EDU 5050 – Evidence Based Literacy Instruction
3 Credit Hours
No Prerequisites

Contact information – info@ebli.com
Contact information – 810-732-4810

Marygrove College Mission

The fundamental purpose of Marygrove College is to educate each student toward intellectual and professional competence; toward career flexibility through grounding in the liberal arts; and toward active compassion and commitment.

Methods of Instruction:

This course is primarily taught through video instruction and practical application (teaching student(s) in a classroom). Instructor/trainees must have access to students in a 1 on 1, small group, or whole class teaching environment for the duration of the course.

> **Note: Definitions**
>
> - **Facilitator –** Person instructing, moderating, and grading the 3 Credit EBLI Online Course.
> - **Instructor/Trainee –** Trainee taking the 3 Credit EBLI Online Course.
> - **Student –** School-aged learner being taught by the Instructor/Trainee.
>
> **Note: Cancellation Policy for Online Courses**
>
> - 50% refund of the training fee if trainee withdraws before the end of the first week of the course.
> - 25% refund of the training fee if trainee withdraws before the end of the second week.
> - No refund if trainee withdraws after the end of the second week.

Description:

This course teaches a research-based system of activities and strategies to teachers of reading Grades 2 – adult which addresses the components of reading identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Spelling, as well as Writing and Handwriting. Instruction is multi-sensory as well as diagnostic and prescriptive with an emphasis on accuracy, engagement, and application. This course includes instruction in how to infuse activities and strategies cross-curricular within all subject areas that require reading, writing, and spelling.

Course Resources (text, text website, Blackboard, STICC, Writing Center, etc.)

Blackboard Website (contains all training materials; you'll receive log-in information after registering): www.blackboard.marygrove.edu

Required Texts:
McGuinness, D. (1997). *Why our children can't read and what we can do about it: a scientific revolution in reading.*
        New York: Touchstone.
Seidenberg, M. (2017) *Language at the speed of sight*. New York: Basic Books.
Sousa, D.A. (2005). *How the brain learns to read* (1st ed.). Thousand Oaks, CA: Corwin Press.

Recommended Texts:
Corcoran, J. (2017). *The reading gap: journey to answers.* Oceanside, CA: Brehon Publishing Company
Taylor, J.S.H., Davis, M.H., and Rastle, K. (2017) Comparing and validating methods of reading instruction using
        behavioural and neural findings in artificial orthography. *Journal of experimental psychology*: general.
        Advance online publication. Doi:10.1037/xge0000301.

Required Materials:
In addition to the materials listed below, instructor/trainees will be required to print materials (up to 50 pages)
each module. Instructor/trainees can opt to order a printed binder of materials at the time of registration for an
additional fee.

- o   Binder – *1.5 inch*
- o   Binder Tabs – *minimum 21*
- o   Whiteboard (12 x 18 inches) – *one for instructor/trainee and one for each student*
    - o   Recommendation: purchase a sheet of showerboard or melamine from a home improvement
        store and have it cut into 12 x 18 inch rectangles.
- o   Dry Erase Marker – *one for instructor/ trainee and one for each student.*
    - o   Recommendation: purchase Deluxe Tip markers from The Markerboard People
        (http://www.dryerase.com/)
- o   Eraser – *one for instructor/ trainee and one for each student.*
    - o   Recommendation: use tissue, old socks, fingers from mittens, pom poms, felt squares, or
        purchase mini erasers from The Markerboard People (http://www.dryerase.com/)
- o   Manila Folder – *two for each student*
- o   Sticky Chart Paper (Whole class instructor/trainees only) – *one pad – 25 x 30 inches*.

Course Meeting Days / Times:

Course meets from online in an asynchronous format. There are daily and weekly instructor/trainee
responsibilities and deadlines.

