

Course Syllabus

Section 1. Course Information

Course ID	ESED 5733		
Course Title	Teaching How to Learn: Developing Cognitive Competencies Level III		
College	College of Education		
Prerequisites	Level II	Credit Hours	3
Instructor	TBA by National Institute for Learning Development (NILD)		
SEU Mission & Vision Statements	<p>Mission Statement: Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.</p> <p>Vision Statement: Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern’s global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning, and service. Each student’s divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences, and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.</p>		
Course Description	<p>Course Description</p> <p>This course will help the participant to expand their ability to incorporate cognitive function development within the National Institute for Learning Development Educational Therapy™ techniques, effectively implement mediated learning experiences, and develop language competencies in students. Candidates will continue to explore the usage of psychological and educational assessments, which reveal patterns of cognitive strengths and weaknesses. Candidates will gain a comprehensive understanding of Level I and II techniques.</p> <p>Prerequisite: ESED 5723 hours</p> <p style="text-align: right;">Credit hours: 3</p>		

Course Materials

Required and Supplemental Resources

A. Students are responsible for acquiring the following books and materials. **The required books and material need to be obtained before the course begins.** Suppliers are listed for each resource:

- **Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential**, 2nd Edition (2008). Mentis & Dunn-Bernstein. Corwin Press. ISBN: 978-1-4129-5070-1 Available at www.amazon.com .
- **Wordly Wise 3000 Student Book 6, 3rd Edition**. Item# 7606 available at <http://eps.schoolspecialty.com>.
- **Analogies 1**. Arthur Liebman. Item# 2225-W1 available at: <http://eps.schoolspecialty.com> .
- **Analogies 2**. Arthur Liebman. Item# 2227-W1 available at: <http://eps.schoolspecialty.com> .
- **Rules of the Game 2**. Item # 2239-W1 available at: <http://eps.schoolspecialty.com>.
- **Rules of the Game 2 Answer Key**. Item # 2240-W1 available at: <http://eps.schoolspecialty.com>.

B. Available from NILD: The following course materials may be purchased as a package at a discounted price (see Course Application) or items may be individually purchased through NILD's E-store at

<https://nild.mypinnaclecart.com/>

The Level III Course Materials Package includes:

- Gray Matter Guide: Educator
- Gray Matter Guide: Student
- SOAR 1
- SOAR 2
- SOAR 3
- Anchor Word Booklet
- Anchor Cards
- Anchors Away Decks 1 & 2
- Anchor Bingo Cards
- Sound Box
- Lesson Plans (digital)
- Exercises and Problems in Arithmetic (red cover)
- Tangrams

Course Manual: You will be printing the course manual one portion at a time as you proceed through the four weeks of online coursework. By the end of the four weeks you will have printed the entire course manual. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" three-ring binder to contain the pages of your course manual, notes, and other relevant documents. **Your course manual will become a vital resource for you, and you must bring it to residency.** Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on MyFire. Students are responsible for the information and materials distributed through MyFire, and for online campus students.

**Course
Materials**

D. Materials to bring to residency: Some of the materials listed above are only used during the online portion of the course. Following are the materials that must be brought with you to the residency portion of the course. You will be using these materials when you practice therapy techniques with other participants and for your therapy demonstration:

- Course Manual (Level 2 and Level 3)
- Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential, 2nd Edition (2008).
- Wordly Wise 3000 Student Book 6, 3rd Edition.
- Analogies 1.
- Analogies 2.
- Rules of the Game 2
- Gray Matter Guide: Educator Gray Matter Guide: Student
- SOAR 1
- SOAR 2
- SOAR 3
- Anchor Word Booklet
- Anchor Cards
- Anchor Bingo Cards
- Anchors Away Decks 1 & 2
- Sound Box
- Lesson Plans (digital)
- Exercises and Problems in Arithmetic (red cover)
- Tangrams
- Chalkholder & chalk
- Exercises & Problems in Arithmetic (red cover)

**Intended
Learning
Outcomes**

Students who successfully complete this course will:

1. Evaluate the five core techniques according to the tenets of Cognitive Functions.
2. Demonstrate competency in the NILD Educational Therapy™ techniques, providing student-specific intervention for learning deficits.
3. Implement language competencies for student development of reading comprehension and written expression.
4. Incorporate Cognitive Functions in conjunction with NILD Educational Therapy™ techniques.
5. Determine student cognitive functions and dysfunctions through diagnostic and prescriptive competency data.
6. Refine questioning skills to stimulate student oral language.
7. Scaffold the skills of pacing, transition, and application of mediated learning to build competence and confidence for student learning.
8. Articulate the theoretical constructs that underlie NILD Educational Therapy™.

