Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Workshop
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering This course is offered via the College of Education & Human Ecology Outreach & Engagement. Thus, only Columbus City Schools teachers can enroll in the course.
Description for this offering This course presents ways to differentiate content, process, and product to maximize the learning of all students. Differentiated education is a means to improve classroom experiences for all students, including those with a range of disabilities.

Attachments

- Paul.Summer 2012. T&L 6892.doc
  (Syllabus. Owner: Mercerhill, Jessica Leigh)
- OneTimeSupplement.Paul.doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

- Approved by GSC. (by Mercerhill, Jessica Leigh on 04/13/2012 09:59 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/13/2012 09:59 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/13/2012 10:08 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/13/2012 10:08 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ______NA_______
2. Enrollment Capacity 20
3. Waitlist Capacity 10
4. Final Exam:
   - Yes  □  xxNo
   - □  Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing NA
5. Special Instructions or Additional Information
   This course is offered via the College of Education & Human Ecology Outreach & Engagement. Thus, **Only Columbus City Schools teachers can enroll in the course.**

6. Class Search Title (18 character limit) **Differentiated Educ**
7. Display in Class Search:
   - xxYes  □  No
8. Credit Hours 3 semester hours
9. Course Components (check all that apply):
   - Lecture
10. Graded Component (check one):
    - Lecture
11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions  None

13. Permission to Enroll in this course: ☑ No Consent needed  X Department Consent
    ☐ Instructor Consent

Note: Consent is given by the Columbus City School Office in cooperation with EHE’s outreach & engagement.

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

NA

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  June 19th and August 2nd, 2012

2. Previous quarter(s) of offering and enrollment  Spring Quarter/2012  Enrollment: 18

3. Expected enrollment for proposed quarter of offering  20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  A school selected by Columbus City Schools

6. Will course be taught in distance learning format: ☑ Yes  ☐ xx No

7. Complete the following for courses offered for less than term length or for Workshops: NA

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<td>Class/Lab Contact Time:</td>
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<td>Exclusion or Limiting</td>
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<td>Grade Options (Check)</td>
<td>☑ Letter ☑ S/U ☐ Progress</td>
<td>☑ Letter ☑ S/U ☐ Progress</td>
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<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>☐ Total hours of class meetings: ☐ Length of each class: ☐</td>
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8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

No difference from on-campus offering. This 3 semester hour course meets for 14 sessions; twice per week for 7 weeks during the Summer semester. Each class session is 2 hours, 18 minutes.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Peter V. Paul</th>
<th>Rank</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-instructor</td>
<td>Dorothy Morrison, PhD</td>
<td>Staff</td>
<td>Program Manager</td>
</tr>
<tr>
<td>Co-instructor</td>
<td>Ann Pilewskie, MA</td>
<td>Ohio State School for the Blind</td>
<td></td>
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</tbody>
</table>

Qualifications (explain any difference in rank/qualification from on-campus instructors)
Dr. Morrison regularly teaches on campus courses in reading in the School of Teaching & Learning and has been involved with this course previously. Ms. Ann Pilewskie has also been involved with this course previously and is currently the main instructor for Spring 2012 version of this course currently being offered.

Explain differences in teaching arrangements from on-campus offerings
Course is offered at a school in Columbus to facilitate attendance and participation. The content of this course is NOT offered in any on-campus offering. It is customized to meet the needs of Columbus teachers interested in differentiating instruction for the language arts, based on Ohio’s content standards for grades 6 to 12.

Student Services (explain how they will be provided to off-campus students):

Registration Handled by Columbus City Schools
Office Hours Dr. Paul is available upon request after each class session (TU & TH).
Academic Advising Dr. Paul is the major academic advisor.

