Blackboard Syllabus Template

# *EDU 279*

## *Your Instructor*

|  |  |
| --- | --- |
| **Instructor** | Mary Smith |
| **Email** | smithm@yourcollege.edu |
| **Work Phone** | 000-000-0000 |
| **Office Location** | Room Number - Building |
| **Office Hours** | Hours Available |

## *Course Description*

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

**EDU 279**  
**[Section Number]**  
**No prerequisite**  
**Credit Hours-3 Lab Hours-1**

## *Modules of Study*

**Module 1-Intro and Science of Reading**

**Module 2- Meeting the Diverse Literacy Needs of all Children**

**Module 3- Emergent Literacy**

**Module 4- Phonics and Word Analysis Skills**

**Module 5- Accuracy and Fluency**

**Module 6- Reading Comprehension**

**Module 7- Assessment and Intervention**

**Module 8- Approaches/Materials for Literacy Instruction**

# *Course Interaction*

***Instructor Response and Availability***

***Expected Student Participation Level***

# Student Learning Outcomes and Major Assignments

#### Student Learning Outcomes

At the completion of this course, you will have:

Reflected on the importance of the literacy experience

Observed how cultural, linguistic and intellectual diversity is handled in literacy instruction

Discussed and practiced strategies for comprehension and fluency

Researched and discussed various approaches for literacy instruction

Researched and completed assessment and reflection

### *Major Assignments*

Some of the major assignments in this course include:  
**Discussion Boards**

**Assignments**

**Lab Assignments**

For a more detailed description of your assignments, look in a specific module. You can also look at the **Course Schedule** listed in this syllabus.

# *Recommended Course Materials*

#### All Children Read, Teaching for Literacy in Today’s Diverse Classrooms, 5th Edition, Pearson, 2018, Temple, Ogle, Crawford, Freppon, Temple

1. Teaching Reading in Today’s Elementary Schools, 12th Edition, Cengage, Roe, Smith , Koladiej

#### Hardware and Software Requirements

The minimal hardware and software requirements needed to be successful in an online class can be found on the college website at **[Instructor: Provide the link to your college's website where the minimal hardware and software requirements are listed.]**

#### Software Required

To access your online course you will need access to the Internet. There are several browsers available, such as Internet Explorer, Mozilla Firefox, and Google Chrome. You may find that one browser works better than another one for your learning management system (for example, Blackboard or Moodle). Always try to use the most current browser version, as well.

Although there are no absolute requirements, computers with faster Internet connections, faster processors, and more memory will give you better results. Keep in mind that if you have difficulties connecting to the class or have a slow connection, the problem could be occurring at many levels. For help, look at the "Technical Difficulties" item in "Student Support" under "Technical Requirements" or try the Technical Help Forum on the course Discussion Board.

**[Instructor: List the basic computer skills required to be successful in this course: email, word processing skills, etc. List the minimum technical requirements (ex: Pentium 4 or faster processor) or provide a link to this information if it exists on your college website.]**

### **Other Software Required**

### **Basic Computer Skills Required**

### **Minimum Technical Requirements**

# *Grading Policies*

**[This template uses a traditional approach to grading, however, a different approach such as portfolio-based grading, could easily be substituted. Make sure that your course information fully discloses how you will grade course activities.]**

#### Grading Scale

Scores will be posted in the Grade Book or Grade Center in as timely a manner as possible.  
Your final grade will be based on the following scale: **[Instructor: Fill in your preferred scale here.]**

#### Areas of Evaluation

Points for this course will come from the following areas:

* **Lab Activities 25-30%**
* **Individual Assignments 20-50%**
* **Discussion Boards 10-30%**

#### Attendance Policy

# Academic Integrity

In addition to good academic performance, students should exhibit honesty and integrity. If there is any question that academic honesty and integrity are not honored, students may be required to redo assignments in the presence of an instructor-selected monitor. Proof of dishonesty, including plagiarism, will make students subject to disciplinary action. Please consult your college catalog or your college Web site at **[Instructor: Provide the link to your college's website where the policy on Academic Integrity can be found.]**for more information.

# *Other Policies*

#### Attendance Policy

##### *General Guidelines for Online Attendance*

Just as in a face-to-face course, attending your online course is important. In fact, it may be even more important. In a face-to-face course, sometimes a student is physically there, but mentally "somewhere else." In an online course, there is little social pressure to be there or pretend to be there, but if you don't “visit” the course regularly, you won't get much from the course and will find it difficult to get a good grade. Here are some ideas to keep in mind.

