**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:** Flexibly Scheduled, Off Campus  
- **Term of Offering:** Summer 2013 - Seven Week Summer Session  
- **Level/Career:** Graduate  
- **Rationale for proposing this offering:** Requested by the Columbus City Schools via EHE's Outreach & Engagement Office to meet the needs of inservice teachers.  
- **Description for this offering:** The course offers suggestions with respect to the Common Core Standards in English Language Arts, providing examples for Grades K-8, in the areas of reading and writing. Specific topics are covered to facilitate the development of reading, writing,

**Attachments**

- **OneTimeSupplement.Peter Paul.doc:** one type supplement form  
  (One Time Form Supplement. Owner: Paul, Peter Vincent)  
- **Paul.Summer Syllabus 2013. T&L 6892.doc:** syllabus  
  (Syllabus. Owner: Paul, Peter Vincent)

**Comments**

- **Approved Nov. 30, 1012.** (by Mercerhill, Jessica Leigh on 12/02/2012 11:32 AM)

**Workflow Information**

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Paul, Peter Vincent</td>
<td>12/02/2012 11:30 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/02/2012 11:32 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/02/2012 11:32 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: Off Campus
2. Enrollment Capacity 20
3. Waitlist Capacity 5
4. Final Exam:
   - [ ] Yes
   - [x] No
   a. Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career) 7/30/2013
5. Special Instructions or Additional Information
   - *Only inservice teachers from Columbus City Schools can enroll in this class.*

6. Class Search Title (18 character limit) Differentiated Education
7. Display in Class Search:
   - [ ] xx Yes [ ] No
8. Credit Hours 3
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [x] Lecture
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [x] Lecture
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [ xx] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions  

   NA

13. Permission to Enroll in this course:  

   ☑ xxx No Consent needed  

   ☐ Department Consent  

   ☐ Instructor Consent

   Note: Only inservice teachers from Columbus City Schools can enroll in course.

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

   NA

B. Group Studies Request Information (This section is required for group studies requests only): NA

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. 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).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

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  

   6/11/2013 to 7/30/2013

2. Previous quarter(s) of offering and enrollment  

   Summer 2012 13

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.

   Attached to online form

5. Off-Campus Site  

   Northgate City Center (or site to be determined by CCS)

6. Will course be taught in distance learning format:  

   ☑ Yes  

   ☐ xxxx No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
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<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
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<td>Prerequisites:</td>
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<td>Exclusion or Limiting</td>
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<td>Grade Options (Check</td>
<td>Letter</td>
<td>S/U</td>
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<tr>
<td>Number of Hours of</td>
<td>Progress</td>
<td>S/U</td>
</tr>
<tr>
<td>out-of-class preparation required:</td>
<td></td>
<td>Progress</td>
</tr>
</tbody>
</table>

Total hours of class meetings: | Length of each class: |

8. Complete this section for Off-Campus courses only:

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

**Class meets 2X per week for 7 weeks; 2 hours 45 minutes per session**

Instructor Peter V. Paul Rank Professor

Others: Dorothy Morrison, Program Manager Emily Tonti, Teacher Leader

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Dr. Morrison is the program manager for the Reading Clinic in T&L; Ms. Tonti has also worked in the Clinic. Both have assisted with this class last Summer 2012.

Explain differences in teaching arrangements from on-campus offerings

NA

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

Registration EHE’s Outreach & Engagement Office in cooperation with CCS’s coordinator: Greg Mild

Office Hours Either before or after class or arranged via e-mail: paul.3@osu.edu

Academic Advising Paul in conjunction with EHE’s O&E Office (for enrollment issues)

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
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
   - [ ] Flexibly Scheduled
   - [X] In Person
   - [ ] Video Taught

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

4. Meeting start time: __4:30 p.m.___
5. Meeting end time: __7:15 p.m.___

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</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>
</tr>
<tr>
<td>Dorothy Morrison</td>
<td>secondary</td>
<td>no</td>
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</tr>
<tr>
<td>Emily Tonti</td>
<td>secondary</td>
<td>no</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept
   Off campus