D. Study Tour Request Information (This section is required for study tour requests only) NA

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:

3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):
4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter  
Syllabus  
Study Tour Academic Plan  
Study Tour Administrative Plan  
Concurrence Letters / Forms  
GE model curriculum compliance statement  
GE course assessment plan  
Memo of Understanding  
Appeal statement  
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [X] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [X] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [X] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___5 p.m._________
5. Meeting end time: ___7:18 p.m.______

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter V. Paul</td>
<td>Primary</td>
<td><a href="mailto:Paul.3@osu.edu">Paul.3@osu.edu</a></td>
<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept NA

8. Room Characteristics. Specify up to 5 in priority order. NA

<table>
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<th>Priority</th>
<th>Characteristic</th>
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9. Notes: _____Course is offered off campus in a school in Columbus to be selected._________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [X] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

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   - [ ] Computer taught
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   ____________________________________________________________________

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3. Meeting Pattern
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   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
The Ohio State University  
College of Education and Human Ecology  
School of Teaching & Learning  

T&L 6892  
Differentiated Education  
Summer Semester 2012  
Tuesdays & Thursdays: 5 to 7:18 p.m.

*Instructor Name, Office, Phone, E-mail, Office Hours  
Peter V. Paul, PhD  
216 Ramseyer Hall  
email only: paul.3@osu.edu  
Office Hours: By arrangement via email

Co-Instructors:  
Dorothy Morrison, PhD  
Program Manager, Literacy Clinic

Ms. Ann Pilewskie, MA  
Ohio State School for the Blind  
Transition Specialist

*Course Number, Title and Description, Credit Hours  
T&L 6892  
Differentiated Education 03 credit hours  
Description:  
This course presents ways to differentiate content, process, and product to maximize the learning of all students. Participants should view differentiated education as a means to improve classroom experiences for all students, including those with a wide range of disabilities and with dyslexia. The course offers suggestions with respect to the Ohio Content Standards, providing examples for Grades 6-12, in the area of Language Arts. Specific topics that are covered to facilitate the development of language arts include reading, writing, and the use of alternate modes for literacy. For these broad topics, there is an emphasis on decoding, vocabulary, comprehension, metacognition, visual phonics, and literate thought. Additional differentiation techniques focus on the sensory systems and their impact on teaching and learning.

*U,G Level, Credits, Class time distribution, prerequisites, semesters offered, general information, exclusions, cross-listing (also on course form, so may not be needed here)  
Information is included on course form as well

G Level only for Columbus teachers

*Course Objectives/*Learning Outcomes -- Required for Teacher Licensure and/or NCATE  
This is a professional development course intended for inservice teachers in the Columbus Public School District. The main focus of the course is on the differentiation of instruction to provide culturally-responsive and accessible teaching for all students, including students with disabilities and those with dyslexia, related to subject-matter knowledge and professional and pedagogical knowledge and skills of NCATE. Inservice teachers are expected to improve their understanding
of what it means to integrate and differentiate knowledge, skills, and dispositions with respect to diversity across curriculum, instruction, and assessment.

Following successful completion of this course, the student will be able to:

- Demonstrate an understanding of research and concepts related to differentiation
- Acquire skills in setting up the classroom that is conducive to differentiated education, considering the sensory needs of students
- Learn specific techniques for modifying, adapting, and differentiating curricular, instructional, and assessment items related to the language arts (focus on reading and writing)
- Develop differentiation techniques relative to their specific instructional and/or grade levels in the area of Language Arts (focus on reading and writing)
- To develop an attitude that accessible instruction is appropriate and necessary for ALL students

*Required Text(s) and Course Materials*

No text is required for this course.

Paper copies or email attachments via CARMEN of required readings/materials will be distributed to students for the specific class sessions. See *Topic Outline.*

For Further Information


*Grading Plan/Grading Rubric
Grading Scale
S/U graded courses: 83% (B) for graduate level

This course uses a Satisfactory/Unsatisfactory Grading Option. The instructor will assign an S or U grade based on attendance, participation, and completion of in-class assignments.

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Participation (leading class discussions of articles/topics)</td>
<td>30%</td>
</tr>
<tr>
<td>In-class and outside-class assignments</td>
<td>60%</td>
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All in-class assignments are due on the specific day of the session.

