

## OTL538: 21st Century Teaching and Learning

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

### Course Description and Outcomes



**Course Description:** This course introduces new ways to develop and deliver engaging curriculum, relevant for today's student and teacher. Students will learn how to communicate expectations clearly and provide prompt feedback. Students will address copyright law, fair use, and creative commons to teach students in virtual classrooms how to use content responsibly and legally. Teaching the commonalities among learning management systems (LMS), learners will work with a wide variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery to make learning student-centered and connected to real-world applications. Recommended Prior Course: None

#### **Course Overview:**

The 21st Century Teaching and Learning course introduces new ways to develop and deliver engaging curricula for online learning. In this course, you will explore the similarities and differences among learning management systems (LMS), you will learn and experiment with an LMS, and you will be introduced to a wide variety of online tools that can be used to create engaging personalized and competency-based online learning environments for your students.

#### **Course Learning Outcomes:**

1. Evaluate different learning management systems and recognize similar features in each system.
2. Create lessons and assessments that are aligned to course objectives.
3. Create lessons and assessments using a variety of web applications and tools.
4. Manage copyright, fair use, and creative commons laws and legally use material online.

## iNACOL Standards:

This course aligns with the following iNACOL National Standards for Online Teaching:

### BIG IDEAS INACOL: ONLINE TEACHER RESPONSIBILITIES

- Standard B: The online teacher is able to apply **troubleshooting skills** (e.g., change passwords, download plug-ins, etc.).
- Standard D: The online teacher is able to **provide prompt feedback**, communicate high expectations, and respect diverse talents and learning styles.
- Standard D: The online teacher is able to provide a **clear explanation of the expectations of teacher response time** to student queries.
- Standard E: The online teacher is able to identify the risks and intervene in incidents of **academic dishonesty** for students.
- Standard E: The online teacher is able to incorporate and comply with **FERPA** or other similar guidelines in AUP and course design and communicate privacy guidelines to students.
- Standard E: The online teacher is able to model and comply with **intellectual property policies and fair use** standards and reinforce their use with students.
- Standard I: The online teacher is able to provide **consistent feedback and course materials in a timely manner** and use online tool functionality to improve instructional efficiency

### BIG IDEAS INACOL: ONLINE CONTENT DELIVERY

- Standard B: The online teacher is able to **select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery** as appropriate to the content area and student needs.
- Standard B: The online teacher is able to use **communication technologies** in a variety of mediums and contexts for teaching and learning.
- Standard B: The online teacher is able to **identify and explore new tools** and test their applicability to their content areas and students.
- Standard I: The online teacher is able to **evaluate instructional strategies** to determine their accuracy and usefulness for presenting specific ideas and concepts.
- Standard K: The online teacher is able to **modify and add content and assessment**, using an online Learning Management System (LMS).
- Standard K: The online teacher is able to **review materials and web resources for their alignment with course objectives** and state and local standards and for their appropriateness on a continuing basis.
- Standard A: The online teacher is able to apply the current best practices and strategies in online teaching to **create rich and meaningful experiences** for students.
- Standard C: The online teacher is able to use **student-centered instructional strategies that are connected to real-world applications** to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).
- Standard C: The online teacher is able to **apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies** for online teaching environments and to anticipate challenges and problems in the online classroom.

## Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## Course Materials



**PLEASE NOTE: There is no required textbook for this course. All required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.**

## Course Schedule



### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> <li>• iNACOL. (2010). <i>A primer on K-12 online learning</i>. Retrieved from <a href="http://www.inacol.org/cms/wp-content/uploads/2012/11/iNCL_NationalPrimerv22010-web1.pdf">http://www.inacol.org/cms/wp-content/uploads/2012/11/iNCL_NationalPrimerv22010-web1.pdf</a></li> <li>• iNACOL. (2011). <i>The online learning definitions project</i>. Retrieved from <a href="http://www.inacol.org/cms/wp-content/uploads/2013/04/iNACOL_DefinitionsProject.pdf">http://www.inacol.org/cms/wp-content/uploads/2013/04/iNACOL_DefinitionsProject.pdf</a></li> <li>• All other required readings are presented within the module, so please plan ahead to allow yourself enough time to thoroughly explore, read, interact, and reflect on the course content.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Next Generation Learning Challenges. (n.d). <i>Breakthrough models for college readiness: An introduction to next generation blended schools</i>. Retrieved from <a href="https://www.blendedlearningcookbook.com/uploads/2/7/0/5/2705842/ng1232.pdf">https://www.blendedlearningcookbook.com/uploads/2/7/0/5/2705842/ng1232.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (50 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Please refer to the module content for all required reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> </ul>