Learning Outcomes and Standards Chart

Course Outcome	Module(s)	Assessment	Institutional Learning Outcome	Urban Leadership Outcome	InTASC Standard	CAEP Standard
1.1 Be able to state the purpose of EBLI and the intention of this online training	1	*Mod1.1 Act.5: Quiz*	*Apply integrative learning*	*Systems Thinking*	*4 Content knowledge 7 Planning*	*1.1 Content area knowledge, instructional practice, and professional responsibility*
1.2 Assess students and track assessments in student assessment folders	1	*Mod1.2 Act.7: Quiz*	*Apply integrative learning*	*Knowledge of Others*	*4 Content knowledge 6 Assessment*	*1.2 Research based and evidence driven curriculum and assessment*

2 Teach Up, Tea, Earn, Weigh and provide corrections for student errors	2	*Mod2 D.B.*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
3.1 Teach activities to students and provide corrections for student error	2, 3, 4, 5, 6	*Mod5 Video Assignment Mod2 D.B. Mod3 D.B. Mod4 D.B. Mod5 D.B. Mod6 D.B.*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
3.2 Choose between various strategies to effectively teach any word to students	3, 6	*Mod6 D.B.*	*Think critically and creatively*	*Knowledge of Others Creativity/Visioning*	*4 Content knowledge 7 Planning*	*1.1 Content area knowledge, instructional practice, and professional responsibility*
4.1 Choose relevant and appropriate words to put in the Listen, Tally, Say, Write worksheet for students	8	*Mod8.1 Act.6: Quiz*	*Think critically and creatively*	*Knowledge of Others Creativity/Visioning*	*4 Content knowledge 7 Planning*	*1.1 Content area knowledge, instructional practice, and professional responsibility*
4.2 Create and direct students on Student Spelling Folders and provide corrections for student errors	8	*Mod8.2 Act.3: Quiz*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Collaboration Critical Examination*	*4 Content knowledge 7 Planning 8 Instructional strategies 10 Leadership and Collaboration*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
5 Teach Strategies to students and provide corrections for student errors	7, 8, 9, 10, 11	*Mod9 Video Assignment Mod7 D.B. Mod8 D.B. Mod9 D.B. Mod10 D.B. Mod11 D.B.*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
6 Prepare and teach the Authentic Lesson and provide corrections for student errors	12	*Mod13 Lesson Plan*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
7 Teach the Vocabulary Graphic Organizer and the Vocabulary Expansion Game and provide for student errors	13	*Mod13.1 Act.5: Quiz Mod13.2 Act.5: Quiz*	*Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*
8 Improve student writing (Teach Writing with Student Story, guide students in deciding sentence structure, teach transitional writing activities) and provide corrections for student errors	14, 15	*Mod14.1 Act.5: Quiz Mod15.1 Act.5: Quiz*	*Apply integrative learning Exercise effective leadership Develop Depth and Breadth of Knowledge Communicate Effectively*	*Systems Thinking Collaboration*	*4 Content knowledge 5 Application of Content 8 Instructional strategies*	*1.2 Research based and evidence driven curriculum and assessment 2.3 Clinical Experiences*

| 9 Be able to state the next steps for embedding EBLI into daily instruction | 15 | Mod15 D.B. | Apply integrative learning
Exercise effective leadership
Develop Depth and Breadth of Knowledge
Think critically and creatively | Knowledge of Others
Creativity/Visioning
Critical Examination | 3 Create Learning Environments
4 Content knowledge
5 Application of Content
7 Planning | 1.1 Content area knowledge, instructional practice, and professional responsibility
1.3 Apply professional standards
2.3 Clinical Experiences |

Course Outline (weekly sequence expected)

Module 1 Required Reading	• *Why Our Children Can't Read, Chapter 1 & Chapter 2* • *How the Brain Learns to Read, Chapter 2* • *Language at the Speed of Sight, Chapter 10*
Learning Outcomes (from Chart Above) – 1.1; 1.2	
Activity Set 1: Introduction to EBLI, Online Training, and Theory	
Instructor/Trainee Only Training	• *What EBLI is and how/why it was created* • *General Training Information* • *Theory and Background* • *Overview of how the elements of literacy are taught with EBLI: Phonemic Awareness and Phonics, Spelling and Writing, Vocabulary, Comprehension and Guided Reading, Handwriting, Fluency* • *Best Practices with EBLI If/Then Charts for General Error Corrections and Student Behaviors (If Student… Then Teacher…)*
Activity Set 2: Assessment	
Instructor/Trainee Only Training	• *EBLI Spelling Assessment* • *EBLI Writing Assessment* • *Easy CBM Assessments* • *Readfaster.com Assessment (for $5^{th} – 8^{th}$ grade students)*
Student Instruction (Instructor/Trainee-Led)	• *EBLI Spelling Assessment* • *EBLI Writing Assessment* • *Easy CBM Assessments* • *Readfaster.com Assessment (for $5^{th} – 8^{th}$ grade students)*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 1	Discussion Board Post + Response (Instructor/Trainee Only)