*Topical Outline - Schedule of Topics, Readings, Assignments
Note: Summer “semester” is 7 weeks in length—June 18th to August 3rd, plus Finals Week. There are 2 sessions per week; no meeting during Finals Week; however all assignments should be completed by the Finals Week.

Session 1
Introduction to the course and a framework for Differentiated Education for the Language Arts

No assigned reading for the 1st session

Objectives
Via classroom dialogues and activities, individuals will:
- Gain an understanding of the contents of the course
- Understand the nature of differentiation
- Apply the introductory concepts to the teaching of language arts (particularly reading & writing)

In class assignment (individual and as a group)
- Participating in activities on providing descriptions of differentiated instruction
- Dialoguing on the “nature” of reading and writing and the manner in which these topics are “assessed” via the content standards.
- Offer examples of differentiation related to current teaching assignment within language arts.

Session 2
Assigned readings for Session 2
Handouts will be distributed during class.

Powerpoint lecture and discussion on Taylor – Trott Central Nervous System Pyramid (1991); Presentation and discussion on inner-senses: tactile, vestibular and proprioceptive senses

Objectives
Given classroom dialogues and activities, individuals will:
- Describe the different levels of the Taylor - Trott Pyramid and how the different components affect learning
• Demonstrate an understanding of how sensory systems, sensory motor development, perceptual motor development and cognition, affect academic learning for every student.
• Describe how specific weaknesses or differences in the inner-sensory systems affect behavior, communication, and social interactions in the classroom or school setting.
• Create environmental supports and interventions that assist individual students’ classroom needs for learning.

**Class assignment (outside class)**

- Complete adult sensory preferences checklist and discuss.
- Given a variety of resources (see list), develop a simple classroom based intervention that supports individual differences of the inner-senses. This can be scheduled motor or movement activities, seating options, output options for curriculum, or student self-management activities, for example.

**Session 3**

Class will share classroom based interventions of the inner-senses (assignment).

**Presentation on the outer – senses: olfactory, visual, auditory, gustatory:** simulations and activities to demonstrate differences in senses; present optical illusions to demonstrate visual perceptual differences;

Begin presentation on **Executive Functions: attention, inhibit, shift, emotional control** and suggested interventions; what happens to the brain during an emotional escalation or “rage”.

**Assigned readings for Session 3**

Handouts will be distributed during class.

**Objectives for Session 3**

Students will be able to:

- Describe how specific weaknesses or differences in the outer-sensory systems affect behavior, communication and social interactions in the classroom or school setting.
- Create environmental supports and interventions that assist individual students’ classroom needs for learning. These might include visual supports, schedules, movement, choice of work output, class routines and rituals, environmental changes, etc.

Through class presentations, discussions and activities, students will be able to:

- Describe executive functions, including inhibit, shift, and emotional control.
- Apply suggested interventions to classrooms or individuals
- Describe emotional control and emotional overreaction;
- Develop a “tool-box” of activities to support the development of emotional control in their students.

**Class assignment (outside class):**

Develop a classroom based intervention(s) to address individual student differences of the outer – senses, based on suggested interventions and resources. One or more outer senses can be addressed.

**In class activities**

- In small groups, use class resources to develop a list of general classroom routines and schedules and develop a short plan to teach flexibility;
- Small group activity: Students will pick character descriptions and emotion – evoking situations from a hat, and role play students and teacher interactions to the rest of class. Class observers will determine causes of emotional overreaction, evaluate how the situation was handled, and make suggestions on more positive teacher interventions. Groups will rotate their role-plays.
Class assignment (outside class)

- Choose a curriculum standard for your grade level in literature, reading, writing or another applicable core academic subject, and write a lesson plan embedding an activity to teach emotional control.

Session 4

Class discussion on outcomes of emotional – control lessons.
Continue Presentation on Executive Functions: initiation, working memory, planning, organization of materials and monitoring tasks, and suggested interventions; discussion of disorders and disabilities that have EF impairments as a characteristic.