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

<table>
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<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
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9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [X] After
1. Component (Section) Type (Choose 1):
   [ ] Clinical  [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study  [ ] Seminar
   [ ] Lab  [ ] Workshop

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

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

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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   ____________________________________________________________________
   ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After
1. Component (Section) Type (Choose 1):
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   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

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

3. Meeting Pattern
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9. Notes: ______________________________________________________________
    ________________________________________________________________
    ________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
EDUTL 6892
Differentiated Education for Students with Dyslexia and Other Literacy Challenges
Summer Semester 2013

Tuesdays & Thursdays: 4:30 p.m. to 7:15 p.m.

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

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

Ms. Emily Tonti
Teacher, Hamilton-Local Schools
OSU Literacy Clinic

*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 dyslexia and diverse literacy problems. The course offers suggestions with respect to the Common Core Standards in English Language Arts, providing examples for Grades K-8, in the areas of reading and writing. Specific topics are covered to facilitate the development of 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.

*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 dyslexia and other reading challenges, 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 with a focus on the Common Core Standards.

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

- Demonstrate an understanding of research and concepts related to differentiation and literacy
- Acquire skills in setting up the classroom that is conducive to differentiated education, considering the literacy 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)—K to 8th grade
- 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 ALL 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.

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<th>Category</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Participation (leading class discussions)</td>
<td>30%</td>
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<tr>
<td>In-class and outside-class assignments</td>
<td>60%</td>
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*Topical Outline - Schedule of Topics, Readings, Assignments*

**Note:** This Summer “semester” course proceeds from June 11th to July 30th (i.e., Finals Week). There are 2 sessions per week; no meeting on July 4th.

**Session 1: June 11th**

Introduction to the course and a framework for understanding students with dyslexia and other literacy challenges  
**No assigned readings for the 1st session**

**Objectives**

Via classroom dialogues and activities, individuals will:
- Gain an understanding of the contents of the course
- Obtain a basic understanding of the nature of differentiation for students with dyslexia and other literacy challenges
- 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 literacy instruction
- Dialoguing on the “nature” of reading and writing and the manner in which these topics are “assessed” via the Common Core Standards.

**Sessions 2 & 3: June 13th and 18th**

During these sessions, student will become familiar with the development of profiles (e.g., strengths and weaknesses) and suggest recommendations for intervention

**Assigned Readings**

Selected chapters from:  
Objectives for Sessions 2 & 3
Students will be able:

- To choose and administer appropriate reading assessments
- Assess struggling and dyslexic readers
- Identify specific reading strengths and weaknesses
- Write assessment reports
- Proffer recommendations for intervention

In class assignment (individual and as a group)
Participating in activities in:
- Developing profiles
- Recommending instructional strategies

Session 4: June 20th
Understanding Phonological Processing: Sound is the Root of Language
Staying afloat in a deep orthography, or why we have such a “dumb” language.

Assigned Readings
Selected chapters from:
Bryson, B. The mother tongue: English and how it got that way

Objectives
- Basic awareness of the developmental trajectory of the English language
- Making a complex language more accessible

In-class Assignments
- Exercises to be determined later—based on the interests of the class

Sessions 5 & 6: June 25th and 27th
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 Sessions 5 & 6
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
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).

Sessions 7 & 8: July 2nd and 9th
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 9 & 10: July 11th and 16th
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 11 & 12: July 18th and 23rd**

**Writing: Focus on Differentiating Writing Instruction**
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**
Assigned readings on multisensory teaching of writing will be posted on Carmen.

**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 13: July 25th**

**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 14: July 30th
Literate Thought & Critical Thinking (or, Things Your Mother Did Not Want to Tell You…..)
Focus on literate thought and other 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
• To develop an understanding of Literate Thought and of applications for accessing the general education content areas (and common core standards) via the use of a reading example.
• 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](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/](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.