Module 2 Required Reading	• *Why Our Children Can't Read, Chapter 5* • *How the Brain Learns to Read, Chapter 3*
Learning Outcomes (from Chart Above) – 2	
Activity Set 1: Up, Tea, Earn, Weigh	
Instructor/Trainee Only Training	• *Concept: 1, 2, 3, or 4 letters can spell a sound* • *Elements: Phonemic Awareness, Phonics, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: 1, 2, 3, or 4 letters can spell a sound* • *Elements: Phonemic Awareness, Phonics, Spelling*
Activity Set 2: Sound Lines	
Instructor/Trainee Only Training	• *Concepts: words are read left to right, words are made of sounds, sounds are represented by letters* • *Elements: Phonics, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concepts: words are read left to right, words are made of sounds, sounds are represented by letters* • *Elements: Phonics, Spelling*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 2	Discussion Board Post + Response (Instructor/Trainee Only)

Module 3 Required Reading	• *How the Brain Learns to Read, Chapter 4*
Learning Outcomes (from Chart Above) – 3.1; 3.2	
Activity Set 1: High Frequency Words	
Instructor/Trainee Only Training	• *Concept: accuracy/automaticity when reading sight words by sound **without whole word memorizing*** • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: accuracy/automaticity when reading sight words by sound **without whole word memorizing*** • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension*
Activity Set 2: Homophones	
Instructor/Trainee Only Training	• *Concept: meaning/correct usage/application of homophones* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Fluency, Writing, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: meaning/correct usage/application of homophones* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Fluency, Writing, Spelling*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 3	Discussion Board Post + Response (Instructor/Trainee Only)

Module 4 Required Reading	• *How the Brain Learns to Read, Chapter 5*
Learning Outcomes (from Chart Above) – 3.1	
Activity Set 1: Multi Syllable Sound Lines	
Instructor/Trainee Only Training	• *Concepts: multi-syllable process, segmenting syllables before sounds, matching spelling to sounds, reading/writing/recognizing patterns in multi-syllable words* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concepts: multi-syllable process, segmenting syllables before sounds, matching spelling to sounds, reading/writing/recognizing patterns in multi-syllable words, prefix, suffix, root word meaning* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Spelling*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 4	Discussion Board Post + Response (Instructor/Trainee Only)

Module 5 Required Reading	• *Language at the Speed of Sight, Chapter 1 & Chapter 2*
Learning Outcomes (from Chart Above) – 3.1	
Activity Set 1: Multi Syllable Spelling	
Instructor/Trainee Only Training	• *Concepts: segmenting syllables before sounds, attempting spelling for sounds, reading/writing/spelling/recognizing patterns in multi-syllable words, prefix, suffix, root word meaning* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concepts: segmenting syllables before sounds, attempting spellings for sounds, immediate correction, reading/writing/spelling/recognizing patterns in multi-syllable words* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Spelling*
Activity Set 2: Instructor/Trainee Video Assignment - Multi Syllable Spelling	
Due Sunday by 11:59 p.m. EST – end of Module 5	Video Assignment
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 5	Discussion Board Post + Response (Instructor/Trainee Only)

