

TE 846 Syllabus

Greetings everyone!

I want to give you some basic information about the online course so that you can successfully navigate the course web site and begin assignments. On the Course Info page, you will find two important "boxes"--the syllabus and the discussion forums. There is also a box that will show your grades and the class average for each assignment (you may need to hit refresh to view updated information). To view the syllabus, click on the link. Please read the entire syllabus carefully, but pay particular attention to the schedule (which has due dates for assignments), the grading policies, and at the very bottom, the miscellaneous section--here you will find links to the guidelines for discussion forums, guidelines for the term project, and three superlative examples of term projects completed by prior students. You will need to subscribe to the discussion forums for each learning module, which can be done from the Course Info page or the Communicate page.

The Learning Modules tab will allow you to navigate to the course content and the places where you will post your written assignments. The first link listed (after Getting Ready for TE 846) is Operational Features of ANGEL--in this link you will find folders with information about using ANGEL. If you have any technological issues with ANGEL, you should contact the ANGEL Help Desk rather than me, as I will likely not have the technical expertise to assist you. The next link under Learning Modules is Autobiographical Sketch--this is the first assignment due and instructions for completing the assignment and posting it will be displayed when you click on the link. The next link is Term Project--this has information about posting your case study assignment (guidelines and for completing the assignment and examples are given at the bottom of the syllabus). The next link is Extra Credit--this is the drop box for optional extra credit reading summaries. The rest of the links are the content modules; in each are several folders--the Power Point presentations, the module readings (core readings, which must be read, and extended learning readings you can read for extra credit--see the syllabus for details), assessment tools (you will need to use some of these for your case study term project), and supplemental materials (e.g., video resources, checklists, etc.). Not every one of these folders is in every module, so don't be alarmed if you don't see something. At the bottom of each module, you'll also see the discussion forum (this is another way to see postings) and due date for your postings. When you click on a discussion forum, the guiding questions/prompt for your postings for that module will appear.

Pay particular attention to the discussion forum posting guidelines; these posts are, in essence, your time "in class" and thus, though they only reflect 20% of your course grade, they will require anywhere between 3-6 hours per week (reading others' posts, formulating a primary post and response posts that incorporate ALL readings for that topic). Also be sure to read carefully the options for responding to others' posts (and note that these responses can reflect the readings and thus get "credit"). Also note that I do not provide individualized feedback on posts; the rubric is quite clear. However, I will try to provide general comments the first couple of weeks to point out who has meet high quality expectations and why so that you can see additional models (READ the model in the guidelines--it shows exactly what level of depth and integration I am expecting for a rating of 4). Invariably, students who do not attain a rating of 4 for a module still request individual feedback; note that I will use this as a teachable moment and require you to print out your posts, underline or highlight where you have cited information from each and every core reading for the module, and notate how you addressed each part of the discussion post prompt. Then I will require you to send this to me with an attached explanation for why you believe I assigned the score I did and whether or not you believe that score was justified based on what you found while examining your prompts.

TE 846 Syllabus

Take time to read others' biographical sketches to see if there is someone else with whom you might partner to bounce off ideas and provide feedback on the term project.

Each module has a lot of information (readings, slides, supplemental materials, assessments)--plan to take the time to thoroughly review a module prior to posting--I suggest taking notes to identify key information, quotes, etc. that you can use in your posts and that will help you formulate questions for me during a live chat or otherwise. Pay particular attention to the module that relates most directly to your term project (you probably will need to read that ahead to get started on your project in time).

The term project: the first thing to do is find a child (or two children, depending on which option you take) who exhibits literacy difficulties (it does not have to be a child with a disability). The child/ren can be from your class, another teacher's class, a summer program, your neighborhood, your family, etc. The child/ren should be preschool or school-aged. Gather as much information as possible about the child/ren to be able to decide what area of reading instruction (e.g., vocabulary) you should target and to make a convincing case for this decision. You will then want to start thinking about quantitative data to collect that is directly related to this area of literacy and what you plan to teach (e.g., using a vocabulary maze or cloze task to identify the student's knowledge of content vocabulary; this could be used as a pretest and posttest to document the effects of instruction). Then you will want to pour over everything in the related module and make sure you are crystal clear about what instructional tactics and materials you think will be useful based on all the data (including pretest data) you have collected. Take special note: students in this course who do well (i.e., get an "A"): (a) work hard to make connections between course content and their teaching context, regardless of superficial "mismatches" (for instance, I have had PE, music, and art teachers do some amazing integrated literacy instruction because they took that extra step to think deeply about connections and how to change their practice), and (b) do not rely on the status quo (in other words, if you do the same thing you typically would do, where is the opportunity for you to learn and for your students to benefit from your efforts to expand your knowledge and instructional expertise?) Also please note that much of the course content and requirements are stipulated by MSDE and cannot be altered.

I wish you all the best of luck and much success with participating in this online course, learning the material, and completing the assignments. I have included the required elements for lesson plans (see below) so that you can begin to develop plans for your term project. I do plan to hold a live chat session during the first week of classes, and I will alert you by email when that will take place--I encourage students to participate in all of the live chats to discuss the course content and requirements, though students are required (5% of course grade) to participate **actively** in only two sessions--I will hold probably 4-6 during the course term. This is an ideal opportunity for you to get to know classmates and ask questions about course content and requirements.

Best,

Dr. Gary Troia

Each lesson plan should include...

- lesson objectives (explicitly linked to state standards)
- opening, body, and closing (explicit task instructions, modeling procedures, examples of cues and prompts, and examples of feedback statements must be provided)

TE 846 Syllabus

- description of methods for evaluating student performance (explicit examples of questions you will ask, scoring rubrics, and other data collection instruments must be provided)
- description of adaptations (accommodations and modifications) for supporting student learning
- actual materials to be used with students with evidence of intentional adaptations