RDG 380.02W 80097 COMPREHENSION AND VOCABULARY
COURSE SYLLABUS: Fall 2016

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Course Hour & Classroom: Web-Based Class

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:
Vacca, R., Vacca, J., & Mraz, M. (2016). Content area reading: Literacy and Learning across the curriculum (12th ed.). Boston, MA: Pearson.
ISBN-13: 978-0134068824
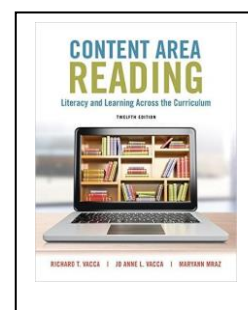
Textbook Readings. Given the vast amount of information that is available in the area of content area literacy for teachers, we will not have enough time to "cover" all of the readings in the assigned books and articles—chapter by chapter or article by article. Consequently, you are expected to **COMPLETE ALL ASSIGNED READINGS** and be prepared to discuss them online in a timely manner. Please note that all assigned readings are critically important for successfully completing exams and class projects.

Course Description:

This course builds upon the theoretical foundations of reading and literacy. The preservice teacher will explore ways to integrate school reading and writing instruction. The focus of the course is an examination of the application of learning strategies to various disciplines and grade levels. Attention will be given to the use of textbooks and applicable learning materials. The course deals also with cognition, reading comprehension, comprehension strategies, vocabulary strategies, formal assessments, and informal assessment strategies.

Student Learning Outcomes/Objectives:

1. Students will understand the rationale behind the integration of reading, writing, listening, and thinking experiences in the school curriculum.
2. Students will become familiar with a variety of philosophical, historical, and implementation differences among the major approaches to teaching reading in content areas and demonstrate knowledge of the major concepts, methods, and issues in content area literacy.
3. Students will be able to articulate their own beliefs and philosophies regarding the teaching of reading in content areas and to understand the importance of peer collaborative interactions in learning.
4. Students will build a repertoire of techniques for instruction in reading and learning activities.
5. Students will learn to use a variety of activities, teaching techniques, and learning strategies.
6. Students will begin to build a strategy file to use as a resource for teaching methods, strategies, and classroom materials.
7. Students will learn and employ a variety of methods for evaluation of student learning and texts.
8. Students will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders and learn how to provide multisensory instruction to students with dyslexia.

Attention will also be paid to the Pedagogy and Professional Responsibilities:
- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

ESL Standards by TExES:
- **Competency 003:** The teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- **Competence 005:** The teacher understands how to promote ESL students' literacy development in English.
- **Competence 006:** The teacher understands how to promote ESL students' content-area learning, academic-language development and achievement across the curriculum.
- **Competence 009:** The teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments:
This course occurs in a digital learning environment designed in a five module format. Each module time frame will range from 6 days (Module 1) to three/four weeks. During the open and close module time frames, you will be expected to read assigned materials, participate and contribute in discussions/peer responses, reflect on your knowledge growth, complete all assigned performance tasks and projects, and other activities that will develop applications of content literacy in the classroom.

- **Each module opens and closes on specific dates**. Once the module closes, it will not be opened again.
- Many assignments have **specific due dates** that are not the module close date.
- **TIME MANAGEMENT** is important in order to meet deadlines as posted.
- Print Module Agenda (left menu in eCollege for each module) as a checklist/guide.
- See the detailed course schedule at the end of the RDG 380.02W Syllabus (tentative).

1. **Module 1 Getting Started Introduction Activities:** Total 30 Points (3% of total course grade)

   RDG 380.02W is a content literacy learning community using the eCollege software platform. The main goals in Module 1 are relatively simple but very important – to review/read the syllabus for course expectations, get to know each other, become comfortable with the online learning environment, work on solving any start-up technology challenges, and complete the Module 1 assignments listed below. Save the RDG 380 Syllabus Scavenger Hunt document as **last name02W.M1Hunt** before uploading to dropbox. *Example: McWhorter02W.M1Hunt*

   - Getting Started Email   5 points
   - Student Lounge Intro Message and Photo Upload   5 points
   - RDG 380 Syllabus Scavenger Hunt   10 points
   - Module 1 Self-Assessment   10 points

2. **Module 2 Literacy History:** 25 points (2.5 % of total course grade)

   The Literacy History is your **first reflection** assignment. Since it will be longer than the Reflections in Modules 3-5, it is worth more points. The Literacy History handout provides question prompts to recollect your literacy journey. The 36 question prompts/questions are a **guide** to your reflections, not a list to be answered in total. The Literacy History is available with a **> Click** in the main Module 2 (left navigation) and as a document available in Module 2 Doc Sharing.