		<ul style="list-style-type: none"> <li>• Critical Thinking (100 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Patrick, S., Kennedy, K., &amp; Powell, A. (2013). <i>Mean what you say: Defining and integrating personalized, blended and competency education</i>. Retrieved from <a href="http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf">http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (100 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Shubilla, L., &amp; Sturgis, C. (2012). <i>The learning edge: Supporting student success in a competency-based learning environment</i>. Retrieved from <a href="http://www.competencyworks.org/wp-content/uploads/2012/12/iNACOL_CW_IssueBrief_LearningEdge_full.pdf">http://www.competencyworks.org/wp-content/uploads/2012/12/iNACOL_CW_IssueBrief_LearningEdge_full.pdf</a></li> <li>• Sturgis, C., &amp; Patrick, S. (2010). <i>When success is the only option: Designing competency-based pathways for next generation learning</i>. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED514891.pdf">https://files.eric.ed.gov/fulltext/ED514891.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (100 points)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Please refer to the module content for all required reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (100 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>• Please refer to the module content for all required reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Please refer to the module content for all required reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Portfolio (350 points)</li> </ul>

## Assignment Details



This course includes the following assignments/projects:

**Note:** If you are not currently teaching in a classroom, or if you are a pre-service teacher, and an assignment asks you to create and deliver a lesson or some kind of deliverable in a school setting, complete the assignment by delivering the lesson and/or other deliverable to one or two other students or children you know who are age/grade appropriate. You could do this through a school volunteer effort, community education course, religious education class, your own children, neighbors, etc. Consider making this a networking opportunity with area districts or education cooperatives in gaining real and applicable experience for this and other courses in your Teaching & Learning program.

## Module 1

### Portfolio Project Milestone: PLAN AHEAD for Week 7

During this course, you will be creating or modifying a 100% online, blended learning, or flipped classroom module for a target student population. In Week 7, you will be providing this student group access to your online module. You have the following options for this course:

- Create a competency-based module that is delivered 100% online to personalize learning for students.
- Modify a competency-based online module to supplement a packaged online curriculum that you were provided by your district to personalize learning for students.
- Create a competency-based online learning site that supplements your face-to-face instruction, providing students with blended or flipped online resources to personalize learning for students.

### Project Breakdown:

- In Modules 1 and 2, you will be reviewing and selecting the LMS and type of online learning environment in which you would like to build your module.
- In Module 3, you will complete the design document.
- In Modules 4 through 6, you will build components of the module in your LMS.
- In Module 7, you will deliver your online environment to students.

### Differentiation Ideas for Pre-Service Teachers:

- If you are not currently teaching, here are some alternatives to pursue in order to complete each CT assignment and the final project: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 7; implement this lesson during instruction in an alternative setting (e.g., internship, tutoring, Sunday school class, your own children, neighbors, after school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!

For further details regarding the final Portfolio Project, please refer to the **Week 8 Assignments** page to preview your Portfolio Project assignment. Also, review the final Portfolio Project grading rubric, which you can access in the **Course Information** section.

**For Week 1, there is no Critical Thinking assignment due;** instead, you will identify your target population and type of e-learning environment needed, and then begin your LMS review. **You will submit your LMS choice to the instructor in Module 2.**

**NOTE:** You may want to look ahead at the Module 3 content and assignment because you will be responsible for submitting a module design document that week. You may want to consider the format of that design document and brainstorm about objectives, outcomes, and lesson content throughout Modules 1 through 3.