Assigned readings for Session 4

Handouts will be distributed during class

Objectives for Session 4

Through class presentations, discussions and activities, students will be able to:

- Describe terms of executive functions including: initiation, working memory, planning, organization of materials and monitoring tasks
- Apply suggested interventions to classrooms or individual students;
- Demonstrate knowledge of disabilities that exhibit executive function impairment(s)

Class assignment

- Create a game that can be played individually or in groups that promotes working memory; OR develop a system using mnemonics or other devices to teach a system of planning (for understanding literature or writing), organizing tasks and materials and/or self-monitoring. This system may be as specific or broad as you want.

Session 5

Literate Thought and Differentiation

To develop an understanding of Literate Thought and of applications for accessing the general education content areas (and content standards) via the use of a reading example.

Assigned readings for Session 5


For Further Reading (liberally):


Objectives of the session

Via classroom dialogues, students will exhibit an understanding of:

- The concepts of literate thought, script literacy, performance literacy, and caption literacy
- The differences between access and interpretation/comprehension skills
- A literate thought lesson involving pre-passage and post-passage activities with a focus on comprehension and metacognitive tasks for language arts.
- The development of assessment using the concept of performance literacy
In class activities
- Discussion of assigned readings
- Individually, students will complete an exercise containing questions on the objectives.
- Students will be assigned to small groups (5 to 7 students) and develop a lesson plan involving pre-passage and post-passage activities.

Sessions 6 & 7
Focus on Comprehension
To develop an understanding of using differentiated approaches with respect to conceptual understanding of comprehension in different genres of text materials for students with different levels of decoding and comprehension skills

Assigned readings for these Sessions:
Comprehension handouts, including QAR materials, to be posted on CARMEN.

Objectives of the sessions
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of:
- The concept of question-answer relationships (QARs)
- Use of metacognitive activities in language arts with a focus on differentiation
- The constructs of synthesizing, summarizing, and critical ‘reading’
- Identifying and teaching expository text patterns
- Adapting expository text structure for varied learners
- Identifying and teaching literary text patterns
- Adapting literary text structures for varied learners

In class assignment
- Discussion of assigned readings
- Individually, students will complete assignments related to each objective (e.g., the development of differentiated vocabulary activities; the labeling of questions in the QAR framework; the development of metacognitive activities with respect to a specific assigned story; the development of differentiated expository text activities; adapting expository text structures for learners; the development of differentiated literary text activities; and adapting literary text structures for learners).

Sessions 8 & 9
The Joy of Vocabulary (or The Joy of Lex)!
To develop an understanding of differentiated approaches with respect to conceptual understanding in the areas of vocabulary acquisition and instruction.

Assigned readings for these sessions:
Note: Other handouts will be placed on Carmen.

Objectives of the sessions
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of:
- The development of words with multiple meanings
- Use of vocabulary activities in language arts with a focus on differentiation
- Research on vocabulary and its relation to “reading” comprehension for all students
• The development of “word consciousness”

In class assignment
• Discussion of assigned readings
• Individually, students will complete assignments related to each objective (e.g., the development of differentiated vocabulary activities; the development of metacognitive activities with respect to a specific assigned story; developing “word consciousness” in students).

Sessions 10 & 11
Writing: Focus on Differentiating Writing Instruction for Struggling Learners and Learners who are “Gifted” and “Talented”
To develop an understanding of the construct of writing, including the skills involved, and the manner in which to teach “writing” systematically and explicitly.

Assigned readings

Objectives of the sessions
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of:
• Perspectives on the nature of writing
• Multisensory structured lesson design for writing
• Scaffolded support for struggling learners
• Challenges for learners who are gifted and talented
• Understanding and eliminating roadblocks to writing

In class assignment
• Discussion of assigned readings
• Individually, students will complete assignments related to each objective (e.g., nature of writing, design a multisensory structured lesson for writing; develop strategies for scaffolding for struggling learners; use challenge strategies for learners who are gifted and talented; and awareness of and elimination of roadblocks to writing).

Session 12
Spelling: Focus on Multisensory Strategies for Spelling
To obtain an understanding of the construct of spelling; to focus on the patterns of English spelling and how to teach them.