   Writing and dropbox guidelines for the Literacy History include:
   - Write a narrative essay or creative presentation (Do not simply answer all 36 question prompts.)
   - Minimum three (3) pages typed. Use 12-pt. font and double-space typing.
   - Restrict the heading to single spaced appropriate spacing with your name, course name/ number, and date. Provide a title for your Literacy History.
   - Proof your writing in order to correct spelling or grammatical errors.
   - Save the document as **last name02W.M2LitHistory** for Literacy History before uploading to dropbox. *Example: McWhorter02W.M1LitHist*
   - Upload to the dropbox labeled Module 2 Literacy History

3. **Reflections:** 10 points each; Total 50 points **(**5.1% of total course grade)

Five reflections based on a prompt are designed to encourage you to think about yourself as a teacher and a learner. The prompts are starting points for considering your educational experiences. Please note that the reflection due dates are mid-module timeframes. Save the document as described in the fifth bullet (bolded) and upload to appropriate dropbox.

Writing guidelines for the five Reflections include:
- Write a narrative essay for the reflections (detailed in Modules 3 through 5)
- Minimum two (2) pages typed. Use 12-pt. font and double-space typing.
- Restrict the heading to single spaced appropriate spacing with your name, course name/ number, and date. Provide a title for each reflection.
- Proof your writing in order to correct spelling or grammatical errors.
- Save the document as **last name02W.M3reflection1 (**appropriate refection number) before uploading to dropbox.   *Example: McWhorter02W.M3reflection1*
- Upload to the dropbox labeled Module 3 Reflection 1 (or appropriate reflection number).

4. **Written Critique Response to Journal Article in Module 3:** 30 points (3% of total course grade)

Read the article (provided online) and write a critique response that demonstrates thoughtful reflections about the content literacy and educational issues. Focus your critical responses using the **Guidelines** and evaluative **Rubric** for this assignment.

Writing guidelines for the Journal Article Critique include:
- Write a narrative essay for the Journal Article Critique based on the guidelines.
- Minimum three (3) pages typed.   Use 12 pt. font and double-space typing.
- Restrict the heading to single spaced appropriate spacing with your name, course name/ number, and date. Provide a title for Critique Response to Journal Article.
- Clearly exhibit what you THINK, not just a summary of the article. You may include questions, comments, and descriptions of relevant personal experiences.
- Save as **last name02W.M3journal** before uploading to dropbox. *Example: McWhorter02W.M3journal*
- Upload to the dropbox labeled Module 3 Journal #1.

5. **Graphic Organizers/Notes for Reading Tasks in Modules 2-5:** 10 points each; Total 40 points (4 % of total course grade)

To emphasize the importance of different strategies during and after reading in the development of content literacy, you will complete specific graphic organizers related to your required Reading Tasks. Identify the chapter's main ideas as well as new or interesting information that will prepare you for the module quizzes and discussion activities. Each graphic organizer will be submitted to a specific dropbox. See the different approaches to save each graphic organizer as **last name02W.M____**. *Example: McWhorter02W.M2Super*

Graphic Organizer	Save as
My Super Six in Module 2 for Chapters 1, 2, and 3	last name02W.M2Super
Comparison Matrix in Module 3 for Chapters 6, 7, and 8	last name02W.M3CM
Exit Tickets (2) in Module 4 for Chapters 4 and 5	last name02W.M4Exit
Cornell Notes in Module 5 for Chapters 9 and 10	lastname02W.M5CN

6. **Module 3 Higher Order Questioning**: 25 points (2.5 of total course grade)

Higher order questioning is important to content literacy. You will generate higher order questions in your content area based on the revised Bloom's Taxonomy. Various handouts provide the background to the original Bloom's Taxonomy (1956), the revised 2001 Bloom's Taxonomy, higher order questioning techniques, and the guidelines to complete the Higher Order Questioning activity. See Module 3 Doc Sharing for resources on higher order questioning.

