

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 307

INSTRUCTIONAL PRACTICE FOR DIFFERENTIATED INSTRUCTION

COURSE DESCRIPTION

This course provides an overview of differentiated instruction for prospective and current teachers. Emphasis will be placed on instructional approaches and their adaptation in relation to individual and diverse students in the classroom.

RATIONALE

Differences in intelligence, development, social preferences, and physical and spiritual maturity cause students to have disparate needs and learning styles. Therefore, effective instruction must provide learners with multiple options for processing information and understanding ideas. Through the concept of differentiated instruction, introduced in this course, teachers are equipped to address the learning diversity found in today's classrooms.

I. PREREQUISITES

EDUC 205

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Define the theory of differentiated instruction.
- B. Describe and use appropriate methods, including direct instruction, differentiated instruction and flexible grouping to maximize each student's growth and individual success at different stages of development, abilities, and achievement.
- C. Modify and manage the learning environment and experiences to meet the needs of children, including those with disabilities, gifted children, and children with limited proficiency in English.

- D. Use formal and informal assessment tools to diagnose student needs, plan and modify instruction, and record student progress.
- E. Use technology as a tool for teaching, learning, research, and communication.
- F. Design lessons and units that successfully integrate differentiated instruction with the teaching/learning process.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Class Introductions
In Module/Week 1, students will participate in an introductions discussion forum in order to get to know their classmates.
- C. Discussion Boards (8)
Each week students will participate in a Discussion Board forum. Each forum requires three posts: an initial post that directly answers the forum questions and two reply posts that give a meaningful response to two other student's initial posts.
- D. Journal Entries (8)
Each student will compile weekly journal entries to be submitted in week 8.
- E. Assessment Tools
Each student will submit a paper describing a variety of assessment tools including interests, ability/intellectual levels, achievement levels, and personality types.
- F. Differentiated Lesson Plans
Each student will create four lesson plans addressing differentiated instruction.
- G. Journal Articles (2)
Each student will read and summarize two journal articles of your choice.
- H. Thematic Unit
Each student will create a thematic unit addressing differentiated instruction.
- I. Exams (2)
There will be two exams: a midterm exam that covers Lessons 1–5 and a final exam that covers Lessons 6–9. The use of your text and other course related materials is permitted during both of these exams. You will have two hours to complete each exam.

VI. COURSE GRADING AND POLICIES**A. Points:**

Class Introductions		60
Discussion Boards (8 at 25 pts ea)		200
Journal Entries (8 at 20 pts ea)		160
Assessment Tools		50
Differentiated Lesson Plans		75
Journal Articles (2 at 40 pts ea)		80
Thematic Unit		125
Midterm Exam	Lessons 1–5	125
Final Exam	Lessons 6–9	125
	Total	1000

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at luoodas@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 307

Textbooks: Tomlinson, *The Differentiated Classroom* (1999).

Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms* (2001).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Tomlinson (1999): chs. 1 & 2 Tomlinson (2001): chs. 1 & 2 2 Presentations	Course Requirement Checklist Class Introductions DB Forum 1 Journal Entry 1	60 25 20
2	Tomlinson (1999): ch. 3 1 Presentation	Assessment Tools DB Forum 2 Journal Entry 2	50 25 20
3	Tomlinson (1999): chs. 6 & 9 Tomlinson (2001): ch. 3 1 Presentation	Differentiated Lesson Plans DB Forum 3 Journal Entry 3	75 25 20
4	Tomlinson (1999): ch. 4 Tomlinson (2001): ch. 4 1 Presentation	DB Forum 4 Journal Entry 4 Midterm Exam	25 20 125
5	Tomlinson (2001): chs. 5 & 6 1 Presentation	DB Forum 5 Journal Entry 5	25 20
6	Tomlinson (1999): ch.5 Tomlinson (2001): chs. 7–10 2 Presentations	Journal Article 1 DB Forum 6 Journal Entry 6	40 25 20
7	Tomlinson (1999): chs. 7 & 8 1 Presentation	Journal Article 2 DB Forum 7 Journal Entry 7	40 25 20
8	Tomlinson (2001): chs. 11–14 1 Presentation	DB Forum 8 Journal Entry 8 Thematic Unit Final Exam	25 20 125 125
TOTAL			1000

DB = Discussion Board

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.