**Method for
Evaluating
Student
Performance**

The final grade for the course will reflect mastery of course content as well as the quality of thought expressed in the following assignment categories:

1. Distance Assignments – 35%
2. Theoretical Constructs (research project) – 15%
3. Class Participation – 10%
4. Technique Proficiency – 40%

Distance assignments: There are five papers, three additional assignments, and four Knowledge Surveys. The “Class Participation” grade consists of Discussion Forum participation and residency participation.

Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant’s grades in the MyFire grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant’s final grade. Participants may view their grades in MyFire at any time during the course. (Please note: grades are required to be inputted into the MyFire grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by MyFire and the course instructor manually enters in MyFire grades for all other assignments.

Distance Assignments – 35%

- Promoting Diversity and Excellence (week 1) 6 (100 points)
- Theoretical Constructs Research Draft (Week 1) 6 (100 points)
- Student Success Plan with Partner (week 2)-7 (100 points)
- Morpheme Paper (week 3) 6 (100 points)
- Math Reflection paper (week 4) - 6 (100 points)
- Weekly knowledge Surveys (4 total 1 each) (100 points each)

Section 2. Course Policies

Grading Scale	<p>The university's general grading scale is provided in the Academic Policies and Procedures section of the <u>Southeastern University Catalog</u>. All undergraduate courses use the following scale:</p> <table border="1" data-bbox="623 405 943 856"> <tr><td>A</td><td>=</td><td>94 – 100%</td></tr> <tr><td>A-</td><td>=</td><td>90 – 93%</td></tr> <tr><td>B+</td><td>=</td><td>87 – 89%</td></tr> <tr><td>B</td><td>=</td><td>84 – 86%</td></tr> <tr><td>B-</td><td>=</td><td>80 – 83%</td></tr> <tr><td>C+</td><td>=</td><td>77 – 79%</td></tr> <tr><td>C</td><td>=</td><td>74 – 76%</td></tr> <tr><td>C-</td><td>=</td><td>70 – 73%</td></tr> <tr><td>D+</td><td>=</td><td>67 – 69%</td></tr> <tr><td>D</td><td>=</td><td>64 – 66%</td></tr> <tr><td>D-</td><td>=</td><td>60 - 63%</td></tr> <tr><td>F</td><td>=</td><td>0 – 59%</td></tr> </table>	A	=	94 – 100%	A-	=	90 – 93%	B+	=	87 – 89%	B	=	84 – 86%	B-	=	80 – 83%	C+	=	77 – 79%	C	=	74 – 76%	C-	=	70 – 73%	D+	=	67 – 69%	D	=	64 – 66%	D-	=	60 - 63%	F	=	0 – 59%
A	=	94 – 100%																																			
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D	=	64 – 66%																																			
D-	=	60 - 63%																																			
F	=	0 – 59%																																			
Late Work	<p>Students should turn their assignments in before the assigned time on the due date (see Course Chart). Assignments will not be accepted after the due date unless extreme circumstances prevail.</p>																																				
Extra Credit	<p>There is no extra credit for this course.</p>																																				
Class Participation	<p>Online courses meet for 12 weeks and may include pre-and post-course work. Summer intensive courses meet face to face for 1 week in the summer with pre- and post-course work. Attendance through participation is mandatory, as we will cover a substantial amount of material each week. Each student is expected to be prepared and participate in all online classroom activities in a timely fashion. Please: Be on time. Be present. Be prepared. Be courteous. Students will be expected to drop the class if they are unable to fulfill the attendance/participation requirements.</p>																																				
Official Email	<p>Southeastern University requires all faculty, staff, and students to use their Southeastern University email address for official communication. Students are required to check their SEU email daily, as they will be held accountable for all communications sent through this medium.</p>																																				
MyFire Use	<p>Please, make it a habit to always check your MyFire account as messages, assignments, grades, and other important related materials may be posted. It is the student's responsibility to check points and notify your instructor if you have questions. DO NOT WAIT UNTIL THE LAST WEEK OF CLASS TO DO THIS!</p>																																				

<p>Technical Difficulties</p>	<p>Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support online via the link provided within each course. The instructor and/or support staff members will respond to the student’s request at the earliest possible time during the next working day. Be sure your computer system complies with all Technical Requirements listed in the course.</p>
<p>Disability Statement</p>	<p>Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.</p> <p>Students with medical diagnoses which qualify them for accommodations must contact the SEU Office of Academic Success at 863-667-5041 or email pscrosby@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the Director of Academic Success with a list of his or her current online professors and their emails.</p> <p>Contact with the Office of Academic Success is mandatory for each new semester. For more information, visit the SEU Students with Disabilities page on our website.</p>