7. **Class Discussion Contributions in Modules 2-5**: 60 points each; Total 240 Points (24.2% of total course grade)

Individual discussions are posted for Modules 2 through 5. The discussions are designed to increase your knowledge and experiences on content literacy. Your contributions will be an active online conversation of specific assigned readings, relevant trends in education, and other professional issues. Your participation in the online discussions includes:

- READ the textbook chapters and other professional resources.
- CLICK on the link for each prompt or Chapter represented in the Discussion (left navigation button under each module; individual links for the chapter questions.)
- **POST INDIVIDUAL DISCUSSION** responses to answer fully the prompt on your chapter readings and other educational issues.
- Read other student's posts in order to make a peer response. One (1) **PEER RESPONSE** is required. Be sure your peer responses contribute to the discussion beyond "I like" or "I agree" one sentence peer response posts.
- Review the **Discussion Rubric** so you understand the evaluative process.

8. **Quizzes in Modules 2 through 5:** 25 points each; Total 100 points (10.1% of total course grade)

Each module will have a QUIZ formatted as multiple choice and True/False questions. The quizzes will probe your knowledge of content area literacy and instructional issues examined through the assigned textbook chapters, online discussions, performance tasks/projects, and assignments presented in online class.

9. **Performance Tasks:** 100 points each; Total 300 points (30.3% of total course grade)

> **Module 2 Internet Project (IP) lesson plan** (100 points)
> **Module 3 Strategy Resource File (SRF)** (100 points)
> **Module 4 Designing an Assessment of the Internet Project (IP)** (100 points)

You will have opportunities to build an **original** lesson plan and teaching resources through performance tasks (listed above). The performance tasks will include the best practices applicable in your content area. There are specific Guideline formats for Internet Project (IP) lesson plan, the strategy chart with prompt questions, and the assessment design. Use the **Performance Task Guidelines** and **Rubrics** to complete each Performance Task.
- Review guidelines, specific formats, and rubric evaluative process for each of the three (3) Performance Tasks.
- Save the document as **last name02W.M2** performance task before uploading to dropbox. *Examples: McWhorter02W.**M2IP**, McWhorter02W.**M3SRF** or McWhorter02W.**M4Assessment***
- Upload to the dropbox labeled Internet Project (or the appropriate task performance).

Note: **Origina**l means that individual creation of the performance tasks must be in one's own words and efforts. Samples serve as examples only. All performance tasks are focused on your individual growth as a future educator. (See Course Expectations in the syllabus.)

10. **Module 5 Final Synthesis Performance Project:** 130 points (13.1% of total course grade)
Your Final Synthesis Performance project will pool all your work efforts from the semester together into an <u>original end of course creation</u>. This will be more than doing a presentation. You will demonstrate what you have learned in the RDG 380 course that reveals your <u>acquired content literacy knowledge and expertise</u>. The Final Synthesis will creatively exhibit your understanding of course goals and course content. There is a **Rubric** to review prior to starting the performance project in order to understand the evaluative process. The samples provided are examples only. Save the document as **last name02W.M5Final** for Final Synthesis performance task <u>before</u> uploading to dropbox. *Examples: McWhorter02W.M5Final*

11. **Self-Assessments for Module 1 through 5**: 5 points each, for total 20 points with Module 1 Self-Assessment 5 points represented in Module 1 Getting Started Introduction Activities (2% of total course grade)
You will evaluate your contributions and completion of assignments on each Module's Self-Assessment. Since the grades are also included on each module Self-Assessment, there will be a <u>week timeframe past the module's (2-4) close</u> to submit to dropbox. You can also address technical issues and module concerns on the different module Self-Assessments.

- Each module Self-Assessment can be accessed and edited as a WORD DOC.
- Save your Self-Assessment document as follows: "**your last name your course section number.M1SA**". *Example*: McWhorter02W.M1SA (changing the module number to align with specific modules 1-5).
- Upload your Self-Assessment to the dropbox for the appropriate module.

<u>**Grading:**</u>

PERFORMANCE STANDARDS			
POINTS	**PERCENT**	**GRADE**	**STANDARD**
990-887	100%-90%	A	Superior
886-787	89% - 80%	B	Above Average
786-688	79% - 70%	C	Average Performance
687-589	69% - 60%	D	Below Average
588 and Below	59% and Below	F	Unsatisfactory

TECHNOLOGY REQUIREMENTS

Since RDG 380 is an online course and utilizes eCollege, an intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online quizzes and discussions.
✓ **Recommended Technical Specifications**:
 - You will be able to access the course materials using your campus or home computer as long as you are able to connect to the **Internet** (dial-up is not recommended). I recommend using the latest version of Internet Explorer as your Web browser.