Module 6 Required Reading	• *Why Our Children Can't Read, Chapter 6*
Learning Outcomes (from Chart Above) – 3.1; 3.2	
Activity Set 1: Multi Syllable Split Word Reading	
Instructor/Trainee Only Training	• *Concept: phoneme manipulation, multi-syllable strategy, letter/sound patterns and tendencies in multi-syllable words (in place of rules), prefix, suffix, root word meaning, accurately reading multi-syllable words* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: phoneme manipulation, multi-syllable strategy, code patterns and tendencies in multi-syllable words (in place of rules), prefix, suffix, root word meaning, accurately reading multi-syllable words with support, moving toward independence* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Comprehension*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 6	Discussion Board Post + Response (Instructor/Trainee Only)

Module 7 Required Reading	• *Language at the Speed of Sight, Chapter 7*
Learning Outcomes (from Chart Above) – 5	
Activity Set 1: Same Sound/Different Spelling	
Instructor/Trainee Only Training	• *Concept: in English, there are a variety of spellings to represent each sound, tendencies and pattern recognition of the spellings and where they occur in words* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: in English, sounds can be spelled in many different ways, tendencies and pattern recognition of the spellings and where they occur in words* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Essay	
Due Sunday by 11:59 p.m. EST – end of Module 7	Essay (Instructor/Trainee Only)
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 7	Discussion Board Post + Response (Instructor/Trainee Only)

Module 8 Required Reading	• *How the Brain Learns to Read, Chapter 7*
Learning Outcomes (from Chart Above) – 4.1; 4.2; 5	
Activity Set 1: Listen, Tally, Say, Write	
Instructor/Trainee Only Training	• *Concept: each word is made up of sounds, and each sound can be spelled with 1 – 4 letters, sounds can be spelled in many different ways, the same spelling can represent different sounds* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: each word is made up of sounds, and each sound can be spelled with 1 – 4 letters, sounds can be spelled in many different ways, the same spelling can represent different sounds* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Activity Set 2: Student Spelling Folders	
Instructor/Trainee Only Training	• *Concept: correct student misspellings in writing* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Writing*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: correct student misspellings in writing* • *Elements: Phonemic Awareness, Phonics, Vocabulary, Writing*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 8	Discussion Board Post + Response (Instructor/Trainee Only)

Module 9 Required Reading	• *Why Our Children Can't Read, Chapter 10*
Learning Outcomes (from Chart Above) – 5	
Activity Set 1: Read, Read Back, Read Again	
Instructor/Trainee Only Training	• *Concept: guided reading by training and coaching accurate and fluent reading* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: guided reading by training and coaching accurate and fluent reading* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension*
Activity Set 2: Instructor/Trainee Video Assignment – Read, Read Back, Read Again	
Due Sunday by 11:59 p.m. EST – end of Module 9	Video Assignment
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 9	Discussion Board Post + Response (Instructor/Trainee Only)

Module 10 Required Reading	*Why Our Children Can't Read, Chapter 11*
Learning Outcomes (from Chart Above) – 5	
Activity Set 1: Same Spelling/Different Sound	
Instructor/Trainee Only Training	• *Concept: the same spelling can represent several different sounds* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: the same spelling can represent several different sounds* • *Elements: Phonemic Awareness, Phonics, Vocabulary*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 10	Discussion Board Post + Response (Instructor/Trainee Only)

Module 11 Required Reading	• *Language at the Speed of Sight, Chapter 4*
Learning Outcomes (from Chart Above) – 5	
Activity Set 1: Summarizing	
Instructor/Trainee Only Training	• *Concepts: comprehending what is read, higher level thinking through creation of succinct summary, writing practice* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concepts: comprehending what is read, higher level thinking through creation of succinct summary, writing practice* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling*
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 11	Discussion Board Post + Response (Instructor/Trainee Only)

Module 12 Required Reading	• *Language at the Speed of Sight, Chapter 5*
Learning Outcomes (from Chart Above) – 6	
Activity Set 1: Authentic Lesson	
Instructor/Trainee Only Training	• *Concept: infusion of EBLI instruction into content area (through previously taught activities)* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Spelling, Writing*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: infusion of EBLI instruction into content area (through previously taught activities)* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Spelling, Writing*
Activity Set 2: Instructor/Trainee Video Assignment – Multi Syllable Split Word Reading	
Due Sunday by 11:59 p.m. EST – end of Module 12	Video Assignment
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 12	Discussion Board Post + Response (Instructor/Trainee Only)