Assigned readings
Assigned readings on spelling patterns and See The Sound/Visual Phonics will be posted on Carmen. Also:

Objectives of the Session
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of
• Perspectives on the nature of spelling and its relation to English language and literacy
• The contributions of Greek, Latin, and Anglo-Saxon words to English spelling
• Guided discovery teaching for spelling patterns, including the ubiquitous schwa
• Knowledge of spelling patterns and how to differentiate instruction for varied learners using See The Sound/Visual Phonics

In class assignments
• Discussion of assigned readings
• Individually, students will complete assignments related to each objective (e.g., perspectives on the nature of spelling; understand Greek, Latin, and Anglo-Saxon influences on spelling; design a guided discovery lesson for teaching spelling patterns; develop teaching materials using See The Sound/Visual Phonics).

Session 13
Decoding Multisyllabic Words
Focus on syllable patterns and syllable division to decode “big” words that stump struggling readers

Assigned readings for this session
Articles on syllable patterns and syllable division will be posted on Carmen.
Also: Selected pages from publications by:
The National Early Literacy Panel
The National Reading Panel

Objectives of the session
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of
• The construct of decoding multisyllabic words (i.e., “sounding out” rules change)
• Six syllable types
• Syllable division rules
• How syllable division helps with spelling and vocabulary development

In class assignments
• Discussion of assigned readings
• Individually, students will complete assignments related to each objective (e.g., understanding perspectives on the construct of decoding; understanding the six syllable types; teaching syllable division rules; using syllable division to enhance spelling and vocabulary development).

Session 14
Critical Thinking (or, Things Your Mother Did Not Want to Tell You….)
Focus on critical thinking strategies, particularly common syllogisms to teach ALL students to use as a base for critical and logical thinking.

Assigned readings
Readings on syllogisms will be posted to Carmen
Also:

Objectives of the Session
Via classroom dialogues, presentations, and in-class activities, students will exhibit an understanding of
- Paul & Wang’s description of critico-creative thinking
- Aristotelian logic, one timeworn basis of critical thinking
- Differentiated instruction of syllogisms for ALL learners, including struggling learners
- Common Logical Fallacies
- The importance of critical thinking for the development of literacy skills

In class assignments
- Discussion of assigned readings
- Individually, students will complete assignments related to each objective (e.g., perspectives on critico-creative thinking; understand the most common syllogisms; develop differentiated lesson on syllogistic logic; develop teaching strategies for common logical fallacies; understand how to apply critical thinking to developing all literacy skills.

Note 1: All concepts should be practiced outside of class and shared so each participant has a toolkit of strategies to take back to the classroom.

Note 2: Evaluation of the course will take place at the end of Session 14, prior to the end of the class session.

Policies for Missed Exams/Quizzes - Make-up options, acceptable reasons, notification of absence, etc.
All activities/assignments must be completed by Finals Week.

Policies for Student Conduct and Participation
Students are expected to attend class and to participate. No more than 2 class absences will be accepted. If a student missed more than 2 classes, extra work will be required (paper, etc.). Unplanned circumstances will be considered on an individual basis (e.g., death in the immediate family, illnesses).

Academic Misconduct -- The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and
developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. You will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor.* Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity** -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

*U/G Courses* -- If a U/G course, state differences in expectations for undergraduate and graduate students. If there are no differences, state so in the evaluation section.

* NA. This is a G level course.*

**Off-Campus Field Experiences** -- Describe the nature of and provisions made for off-campus field experiences in terms of: (1) collaboration between OSU and school (or other) partners and (2) what will be the evidence that field experience objectives have been attained.

* NA

**Technology** -- *Required for Teacher Licensure and/or NCATE* -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students’ electronic portfolios.

Teachers must demonstrate a sound understanding of technology operations and concepts. Some examples of technology use in this course include:

- Software usage including Microsoft Word and Power Point Programs
- Access to online database and library catalogues
- Use of internet resources to garner information
- Use of internet resources to disseminate information

Technology competencies developed in this course will vary depending on individual teacher’s level of comfort with the software, online resources, and the Internet.