



EDCI 575: Differentiated Instruction (MISD Cohort) Summer I, 2016

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Dates and Times:

This "blended course" will meet online and requires three face-to-face meetings, which will be emailed to students.

Materials – Textbooks, Readings, Supplementary Readings:

Your course textbook is required for the course and may be purchased or borrowed from any source.

Heacox, Diane (2012). Differentiating instruction in the regular classroom: How to reach and teach all learners. Minneapolis: Free Spirit Publishing Inc.
ISBN: 978-1575424163.

Course Description:

Differentiated Instruction is a special topics course designed to explore the literature and current practices in differentiating instruction in elementary classrooms (K-8). The primary objective of this class is for students to advance their professional knowledge, skills and practice for more effective teaching through differentiated instruction.

Student Learning Outcomes: Through your experiences in this class you should be able to:

1. Articulate the definition of differentiated instruction and the critical components around which differentiated instruction is designed, i.e., readiness, interest, learning styles and affect/environment.
2. Utilize formal and informal assessment data to plan instruction that is differentiated based on analyses.
3. Demonstrate differentiation in the three areas for which differentiation is appropriate: content, process, and product.

4. Use differentiated instruction in a way that accommodates diversity among learners, i.e., cognitive abilities, learning styles, socioeconomic and family factors, readiness, learning pace, gender, cultural influences, and confidence.
5. Write reports of differentiated instruction with several components: TEKS/STAAR objectives to be covered; assessment strategies for those objectives; analyses of results; plan of action for differentiating instruction; results of instruction; and effectiveness of the plan.
6. Understand and utilize the elements of reflection via writing and threaded group discussion.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each unit, you will work on various combinations of assignments; worksheets, activities, threaded discussions, readings, literature searches, etc.

1. **Class Attendance.** You are expected to “attend” the online course, participate and complete all course assignments and activities during the semester as outlines in the Course Calendar. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the 2010-2016 Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Although you are urged to notify faculty in advance, in the event you are not able to attend class, such notification does not constitute an excused absence. Assignments submitted late will be subject to “late work” penalties.
2. **Participate Appropriately.** A noticeable trait of master teachers is the way in which they actively pursue and interact with their own learning journey. Your instructor will make a judgment as to the overall quantity and quality of your class participation. Commit yourself to active learning by demonstrating the attributes of inquisitiveness, questioning, searching, struggling for answers to your questions, and contributing your own professional knowledge to the rest of the class.
3. **Small Group Discussions & Readings. (Student Learning Objective 1, 6)**
Students will be divided into small discussion groups. You will complete your text and additional course reading assignments according to the Course Calendar and participate in threaded discussions about your reading via eCollege. Threaded discussions are designed to encourage communication about your learning, share your personal experiences with DI, and discuss the pros and cons of the text and DI in general.

Assessment Method: Threaded discussions will be evaluated against a rubric designed to assess both the quantity and quality of your contributions. Your responses will be evaluated using the following rubric: (1) Quantity of your initial

response; (2) Quality of your initial response; (3) Quantity of your responses to your team members and (4) Quality of your responses to your team members.

4. Differentiated Instruction Logs. (Student Learning Objective 2, 3, 4, 5, 6)

Two differentiated instruction logs are required. Each log emphasizes a particular strand of differentiated instruction: readiness for learning, interest, learning style, and affect/environment. Specifics about these assignments will be provided in eCollege. Logs are due to eCollege based on the Course Calendar.

Assessment Method: Your Differentiated Instruction Logs will be submitted via eCollege and evaluated (i.e., examples of application logs previously done by former students in this class).

5. DI Creative Product Project. (Student Learning Objective 2, 3, 6)

There are many ways students can demonstrate their learning other than traditional pencil and paper assignments. In addition, there are many types of rubrics that teachers can create to assess student learning. Students will be given information about a non-traditional product/assessment (non-traditional). According to the Course Calendar and additional information provided online, you will complete the following:

- Locate a lesson plan in your current curriculum that currently has a traditional assessment.
- Revise the lesson plan to incorporate the non-traditional assessment you were assigned.
- Create a sample of your non-traditional project. This can be made by you or a child under your supervision.
- Create a rubric to assess student learning for your revised lesson plan. Sample rubrics will be provided in eCollege.
- Present your non-traditional assessment, lesson plan and rubric to the class via “Doc Share” in eCollege. Specific instructions will be provided in eCollege.