Module 13 Required Reading	• *Language at the Speed of Sight, Chapter 6*
Learning Outcomes (from Chart Above) – 7	
Activity Set 1: Vocabulary Graphic Organizer	
Instructor/Trainee Only Training	• *Concept: deeper dive into understanding targeted vocabulary* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Writing, Spelling*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: deeper dive into understanding targeted vocabulary* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Writing, Spelling*
Activity Set 2: Vocabulary Expansion Game	
Instructor/Trainee Only Training	• *Concept: expand vocabulary by brainstorming synonyms, application to writing* • *Elements: Phonics, Vocabulary, Spelling, Writing*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: expand vocabulary by brainstorming synonyms, application to writing* • *Elements: Phonics, Vocabulary, Spelling, Writing*
Lesson Plan – Authentic Lesson	
Due Sunday by 11:59 p.m. EST – end of Module 13	Lesson Plan – Authentic Lesson (Instructor/Trainee Only)
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 13	Discussion Board Post + Response (Instructor/Trainee Only)

Module 14 Required Reading	• *Language at the Speed of Sight, Chapter 3*
Learning Outcomes (from Chart Above) – 8	
Activity Set 1: Writing with Student Story	
Instructor/Trainee Only Training	• *Concept: increase writing accuracy/stamina, editing/revising, explicit instruction and correct use of writing conventions* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling, Verbalizing*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: increase writing, accuracy/stamina, editing/revising, explicit instruction and correct use of writing conventions* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling, Verbalizing*
Activity Set 2: Instructor/Trainee Video Assignment – Writing with Student Story	
Due Sunday by 11:59 p.m. EST – end of Module 14	Video Assignment
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 14	Discussion Board Post + Response (Instructor/Trainee Only)

Module 15 Required Reading	• *Language at the Speed of Sight, Chapter 11*
Learning Outcomes (from Chart Above) – 8; 9	
Activity Set 1: Transitional Writing Activities	
Instructor/Trainee Only Training	• *Concept: increase writing accuracy/stamina, explicit instruction and correct use of writing conventions in independent writing, editing/revising, teach writing types* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling, Verbalizing*
Student Instruction (Videos and Instructor/Trainee-Led)	• *Concept: increase writing accuracy/stamina, explicit instruction and correct use of writing conventions in independent writing, editing/revising, teach writing types* • *Elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing, Spelling, Verbalizing*
Activity Set 2: Wrap Up	
Instructor/Trainee Only Training	• *Resources and detailed directions for continuing to teach EBLI once training is complete*
Due Sunday by 11:59 p.m. EST – end of Module 15	Evaluation (Instructor/Trainee Only)
Essay	
Due Sunday by 11:59 p.m. EST – end of Module 15	Essay (Instructor/Trainee Only)
Discussion Board	
Due Sunday by 11:59 p.m. EST – end of Module 15	Discussion Board Post + Response (Instructor/Trainee Only)

Course Requirements -

Discussion Board (15 x 10 points each)

- Information about how to post on the discussion board and how to respond to others is located on the course site in Blackboard.
  - Original Posts: Fifteen (15) – 5 points each
    Each instructor/trainee will write one original post per module.
    - Posts should contain 100 – 200 words responding to the videos and readings in the module.
    - Each post should include at least one citation from a video and/or reading.
    - Use the following prompts as a guide, and strive for originality and thoughtfulness:
      - ✓ What information is new to you? Predict how this new information could affect your teaching and/or your students' learning. After teaching the activiti(es) – were your predictions accurate? Discuss.
      - ✓ What question(s) came up for you while viewing and/or reading? Attempt to answer your own question(s).
      - ✓ Make connections between the information in the videos and/or readings and your experiences with learning/teaching.

  - Respond to Others: Fifteen (15) – 5 points each
    Each instructor/trainee will write one response to another classmate per module.
    - o Posts should contain 50 – 100 words.
    - o Each response may share an opinion, question(s), elaboration, find additional evidence to support the post, or challenge of the original post.
    - o Responses should be thoughtful and respectful.
    - o If you receive any responses on your original posts, please reply if applicable.

