



EDCI 575: Differentiated Instruction

COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Becky Sinclair

Office Location: Education South #228, Commerce Campus

EDCI Office: 903-886-5537

University Email Address: Becky.Sinclair@TAMUC.edu (Answered on a regular basis, M-F 8:00-4:00 plus additional days/times. Best way to contact me. Please include your phone number in all emails to allow for conference calls.)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Dates and Times:

This course is 100% online and requires no face-to-face meetings or synchronous meeting times.

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

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:

The syllabus/schedule are subject to change.

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 & Participation. 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 university 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. Assignments submitted late without documentation of an excused university absence will not be accepted.

2. Reflections & Discussions. (Student Learning Objective 1, 6)

Students will be divided into discussion groups. You will complete your course reading assignments and activities according to the Course Calendar and participate in discussions about your learning. 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

The syllabus/schedule are subject to change.

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

3. Written Assignments/Activities (Student Learning Objective 2, 3, 4, 5, 6)

Several written assignments are required in this course to reinforce your learning. Requirements for each will be provided in the course units.

4. 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 D2L posting. 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.

GRADING

The following rubric guidelines will be used for wholistic grading for most assignments for the course. For example, if you earn an A for an assignment, it will entered into the course gradebook as a 95. This does not mean your assignment received a 5 point deduction or is lacking quality. At the end of the semester, the numerical grades will be averaged and I will review the average to insure the course grade reflects the quality of your work.

Category	Full Credit (A) 95	Partial Credit (B/C) 85/75	No Credit (F)
Supporting information	Information is clearly stated, comprehensive, and includes required supporting information.	Information is stated, but is unclear.	Information presented does not specifically or comprehensively address the topic.

The syllabus/schedule are subject to change.

Evidence and Examples	All responses and examples provided are specific and relevant to the topic.	Most of the responses and/or examples are present, specific and relevant to the topic.	Responses and/or examples are not specific or relevant to the topic.
Sentence Structure	All sentences are well-constructed and information well-organized.	Most of the sentences are well-constructed and organized.	Most sentences are not well-constructed and/or organized.
Capitalization, punctuation and grammar usage	There are no errors in capitalization, punctuation, or grammar usage.	There are one or two errors in capitalization, punctuation, or grammar.	There are several (two or more) errors in capitalization, punctuation, or grammar.

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 online grade book.

Activity	Number	Percentage of Final Average
Discussions & Responses to Classmates	many	40%
Written Assignments/Activities	many	40%
DI Creative Product Project	1	20%
Total		100%

Students are responsible to alert instructors of any errors seen in the Gradebook as soon as possible.

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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

The syllabus/schedule are subject to change.

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday (8:00-4:00) and often 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 an additional day, or have an urgent need to speak with me, call the EDCI Office (903-886-5307) and ask an office manager to contact me.

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

The syllabus/schedule are subject to change.

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. 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. 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.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course 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.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Syllabus Change Policy

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it 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.

The syllabus/schedule are subject to change.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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

The syllabus/schedule are subject to change.

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

The syllabus/schedule are subject to change.