	<p>KNOWLEDGE SURVEY</p> <p>DISCUSSION BOARD</p>	<p>Complete Week 2 Knowledge Survey</p> <p>Identify one cognitive function that can be developed through Proverbs and a different cognitive function that can be developed through Analogies; discuss how you would mediate the development of these thinking actions in a post of 200-300 words. Please include citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. Then comment on at least 2 of your colleagues' posts with replies of at least 100 words, considering what you have learned from this week's lectures and readings.</p>	
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WEEK 3

Reading

<p>STUDY:</p> <p>ASSIGNMENTS:</p>	<p><i>Voice over Power Point Lectures & PDF handouts and</i></p> <p>READ pages 38-39, 98-102, 363-375, and 540-553 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsh & Carreker.</p> <p>READ Research Articles on NILD Educational Therapy articles (Manual Theory Section)</p> <p>Theoretical Constructs Research Project</p>	<ul style="list-style-type: none"> • Educational Theorist Lecture • Gray Matter Cognitive Literacy: Research & Rationale Lecture • Gray Matter Cognitive Literacy: Perspectives Lecture • Morphology Lecture <p>Write a 250-500 word (500-700 word for Graduate Credit) paper in which you describe a lesson with a student that engages the use of morphemes. Due date for this paper is the <u>end of online Week 3</u>.</p> <ul style="list-style-type: none"> • "Questioning: Vygotsky's Social Development Theory" by Joni Hanna, M.Ed • "Theories of Learning: Implications for Teaching" by Janet Lerner & Beverly Johns <p>Begin researching three theorists: Piaget, Vygotsky, and Feuerstein. Identify similarities in their theories as well as differences. Submit a rough draft of your research to your instructor on or before the end of Week 4 of the online portion of this course. Compare and contrast their theories in this written assignment, then select ONE upon which to focus more in-depth study. Include the name of the theorist you wish to focus upon at the end of your rough draft 3-5 page paper (bulleted/outline form is acceptable) (5-7 page paper for Graduate Credit) and the reasons you selected him. At residency week you will be assigned to a group to prepare a presentation of the theorist you selected. This will be your final assignment. There will be no formal paper, but you will need to bring the data & rough draft on the theorist to contribute to the group presentation.</p>	
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	<p>KNOWLEDGE SURVEY</p> <p>DISCUSSION BOARD</p>	<p>Complete Week 3 Knowledge Survey</p> <p>Explain a new thought that you had while listening to the lecture on morphemes and share with your colleagues ways you will use morphology in a post of 200-300 words Please add citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on at least 2 of your colleagues' posts with replies of at least 100 words, considering what was read for this week.</p>	
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WEEK 4

Math

<p>STUDY:</p> <p>ASSIGNMENTS:</p>	<p><i>Voice over Power Point Lectures & PDF handouts and Video Vignettes:</i></p> <p>READ <i>Math Block: A Strong Conceptual Foundation for Mathematical Reasoning</i> by Sue Hutchison, Ed. D. (Manual Theory Section)</p> <p>READ article by Jo Boaler, <i>Ability and Mathematics: the mindset revolution that is reshaping education</i> (Manual Theory Section)</p> <p>READ Chapter 13, pages 501-530 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsch & Carreker.</p> <p>READ Research Articles on NILD Educational Therapy (Manual Theory Section)</p>	<ul style="list-style-type: none"> • Mediating Math – The Cognitive Domain Lecture • Tangrams Video Vignette <p>A. Watch the Tangrams demonstration and complete the therapy observation form while observing this technique.</p> <p>B. Practice this technique with a student and write down any questions you may have to be discussed during residency week.</p> <p>Write a 250-350 word (350-500 word for Graduate Credit) reflection paper on how you will change or add elements of quantity, counting, and language into your Math Block.</p> <p>Due by the end of week 4 <u>online</u>.</p> <ul style="list-style-type: none"> • “A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities” by Kathy Hopkins, Ed.D. • “Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences” by Kathy Keafer, Ed.D. • "Pythagoras and Tangrams," by Vesta Gillette, M. Ed. <p>Complete Week 4 Knowledge Survey.</p>	
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	<p>DISCUSSION BOARD</p> <p>Assignments due at end of Week 4 that were assigned in prior weeks.</p> <p><u>Assignments to complete and bring to Residency Week</u></p>	<p>Give specific examples of how you can develop the cognitive function of self-regulation in Math Block. Please include citations from this week's assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on a least two of your colleagues' posts with replies of at least 100 words, considering what was read for this week.</p> <ul style="list-style-type: none"> • Theoretical Constructs 3-5 page rough draft assigned in Week 1 online. • Final draft of <i>Theoretical Constructs Research</i> paper <p>Completed Observations Forms</p> <ul style="list-style-type: none"> ○ Proverbs and Analogies observation form assigned in Week 2 ○ Tangrams observation form assigned in Week 4 	
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