Instructor/Trainee Video Assignments (4 x 50 points each)

Each instructor/trainee will create four videos of their instruction throughout the course. After taping each video, they will watch and fill out a Video Response Form for the purpose of discussing and refining their instruction. Videos will be created in the following modules:
- **Module 5** (Multi Syllable Spelling)
- **Module 9** (Read, Read Back, Read Again)
- **Module 12** (Multi Syllable Split Word Reading)
- **Module 14** (Writing with Student Story)

Lesson Plan (50 points)

In Module 13, each instructor/trainee will create an Authentic Lesson using their own content area or text of their choosing. The Authentic Lesson instruction and materials are in Module 12.

Essays (2 x 50 points each)

Each instructor/trainee will write two 3-page (minimum) papers. Papers are due in the following modules:
- **Module 7**
- **Module 15**

Criteria for Written Assignments:

- Written Assignments are to be type written in a plain, boring font on plain white paper.
- There should be a cover page with your name, the name of the assignment, and the date you are submitting the assignment.
- There should be a "running header" on each page with your name and a word or two that summarized the title; for example: Brown / Essay 2
- Spelling, grammar, punctuation, etc. should be at the college level.
- Be sure to review the assignment requirements and the grading rubric before you attempt to write the assignment.
- Assignments may be submitted through Blackboard by midnight on the due date for full points.

Evaluation and Grading Policy

Course completers with a score of 75% or higher receive the following:
- EBLI Certificate
- EBLI E-book, which includes:
    - o   Lesson plans
    - o   Lesson planning templates
    - o   Activity scripts
    - o   Support materials
    - o   Word lists
    - o   Thousands of EBLI-ized words
- Lifetime Access to the EBLI Online Member's Area, which includes:
    - o   Hundreds of instructional videos (including many from the course)
    - o   Support documents and resources
- Access to optional EBLI Coaching

Grading Scale

Letter	Percentage	Points
A	93-100%	465-500
A-	90-92%	450-464
B+	87-89%	435-449
B	83-86%	415-434
B-	79-82%	395-414
C+	75-78%	375-394
C	71-74%	355-374
C-	67-70%	335-354
E	Less than 55%	334 and below

Final Grade Criteria

Discussion Boards	150
Video Assignments	200
Lesson Plan	50
Essays	100
Total Points	500

Conditions Re: Assignments, Tests, Etc.
- Late Work
  - Work is due on time unless other arrangements have been made**.**
    - Instructor/trainees must inform their facilitator when personal circumstances prevent on-time submission of work.
    - Facilitators will work with them in extenuating circumstances
  - In general, late discussion board work is not accepted without prior arrangement.
  - Work turned in beyond the due date may be assessed a late penalty if facilitator was not informed ahead of time about late submission of work.
- Written work may be resubmitted for a higher grade.
  - Resubmitted work will not be accepted after the Sunday of the 14th week at Midnight.
  - Resubmitted work will be graded after all other submitted work has been graded.
  - It is expected that resubmitted work will be revised to incorporate instructor feedback.

Marygrove Grade Information:

Grade of AU: Audit:
If you wished to participate in a class without being graded for it, you must obtain written permission from the instructor and register as an auditor. The audit form is available in the Office of the Registrar. The decision to audit a class must be made at the time of registration and a change may not be made from credit to audit or from audit to credit after the course has begun. No grades are assigned for courses that are taken on an audit basis. You cannot receive financial aid for an audited course.

Grade of I: Incomplete Work:
If you have successfully completed the majority of work in a course but for some serious reason are unable to meet all course requirements or take the final examination, you may petition the instructor for a grade of "I". An incomplete is given when there is, in the judgment of the instructor, a reasonable probability that you can complete the course successfully without attending regularly class sessions. The mark of "I" is inappropriate if, in the instructor's judgment, it will be necessary for you to attend subsequent sessions of the class. The grade of "I" is calculated with 0.0 honor points until the instructor officially enters a new grade. All work must be completed in time for your new grade to be recorded at the end of the following term. Extensions can be granted only for a serious reason and will be limited to one calendar year. Extensions must be approved in writing by the course instructor, the registrar and the academic dean, before the end of the extensions period. If your work is not made up in the time allowed, the "I" will remain on your record with a permanent value of 0.0.