 - We may be using some **Adobe portable document format (PDF) files, word processors (Microsoft Office Word, 2003, 2007, 2010, or 2013)**. To access these files

you must have a free "acrobat" reader on your computer. You can download the reader in either PC or MAC versions from: www.adobe.com/products/acrobat/readstep.html

- We will be also using an **e-mail program** as a communication tool.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or 1-866-656-5511 or helpdesk@online.tamuc.org.

Additionally, the following hardware and software are necessary to use eCollege:
- 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) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, 9.0, 10 or 11).

- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

- 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 'myCourses' tab, and then select the "Browser Test" link under Support Services.

COURSE SITE ORGANIZATION:
The buttons in the left navigation frame of eCollege are described below to give you an overview of the course site organization:

Course Home   This is where the course information and communication tools, such as course syllabus, Technical Support, Library, Students Lounge, Virtual Office, and Voice Thread, are located.
Course Modules   This is the area of the virtual classroom space where all course materials will be posted. There are **5 modules** for this course and each module will have several learning tasks. This will make it very easy for you to locate the module agendas, reading tasks/materials, performance tasks and quizzes. You can *print out* any materials posted in these modules. See **Doc Sharing** for more materials.

COMMUNICATION AND SUPPORT

- **Interaction with Instructor:**
  You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

  o **E-mail:** Please use university email Mona.McWhorter@tamuc.edu daily Monday through Friday.
  o **eCollege**: Please keep your eyes on eCollege Announcements for the latest news for the course.
  o **Phone:** Students may contact the instructor Mona McWhorter on cell 214-926-3953. Please clearly identify yourself in order to better assist you with your question or concern. There may be times that you will have to leave a voice mail with your name and call back number.

- **University Student Technical Support:**

    Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
    o **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
    o **Phone:** 1-866-656-5511 (Toll Free) or 720-931-3847 (direct), to speak with eCollege Technical Support Representative (available 24 hours a day, 7 days a week).
    o **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative (available 24 hours a day, 7 days a week).
    o **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

Course Specific Procedures:

Course Expectations
  1. Participation and Communication:
    a. It is the expectation that each student will be active and thoughtful participants within the learning environment (eCollege) and your digital learning community. This includes successfully completing each module. Participate in all online group/class discussions. You are expected to show a level of professionalism and engage actively in communications and contributions that complete the performance tasks and other assignments. If you are having difficulty, <u>do not wait</u> until the day before the module closes to contact the instructor.

    b. Virtual Office is available to general questions that may assist all students in RDG 380. Virtual Office will be checked regularly Monday – Friday. Emails of a personal nature will best be sent to the instructors' email address. A reply will be sent within 24 hours Monday – Friday (depending upon the time your message was received). Please do not send the instructor panicked last minute emails.

    c. Or if you want to talk via the "phone", please call or text the instructor's number that has been provided in the syllabus and via the eCollege greeting announcement.

    d. **Read required textbook**. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. **Do not take this lightly**; as an online course you are expected to read/reflect for meaning. Graphic organizers and Note-taking are effective educational strategies that synthesize and reinforce your reading comprehension...

    e. **Reflections**: Throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted for a grade, others will be for personal reflection and kept by the student.

    f. **Written tasks:** Completion of all written tasks and projects will exhibit professionalism in appearance and content at an **acceptable level of scholarship.** Tasks/projects are to be completed and turned in according to the due date schedule

posted in eCollege. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

g. **Late work**: Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date points deductions determined by the instructor. You will have plenty of notification and time to complete course tasks/projects. If you know you are going to be out of town and unable to access a computer, plan ahead.

h**. Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the Students Guide Handbook, Policies and Procedures, Conduct).

i. **Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

j. **Attendance:** This is an online class therefore attendance is up to you! The quality of your contributions and regular participation activities will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind.

k. **Scholarly Expectations:** All works submitted for credit must be original works created by the student in a uniquely scholarly manner for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

l. All assignments will be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment will include student's name, the course and section number, the title, and the date in the heading** (10 spaces). When citing or quoting an author, include appropriate citation information using **APA style (6th Edition)**. All work submitted will be your own work.

University Specific Procedures:

Students with Disabilities:
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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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).*

- 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.

Concealed Handguns

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Schedule for RDG 380.02W Fall 2016: Module topics/dates are tentative and subject to change.