Reach out to your instructor if you have any questions!

## Module 2

### Critical Thinking: E-Learning Environment and LMS Choice (50 points)

During this course, you will be creating or modifying a 100% online, blended learning, or flipped classroom module. In this module, you will select the online LMS that you will use to build this online module and identify the type of e-learning environment that you are creating. You have the following options for this course:

- Create a competency-based module that is delivered 100% online to personalize learning for students.
- Modify a competency-based online module to supplement a packaged online curriculum that you were provided by your district to personalize learning for students.
- Create a competency-based online learning site that supplements your face-to-face instruction, providing students with blended or flipped online resources to personalize learning for students.

For this assignment, provide the following in a document:

- Identify the type of e-learning environment that you are creating based on your options above.
- Describe your learner profile (i.e., characteristics and interests of students for whom you will be designing your competency-based online module to meet their personalized needs).
- Select the LMS platform you plan to use. The Module 2 lecture mentioned several options to explore (many of them free!); there are two more sites linked in the Module 2 assignment folder.
- Create a course shell.
- Provide a link to your course shell along with login information for your OTL538 instructor, with "administrator" privileges (the same as you have in the course), so that the OTL538 instructor can provide personalized support to ensure competency.

Your total assignment should be one to two pages in length, be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page.

## Module 3

### Critical Thinking: Building an Online Module: Design Document (100 points)

This week you will develop and complete your module design document around your chosen online learning environment.

- You have the option to create your own; use one that your state, district, or school uses; or modify the NCVPS Module Pre-Planning Document (which is linked on the Week 3 Assignments page).

**Your Online Module Design Document must include:**

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-assessment to personalize learning
- Module assessment
- Teacher resources
- **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
  - **Lesson Content:**
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction

- Formative assessment
- **Lesson Practice:**
  - Interactive practice
  - LMS higher order thinking quiz
- **Lesson Assignments:**
  - Discussion forums, blogs, or wikis
  - LMS quiz
  - Relevant assignment to authentic audience
- **Remediation:**
  - Remediation assignment

Your design document length may vary depending on your formatting, but it should be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page.

## Module 4

### Critical Thinking: Adding Personalized Elements to Your Online Module (100 points)

This week, you will begin development of your chosen online learning environment, with a focus on:

- Personalized Learning

Remember that your site must include the following components that you identified in your Design Document in Module 3:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-assessment to personalize learning
- Module assessment
- Teacher resources
- **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
  - **Lesson Content:**
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive practice
    - LMS higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - LMS quiz
    - Relevant assignment to authentic audience
  - **Remediation:**
    - Remediation assignment

For this week's assignment, you need to provide the instructor with a brief update on:

- What was added to the online module this week
- Question, support, or resource needs
- Research support of your choices around personalized learning elements. The CSU-Global Library is a good place to find this research.

Your update should be one to three pages in length, be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page and separate reference page. (The cover and reference pages are NOT included in the one- to three-page length.)

**Your instructor will also access your online module and provide you with feedback on the actual development of the site.**

## Module 5

### Critical Thinking: Adding Competency-Based Elements to Your Online Module (100 points)

This week you will continue the development of your chosen online learning environment, with a focus on:

- Competency-based Learning

Remember that your site must include the following components that you identified in your Design Document in Module 3:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-assessment to personalize learning
- Module assessment
- Teacher resources
- **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
  - **Lesson Content:**
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive practice
    - LMS higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - LMS quiz
    - Relevant assignment to authentic audience
  - **Remediation:**
    - Remediation assignment

For this week's assignment, you need to provide the instructor with a brief update on:

- What was added to the online module this week
- Question, support, or resource needs
- Research support of your choices around competency-based learning elements. The CSU-Global Library is a good place to find this research.

Your update should be one to three pages in length, be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page and separate reference page. (The cover and reference pages are NOT included in the one- to three-page length.)