A Grade of NR: No Record of Attendance:
An "NR" is a non-punitive mark assigned if a student's name appears on the professor sheet, but the instructor has no record of the student attending class. An "NR" is recorded on the transcript but is not computed in the grade point average.

A Grade of W: Official Withdrawal:
If you feel you are unable to complete a course but the add/drop period has already passed, you must officially withdraw from the class. You can withdraw through the twelfth week of class (or up to 80 percent of the class if it's shorter than 15 weeks). In order to withdraw, you need to get a form from the registrar's office, complete and return it as indicated, and pay the withdrawal fee in the business office.

A Grade of X: Unofficial Withdrawal:
An "X" is assigned if a registered student unofficially withdraws without completing enough course work to determine a grade. An unofficial withdrawal occurs when a student stops attending a class but fails to submit the paperwork for an official withdrawal. An "X" is computed into the semester and cumulative grade point averages

with 0.0 honor points. An "X" remains on the transcript with the permanent value of an "E" grade. The College cannot give any refunds or cancel fees if you unofficially withdraw.

Add/Drop:
If you wish to change your original registration, you must fill out an add/drop form, which may be picked up in the registrar's office. The add/drop period extends for the first calendar week of each fall and winter semester. During the spring/summer sessions, you may add or drop a course no later than the beginning of the second class session. You will have to pay a $10.00 fee for processing a student-initiated change of program during the official add/drop period. A $10.00 fee will be assessed also for each course adjustment after the add/drop period, including course withdrawals.

Faculty Responsibilities

- Respond to e-mail and phone messages within 48 hours.
- Endeavor to explain course content in ways which are easy to understand.
- Ask for and be responsive to feedback from students regarding course content.
- Provide clear assignment guidelines and answer questions about assignments.
- Grade fairly and use rubrics previously submitted to students.
- Provide detailed feedback for your assignments.

Student Responsibilities

- Homework is due as per the schedule posted in this syllabus, by midnight of the due date. All homework is submitted through Blackboard.   If you are experiencing problems submitting your homework, contact your facilitator a.s.a.p. to make arrangements.
- You are strongly encouraged to form out-of-class learning communities with your classmates. You can easily reach classmates via email in the Blackboard "Tools" section.
- Take full advantage of online, campus, & community resources. Marygrove's **Librarians** are excellent sources of academic assistance, in person and online: http://www.marygrove.edu/library/index.asp Librarians make individual appointments at your request. 313-927-1355.
- Make appointments at the **Writing Center** (basement LA) for help editing Discussion Board postings and Observation Write Ups (Writing Center, LA-028, N.E. corner LA lower level, 927-1278). The Writing Center also provides help for students in online programs.
- Visit the STICC (basement Library) for computer apps--Blackboard, MS Word, email, blogs, wikis, web pages, twitter, etc. 927-1582 or 927-1532.
- Marygrove Confidential Counselor can assist with personal or family issues that may affect your academic work. Please contact Dr. Carolyn Roberts, 313-927-1474 or **croberts@marygrove.edu** to schedule an appointment.
- Success center is located on the first floor of the Madame Cadillac building. Numerous services are located there, including disabilities services.

College Policies

<u>Disability Policy</u>
Marygrove College maintains a supportive academic environment for students with disabilities. To ensure equal access to all educational programs, activities and services, students with disabilities should notify the College, provide documentation, and request reasonable accommodations. If you require academic accommodations in this course, you must contact Disability Support Services by email dss@marygrove.edu to establish an accommodations plan with the Coordinator.
- Preparation of Assignments
- Penalty for Late Assignments
- Classroom Policies (i.e. classroom conduct, food and drink in classroom, cell phone and texting activity, etc.)
- "Policies and Procedures Regarding Plagiarism and Academic Dishonesty" (attach or reference policy)

<u>Academic Honesty</u>

The policy of Marygrove College is to maintain an atmosphere of academic excellence. The faculty and administration expect that Marygrove students will conduct themselves with honor in their academic coursework. Marygrove will not tolerate academic dishonesty in the form of plagiarism or cheating. Students will be held accountable for any form of academic misconduct under the terms of the Policy on Plagiarism and Academic Dishonesty that appears below.