Assessment Method: You will receive one grade for your lesson plan and presentation and a second grade for your sample project and rubric. Grades for these activities will be evaluated based on the requirements.

- 6. Reflection and Miscellaneous Assignments.** There are a few additional assignments that you may be asked to do. These are typically inventories or surveys that we ask you to complete about yourself, your learning style, interests and practices. Completion of these activities will be considered daily grades.

GRADING

In general, assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed. Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation

which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas. In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

3 - Average - Adequate in some Areas and Inadequate in Others. Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

2 – Below Average - Inadequate in Several Areas. Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

1 – Unacceptable - Inadequate in Many Areas. Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

0 - Not Submitted or Not Accepted By Instructor.

FINAL GRADE IN THE COURSE

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. Grades on individual assignments are numerical and based on the table below. Grades are recorded in the eCollege grade book.

Product	Pts. Per Assign	Number	Total Pts. Possible
Differentiated Instruction “Application Logs”	15	X 2	30
Threaded Discussions & Responses		many	30
DI Creative Product Project			
• Lesson Plan Revision & Presentation	15	X 1	15
• Sample Project & Rubric	15	X 1	15
Misc Activities		1-4	10
Total Points			100

Numerical grades are recorded in eCollege and available to you when you click on "Gradebook." eCollege also calculates a "percentage score" based on the assignments completed to date and also based on the total number of assignments for the semester. The most important percentage is the one based on assignments completed to date. Instructors are not perfect. Students are responsible to alert instructors of any errors seen in the Gradebook.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Percentage scores will be used to calculate a final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc.

TECHNOLOGY REQUIREMENTS

Internet Connection. Internet access/connection – high speed recommended (not dial-up)

Word Processor. MS Word is the recommended word processor for eCollege

Operating Systems. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer). **Safari, the default browser on iPads and Smart Phones DOES NOT access eCollege effectively.**

Browser Testing. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "Browser Test" link under Support Services.

COMMUNICATION AND SUPPORT

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday and sometimes on the weekends. If you email me and do not receive a response from me after 24 office hours (not including the weekend), please resend the email. If you do not receive a response after several office days, or have an urgent need to speak with me, call the EDCI Office (903-886-5307) and ask an office manager to contact me.

eCollege Course

This course maintains an eCollege course which includes class handouts, threaded discussions, assignments and information. Always review the Course Calendar for your assignments and information.

Office Hours

I am available most days to meet with students either at my office in Commerce, at the MPLX Center or by phone. Email me to schedule an appointment.

Email Correspondence

From me to you: All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day.

From you to me: Always send emails to me at the university email address provided on the first page.

Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege and email. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you encounter a technical issue that prevents you from completing an assignment, copy me the work order from the Tech Department.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative located somewhere in the USA.

Best Phone Support: Tech support usually available 24/7 by a techie located in Commerce, Texas – call 903-468-6000.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course/Department Specific Procedures/Policies:

Late Work.

Specific dates and times are established for every assignment. No late work is accepted without extenuating circumstances approved by the instructor. Students who feel they have an extenuating situation must contact the instructor prior to or during the due date about the circumstance. Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Technology Failure is not an automatic approved excuse for submitting late work.

If you experience a technology issue you should: 1. Contact the Tech Support Team and send a copy of the “trouble ticket” to the instructor to document your efforts; 2. Email the assignment directly to the instructor before the due date to document your efforts.

Appeal of the Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation, Effective September 1, 1996. Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on:
 - a) some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.
For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university. Examples of academic dishonesty includes plagiarism, but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams.

If you are unsure what constitutes plagiarism and how to avoid it, visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Use of cell phones, texting or email devices during class is forbidden. In the event of an emergency, students should excuse themselves from the classroom to receive/make a communication and should return to class as soon as possible.

Non-discrimination Policy

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.