* **Verify your course enrollment.**On the first day of the online course, go to "Start Here." This is where you will find the "Enrollment Verification" forum or assignment. You must reply to this forum or complete the required assignment in each course in order to verify your course enrollment. The Enrollment Verification forum or assignment must be completed by the census date of the course (which is posted). **If you do not complete this forum or assignment, you will be withdrawn from the course.**
* **Check the course site regularly.**Even if you don't have specific assignments to complete, check the course site for announcements and your email regularly. Your instructor will make announcements, new postings will appear in discussion forums, and other plans may undergo subtle changes. Regular checks will help you remember all that you need to get done.
* **Plan on spending at least two hours of work time for every credit hour that the course receives.**  
  As a rule of thumb, colleges assume you will attend as many hours as are listed for the credit hours, and then do homework and prepare in an equivalent number of hours during each week. In an online course, the distinction between attendance and study hours is removed, but the same minimum amount of time is necessary. In actual practice, some online courses take many more hours of study.
* **Your instructor can tell if you are visiting the course site.**  
  There are tools in the learning management system (e.g., Blackboard or Moodle) that allow your instructor to get specific information about how often you visit the course site. They can see where you have visited specific areas of the course: lecture notes, assignments, forums, and quizzes.
* **You will have to show your instructor the quality of your participation.**  
  Statistical tools in the learning management system won't let your instructor know if you understand what you read, if you enjoy or dislike aspects of the course, or if you are succeeding. That is up to you. Your assignments, postings, and instructor communications will reflect the quality of your work.
* **You are expected to communicate with the instructor AND your classmates.**  
  Don't wait to be asked to communicate. Send your instructor questions. Post messages to other students. Ask questions and share your ideas.

#### Withdrawal Policy

#### Access/Disability Policy

# *Students Requiring Special Class Instruction Needs*

For more information about special needs in the classroom, go to **[Instructor: Provide link to college website where this information can be found.]**

# *Tracking Your Grade*

Monitor your progress and grades on a regular basis. Contact your instructor immediately when you have a question or concern about a grade received or an ungraded assignment.

Your learning management system gives you continuous access to the Grade Book or Grade Center. If your learning management system is Blackboard, click “Tools,” then “My Grades.” Depending on the way your instructor has configured the gradebook, you will either see your grades, item by item or by category. You will only see your own grades.

Typically, grades will be posted **[Instructor: Insert typical time needed for you to post grades.]**. If your grade is not posted within this timeframe, then send a message asking for clarification. The learning management system may show only the total number of points possible for each assignment and your score. The total points possible for the course may include work that you haven't been assigned yet. To turn any score into a percentage, divide the number of points you received by the number of points possible.

Most importantly, if you have any question about grades, please contact your instructor immediately.

# *Course Schedule*

Hello students! Here is our tentative schedule for the course. For more specific details, consult your "Calendar" or look at the "Assignments" under any module.

**8-Week Schedule**

|  |  |  |
| --- | --- | --- |
| **Session Week** | **Assignments** | **Due Dates** |
| Week 1 Module 1 Intro and Science of Reading | (Lab) Journal reflection on classroom observation, (Discussion Board) Recall and reflect on your own reading/writing instruction (Assignment) Watch “What Teacher’s Should know about the Science of Reading” and complete a paper. |  |
| Week 2 Module 2 Meeting the Diverse Literacy Needs of All Children | (Lab) Complete the IRIS Center’s learning module. (Discussion Board) Reflect on diversity experienced in your own education, (Assignment) Inclusive Instruction Toolkit |  |
| Week 3 Module 3 Emergent Literacy | (Lab) Observation of Emergent Literacy (Discussion Board) Reflection on module readings (Assignment) Environmental Print Wall |  |
| Week 4 Module 4 Phonics and Word Analysis | (Lab)Reflection of observation (Discussion Board) Explain concepts from module reading (Assignment) Journal Article/Mini Poster |  |
| Week 5 Module 5 Accuracy and Fluency | (Lab) Fluency Oriented Reading (Discussion Board) Classroom reading and support (Assignment) Audiobook assignment |  |
| Week 6 Module 6 Reading Comprehension | (Lab) Visualization Lesson (Discussion Board) Graphic organizers, (Assignment) Anticipation Guide |  |
| Week 7 Module 7 Assessment and Intervention | (Lab) Formative and Summative (Discussion Board) Assessment (Assignment) Evaluating the Reading Process |  |
| Week 8 Module 8 Approaches/Materials for Literacy Instruction | (Lab) Research approaches (Discussion Board) Literacy experiences (Assignment) Science of Reading |  |