For the purposes of identifying and defining academic dishonesty or misconduct involving plagiarism and/or cheating, the following definitions from *The American Heritage College Dictionary* apply:

    PLAGIARIZE: To use and pass off as one's own (the ideas or writings of another).
                  To appropriate for use as one's own passages or ideas of (another).

    CHEAT: To deceive by trickery; swindle.
            To mislead; fool.
            To act dishonestly; practice fraud.

In cases of plagiarism or cheating at Marygrove:

1. The faculty member will make a copy of all evidence of academic dishonesty and will impose an appropriate penalty, based upon the policies in the course syllabus, for the specific offense.

2. The faculty member will contact the offending student at the time of the offense to discuss the situation. The faculty member will then submit a common form, "Notification of Academic Dishonesty," to the Dean and the student's academic advisor with evidence attached and notation of "confidential." The faculty member will give the student the opportunity to review the form and evidence, either in the faculty member's company or in the Dean's office. Both the faculty member and student sign the form. It remains on file in the office of the Dean for a period of seven years or until the student graduates, whichever comes first.

3. Refusal of the student to sign the form in no way invalidates the action taken.

4. If the Dean receives two notifications of academic dishonesty for the same student, the Dean will schedule a consultation with the student and instructor(s) involved. The Dean will also schedule a conference if the faculty member requests a conference with the Dean and the student after one notification. The Vice President for Student Affairs and Enrollment Management will be present as an objective observer at all such conferences.

5. After two notifications at the time of the conference, the faculty member(s) will present evidence of academic dishonesty and the Dean will make a decision. If academic dishonesty is not evident, all documents related to the second instance will be destroyed and no further action will occur. If the Dean determines, however, that the evidence is sufficient to substantiate a repeated instance of academic dishonesty, the student will receive a failing grade in the course, the Dean will place a written notice of the academic misconduct in the student's permanent records, and the Dean will present the evidence to the Academic Review Board, which will impose one of the following penalties according to established guidelines:

a)   The student will be placed on academic probation for one term, or
b)   The student will be suspended for one term, or
c)   The student will be dismissed from the College.

The student has the right to request an appeal at any stage of this process through the regular academic appeal procedure that appears in the Marygrove College Catalog.   Revised: Fall 2009

Bibliography/References for Course/Library Resources

Printed Materials:

Corcoran, J. (2017). *The reading gap: journey to answers.* Oceanside, CA: Brehon Publishing Company

McGuinness, D. (1997). *Why our children can't read and what we can do about it: a scientific revolution in reading*. New York: Touchstone.

Seidenberg, M. (2017) *Language at the speed of sight*. New York: Basic Books.

Sousa, D.A. (2005). *How the brain learns to read* (1st ed.). Thousand Oaks, CA: Corwin Press.

Taylor, J.S.H., Davis, M.H., and Rastle, K. (2017) Comparing and validating methods of reading instruction using behavioural and neural findings in artificial orthography. *Journal of experimental psychology*: general. Advance online publication. Doi:10.1037/xge0000301.

Internet Resources:
- Common Core Standards for English Language Arts: http://www.corestandards.org/ELA-Literacy/
- EBLI (Evidence-Based Literacy Instruction): https://eblireads.com/
- Michigan State Standards: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Blackboard: https://blackboard.marygrove.edu This course makes use of *Blackboard*, an electronic course management software system. To use *Blackboard* you need to have a student user/email account. *Blackboard* gives access to online learning resources, additional print materials and electronic resources including the companion website for this text. Some course materials will be distributed as needed. *Blackboard* can be accessed on campus or from a home personal computer.