

SYLLABUS

**Differentiation and Literacy
Drake University
School of Education
Des Moines, Iowa**

Term:

Instructor: Jennifer Thoma, Ph.D.

Course Dates:

jennifer.thoma@drake.edu

Credit Hours: 3 credit hours

Course Overview:

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Current research articles
2. Various video presentations
3. Reflection on current practices related to differentiation and literacy instruction
4. Interaction with your peers and instructor
5. Activities and assignments designed to allow for direct implementation of the concepts in this course.

Course Goals:

Upon completion of this course, learners will be able to:

- Create tailored lesson plans incorporating various differentiated instructional strategies and implement these tools in classroom literacy instruction.
- Implement assessment tools and provide feedback for students based on specific literacy standards.
- Design learning outcomes and student self-assessment procedures based on the ACCESS Assessment Plan.
- Collaborate with classmates to identify how differentiation practices would work for a specific group of students with particular learning needs.
- Develop a comprehensive plan for using student assessment, growth mindset, differentiation strategies, and best practices in literacy instruction.

Educational Resources: The readings from assorted articles form the core of foundational information. In addition, participants are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

Course Assignments:

Module 1

Personal Introduction Blog	10 points
Differentiation Reflection Journal Entry	10 points

Module 2

Classroom Implication Blog	10 points
Tailoring Instruction Lesson Plan	15 points
Differentiated Instructional Strategies Discussion Board	10 points

Module 3

Mindset Blog	10 points
Common Core State Standards Assignment	15 points

Module 4

Classroom Culture Blog	10 points
Student Interaction Plan	5 points
Using Student Traits and Curricular Elements	10 points

Module 5

Meaningful Curriculum Blog	10 points
Classroom Practices Paper	15 points
Culminating Project Zoom Meeting	10 points

Module 6

Student Self-Assessment Blog	10 points
ACCESS Assessment Plan	15 points
Culminating Project Proposal	5 points

Module 7

Differentiation Small Group Wiki	15 points
Reading Lesson Discussion Board	10 points

Module 8

Final Reflections Journal	5 points
Culminating Project	50 points

Total Points Possible

250 Points

Evaluation Criteria:

Assignment-specific assessment guidelines are detailed in each module in Blackboard. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the following week. For example, if class starts on Monday the 1st, all assignments in Module One are due at midnight on Sunday the 7th. Late work will not be accepted. Exceptions in the case of emergency will be considered on a case-by-case basis when communicated to the instructor. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling is expected on each assignment, including blog and journal posts, and will be taken into consideration when grading submissions.
3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

Points and Letter Grades:

90-100 %	(225 – 250 points)	A
80-89 %	(200 – 224 points)	B
70-79 %	(175 – 199 points)	C
60-69 %	(150 – 174 points)	D
Below 60 %	(below 149 points)	F

Statement of Plagiarism: The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. For additional information, such as definitions and policies regarding plagiarism, cheating, academic dishonesty, and the appeal process click on the following link: <http://www.drake.edu/studentlife/handbook-resources/handbook/academic/#ed>

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin
Director of Student Disability Services
515-271-1835
michelle.laughlin@drake.edu

Jean Hansen
Sr. Online Instructional Designer
515-201-9571
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