**Your instructor will also access your online module and provide you with feedback on the actual development of the site.**



## Module 6

### Critical Thinking: Expectations and Code of Conduct (100 Points)

This week you will continue the development of your chosen online learning environment, with a focus on:

- Developing policies for providing a clear explanation of the expectations of teacher response times and feedback
- Developing student policies and guidelines
- Assessing your online module for compliance with intellectual property policies and fair use standards

Remember that your site must include the following components that you identified in your Design Document in Module 3:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-assessment to personalize learning
- Module assessment
- Teacher resources
- **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
  - **Lesson Content:**
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive practice
    - LMS higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - LMS quiz
    - Relevant assignment to authentic audience
  - **Remediation:**
    - Remediation assignment

For this week's assignment, you need to provide the instructor with a brief update on:

- What was added to the online module this week
- Question, support, or resource needs
- Research support of your choices around competency-based learning elements. The CSU-Global Library is a good place to find this research.

Your update should be one to three pages in length, be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page and separate reference page. (The cover and reference pages are NOT included in the one- to three-page length.)

**Your instructor will also access your online module and provide you with feedback on the actual development of the site.**

## Module 8

### Portfolio: Online Learning Module Self-Assessment and Professional Plan (350 Points)

**For your portfolio assignment, you need to include all of the following details.**

Your instructor will access your online module to assess this requirement. The completed online module must include the following components:

1. Final Module Design Document
2. Online learning module with:
  - Module title
  - Introduction
  - Policies and guidelines for students and teachers
  - Objectives aligned to standards
  - Pre-assessment to personalize learning
  - Module assessment
  - Teacher resources
  - **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
    - **Lesson Content:**
      - Introduction
      - Overview and standards
      - Key terms
      - Direct instruction
      - Supporting instruction
      - Formative assessment
    - **Lesson Practice:**
      - Interactive practice
      - LMS higher order thinking quiz
    - **Lesson Assignments:**
      - Discussion forums, blogs, or wikis
      - LMS quiz
      - Relevant assignment to authentic audience
    - **Remediation:**
      - Remediation assignment
3. Use the following iNACOL standards to self-assess your online learning module and your teaching skills. **Summarize the results in table or graph form.** NOTE: Here are the standards covered in this course:

**BIG IDEAS INACOL: ONLINE TEACHER RESPONSIBILITIES**

- Standard B: The online teacher is able to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.).
- Standard D: The online teacher is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles.
- Standard D: The online teacher is able to provide a clear explanation of the expectations of teacher response times to student queries.
- Standard E: The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.
- Standard E: The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.
- Standard E: The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.
- Standard I: The online teacher is able to provide consistent feedback and course materials in a timely manner and use online tool functionality to improve instructional efficiency.

**BIG IDEAS INACOL: ONLINE CONTENT DELIVERY**

- Standard B: The online teacher is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery, as appropriate to the content area and student needs.
  - Standard B: The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning.
  - Standard B: The online teacher is able to identify and explore new tools and test their applicability to their content areas and students.
  - Standard I: The online teacher is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.
  - Standard K: The online teacher is able to modify and add content and assessment, using an online Learning Management System (LMS).
  - Standard K: The online teacher is able to review materials and web resources for their alignment with course objectives and state and local standards, and for their appropriateness on a continuing basis.
  - Standard A: The online teacher is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.
  - Standard C: The online teacher is able to use student-centered instructional strategies that are connected to real world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).
  - Standard C: The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments, and to anticipate challenges and problems in the online classroom.
4. A summary of the successes and challenges faced by both you and your students in the online learning module; when possible, support your answers with data.
  5. Ways that you solved or can solve the challenges faced by both you and your students; when appropriate, support your answers with research.
  6. Plan for continued improvement of your e-learning module, including ideas for your own continued professional learning, supported with research.

Your update should be three to six pages in length, cite at least six sources, be well written, conform to the CSU-Global Guide to Writing and APA Requirements, and include a cover page and separate reference page. (The cover and reference pages are NOT included in the three- to six-page length.)

## Course Grading



20% Discussion Participation  
45% Critical Thinking Activities  
35% Final Portfolio Paper

**Grading Scale and Policies**

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.