**16-Week Schedule**

|  |  |  |
| --- | --- | --- |
| **Session Week** | **Assignments** | **Due Dates** |
| Week 1 Module 1 Intro and Science of Reading | (Lab) Journal reflection on classroom observation, (Discussion Board) Recall and reflect on your own reading/writing instruction (Assignment) Watch “What Teacher’s Should know about the Science of Reading” and complete a paper. |  |
| Week 2 Module 2 Intro and Science of Reading | (Lab) Teacher interview, (Discussion Board) Functionality of reading, (Assignment) Research how well US students read |  |
| Week 3 Module 3 Meeting the Diverse Literacy Needs of all Children | (Lab) Complete the IRIS Center’s learning module. (Discussion Board) Reflect on diversity experienced in your own education, (Assignment) Inclusive Instruction Toolkit |  |
| Week 4 Module 4 Meeting the Diverse Literacy Needs of all Children | (Lab) Observation, (Discussion Board) Article and reflection on Diversity, (Assignment) Video Reflections |  |
| Week 5 Module 5 Emergent Literacy | (Lab) Observation of Emergent Literacy (Discussion Board) Reflection on module readings (Assignment) Environmental Print Wall |  |
| Week 6 Module 6 Emergent Literacy | (Lab)Phonological awareness, (Discussion Board), Reflection on emergent literacy (Assignment) Emergent Literacy stages |  |
| Week 7 Module 7 Phonics and Word Analysis | (Lab)Reflection of observation (Discussion Board) Explain concepts from module reading (Assignment) Journal Article/Mini Poster |  |
| Week 8 Module 8 Phonics and Word Analysis | (Lab) Video training, (Discussion Board) Explain concepts from module readings |  |
| Week 9 Module 9 Accuracy and Fluency | (Lab) Fluency Oriented Reading (Discussion Board) Classroom reading and support (Assignment) Audiobook assignment |  |
| Week 10 Module 10 Accuracy and Fluency | (Lab) Paired Reading, (Discussion Board) Recorded reading, (Assignment) Fluency techniques |  |
| Week 11 Module 11 Reading Comprehension | (Lab) Visualization Lesson (Discussion Board) Graphic organizers, (Assignment) Anticipation Guide |  |
| Week 12 Module 12 Reading Comprehension | (Lab) Informational text, (Discussion) KWL chart, (Assignment), ABC’s of reading instruction |  |
| Week 13 Module 13 Assessment and Intervention | (Lab) Formative and Summative (Discussion Board) Assessment (Assignment) Evaluating the Reading Process |  |
| Week 14 Module 14 Assessment and Intervention | (Lab) Formative Assessment Observation (Discussion Board) Assessment And Reflection (Assignment) RTI Assessment |  |
| Week 15 Module 15 Approaches/Materials for Literacy Instruction | (Lab) Research approaches (Discussion Board) Literacy experiences (Assignment) Science of Reading |  |
| Week 16 Module 16 Approaches/Materials for Literacy Instruction | (Lab) Teacher interview, (Discussion Assignment), NC Pathways, (Assignment) LETRS (Welcome) |  |

# *Keeping Up in an Online Course*

An online course requires self-discipline. You can't depend on regular visits with an instructor to motivate you to keep up. Instead, you have to create your own schedule and motivations. Here are some suggestions:

* **Procrastination is your enemy.**  
  Students who fail in online courses almost always let themselves get behind. As a semester progresses, they get buried deeper and deeper. In the end, they take short cuts to finish or don't finish at all. By keeping up from the start, you'll find a rhythm of work and sail smoothly through.
* **Develop a regular schedule.**Online learning can happen at any time and from many different places. That doesn't mean, however, that you have to take the course at any time of day. You'll do better if you set aside a block of time to get work done. Guard this time against interruptions just as you would guard the time to attend a face-to-face course. Establish a daily or weekly routine to complete the work required in your online course.
* **Print the course calendar and any other course schedules.**  
  Put the important dates in your day planner or display them in the area where you typically work on the course. Print other important course references and keep those handy, as well. Keep an eye on which assignments are coming up and when you'll be moving on to the next section.
* **Start major assignments early.**At the start of the course, determine which assignments are worth the most points or will take the most work. Set your own schedule for these assignments, dividing the work up into reasonable chunks. Your online instructor will probably remind you to begin working on time, but depend on yourself and the amount of time that YOU expect it will take.  After all, you know yourself and your work habits better than anyone.
* **Complete assignments before the due date.**  
  This is one of the biggest “secrets” to success in online courses. By planning to finish early, you prevent any disasters due to technical problems at the last minute. You will win your instructor's favor because she/he can start reviewing your work early instead of having to do it all in a day or two. As a result, you'll get more personal feedback (and maybe a chance to revise your work if there are problems.) In the case of interactive assignments such as discussion forums, you'll get much more feedback than those who post at the last minute.
* **If you wish, ask your instructor if you can work ahead.**  
  There may be some parts of your online course that must be done at the same time as other students, but in many cases you can work ahead. This may lead you to finish early, saving some of that precious time at the end of a semester when so many large projects are due.