Module 1: Getting Started (6 days, due to Monday, September 5 Labor Day holiday)

Monday, August 29 midnight – Module 1 opens
Tuesday, September 6 11:59 p.m. – Module 1 closes

Module 1 RDG 380 *Getting Started Introduction Activities*:	Total 30 Points
August 29 - September 6	**Due Dates**
• Review Module 1 eCollege	August 29
• Print Module 1 Agenda Checklist	August 29
• *Module 1 Questions to Instructor appropriately*	
• Getting Started Email (5 points)	September 6
• RDG 380 Syllabus Scavenger Hunt (15 points)	September 6
• Student Lounge Intro Message and Photo Upload (5 points)	September 6
• Module 1 Self-Assessment (5 points)	September 11

Module 2: Literacy in the Diverse Classroom (2 weeks, 5 days)

Wednesday, September 7 midnight – Module 2 opens
Sunday, September 25 11:59 p.m. – Module 2 closes

Module 2 *Literacy in the Diverse Classroom*:	Total 225 Points
September 7 - September 25	Due Dates
• Review Module 2 eCollege	September 7
• Print Module 2 Agenda Checklist	September 7
• *Module 2 Questions to Instructor appropriately*	
• Literacy History (25 points)	September 11
• Reading Tasks: Chapters 1, 2, and 3 in textbook	September 18
• *My Super Six:* Chapters 1, 3, and 3 (10 points)	September 18
• Module 2 Quiz (25 points)	September 25
• Module 2 Discussion Questions/Peer Response (60 points)	September 25
• Module 2 Internet Project lesson plan – IP (100 points)	September 25
• Module 2 Self-Assessment (5 points)	October 2

Module 3: Vocabulary and Comprehension (4 weeks)

Monday, September 26 midnight – Module opens
Sunday, October 23 11:59 p.m.   – Module closes

Module 3 *Prior Knowledge, Comprehension, and Vocabulary*:	Total 275 Points
September 26 - October 23	Due Dates
• Review Module 3 eCollege	September 26
• Print Module 3 Agenda Checklist	September 26
• *Module 3 Questions to Instructor appropriately*	
• Reflection #1 (10 points)	October 2
• Reflection #2 (10 points)	October 9
• Journal Article Critique #1 (30 points)	October 9
• Reading Tasks: Chapters 6, 7, and 8 in textbook	October 16
• Comparison Matrix of Chapters 6, 7, 8 (10 points)	October 16
• Higher-Order Questioning (25 points)	October 23
• Module 3 Quiz (25 points)	October 23
• Module 3 Discussion Questions/Peer Response (60 points)	October 23
• Module 3 Strategy Resource File Project (100 points)	October 23
• Module 3 Self-Assessment (5 points)	October 30

Module 4: Planning and Assessment (3 weeks)

Monday, October 24 midnight   – Module opens
Sunday, November 13 11:59 p.m. – Module closes

Module 4 *Planning and Assessment*:	Total 210 Points
October 24 - November 13	**Due Dates**
• Review Module 4 eCollege	October 24
• Print Module 4 Agenda Checklist	October 24
• *Module 4 Questions to Instructor appropriately*	
• Reflection #3 (10 points)	October 30
• Reading Tasks: Chapters 4 and 5 in textbook	November 6
• Exit Tickets (2): Chapters 4 and 5 (10 points)	November 6
• Module 4 Quiz (25 points)	November 13
• Module 4 Discussion Questions/Peer Response (60 points)	November 13
• Module 4 Designing an Assessment for IP (100 points)	November 13
• Module 4 Self-Assessment (5 points)	November 20

Module 5: Writing Across the Curriculum (3 weeks, 3 days)

Monday, November 14 midnight – Module open
Sunday, December 11 11:59 p.m. – Module closes

Module 5 *Writing Across the Curriculum*:	Total 250 Points
November 14 – December 11	**Due Dates**
• Review Module 5 eCollege	November 14
• Print Module 5 Agenda Checklist	November 14
• *Module 5 Questions to Instructor appropriately*	
• Reflection #4 (10 points)	November 20
• Reflection #5 (10 points)	November 20
• Reading Tasks: Chapters 9 and 10 in textbook	December 5
• Cornell Notes: Chapters 9 and 10 (10 points)	December 5
• Module 5 Quiz (25 points)	December 5
• Module 5 Discussion Questions/Peer Response (60 points)	December 11
• Module 5 Final Synthesis (130 points)	December 11
• Module 5 Self-Assessment (5 points)	December 11