully edited for spelling and grammar</td>
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<td></td>
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</tbody>
</table>

B. Grading Scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Regulation/Self-Efficacy Venn Diagram</td>
<td>5</td>
</tr>
<tr>
<td>Student Time Management Profiles</td>
<td>10</td>
</tr>
<tr>
<td>Responses to Sample Learner Emails (7 total)</td>
<td>5 each</td>
</tr>
<tr>
<td>Resource Website: Self-Regulation for Online Learners</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69-below</td>
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
This 1 graduate credit hour course is designed to be completed in five weeks. Given the online nature of the course, assignments are clustered in weekly modules. Students, in conjunction with their online mentor, are responsible for dividing the assignments accordingly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>In this module, students will be introduced to self-regulation and self-efficacy concepts, especially developing or enhancing self-regulation/self-efficacy skills for online virtual high school students. They will learn what self-regulation and self-efficacy is all about, read overviews on the basic concepts, and think about ways to enhance students' self-efficacy. The best way to begin this journey is through reading chapters in the course book and additional articles. Complete each activity below one at a time. This module has five activities.</td>
<td>Activity 1: Read Chapter 1 in Zimmerman, Bonner, and Kovach book. Activity 2: Read the following electronic articles: Online learning: student role and readiness. Becoming a self-regulated learner: an overview. Self-regulated learning: where are we today? Self-efficacy. Activity 3: Create a Venn Diagram. Activity 4: An Incoming Message. Activity 5: Working on Your Self-Regulation Resource Web Site.</td>
</tr>
<tr>
<td>Week 2</td>
<td>In this module, students will be introduced to time management concepts and attend to how to develop or enhance time management skills for online virtual high school students. They will read about general time management concepts, and the challenge is how to address these common student issues in an online environment. The best way to begin this journey is through reading chapters in the course book and additional articles. Complete each activity below one at a time. This module has five activities.</td>
<td>Activity 1: Read Chapter 2 in Zimmerman, Bonner, and Kovach: Developing Time Planning and Time Management Skills. Activity 2: Read the following about Time Management: Helpful Time Management Tips. Time Management Tips for High School Students. Time Management Cycle. Online Time Management. Activity 3: Student Profiles of Time Management. Activity 4: An Incoming Message. Activity 5: Adding to Your Self-Regulation Resource Web Site.</td>
</tr>
<tr>
<td>Week 3</td>
<td>In this module, students will be introduced to text comprehension concepts and begin to think about how to support students with text comprehension in an online virtual environment. They will read through numerous reading strategies to enhance student text comprehension before, during, and after reading. The best way to begin this</td>
<td>Activity 1: Read Chapter 3 in Zimmerman, Bonner, and Kovach: Developing Text Comprehension and Summarization Skills. Activity 2: Explore and review the following web sites for reading strategies that may be used with students: 27 Strategies for Reading Comprehension.</td>
</tr>
</tbody>
</table>
| Week 4 | In this module, students will be introduced to note taking concepts and begin to think about how to support students with note taking when working within an online virtual environment. They will read through several note taking strategies to enhance student note taking for independent work. The best way to begin this journey is through reading chapters in the course book and accessing additional articles or web sites. Complete each activity one at a time. This module has four activities. | Activity 1: Read Chapter 4 in Zimmerman, Bonner, and Kovach: Developing Classroom Note-Taking Skills
Activity 2: Explore and review the following web sites for note taking strategies to use with students:
- Note-Taking Formats and Note Reviewing Strategies
- Five Methods of Note Taking
- Motivation & Four Phrases of Note Taking
- In-class Strategies for Note Taking
Activity 3: Amanda: Overwhelmed in the Research Process
Activity 4: Adding to Your Self-Regulation Resource Web site |
| Week 5 | In this module, students will incorporate all their readings and previous activities to apply to scenarios that they will likely encounter as an online mentor working with students within the virtual high school. Complete each activity one at a time. This module has four activities. | Activity 1: An Incoming Message
Activity 2: An Incoming Message
Activity 3: An Incoming Message
Activity 4: Completing Your Mentor's Guide |