

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

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:

1. ***Speech to Print, Language Essentials for Teachers***, 2nd Edition (2010), Louisa Cook Moats, Ed.D. Paul H. Brookes Publishing Company. ISBN: 978---1---59857---050---2. Available at: www.amazon.com.
2. ***Educational Therapy in Action: Behind and Beyond the Office Door***, 1st Edition (2011), Dorothy Fink Ungerleider. ISBN: 978---0---415---88885---1. Available at: www.amazon.com.
3. ***Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential***, Mentis & Dunn---Bernstein, 2nd Edition (2008). Corwin Press. ISBN: 978---1---4129---5070---1. Available at: www.amazon.com.
4. **Wordly Wise 3000®** 3rd Edition Student Book 6 (item# 7606). Available at: <http://eps.schoolspecialty.com>.
5. ***Analogies 1*** (item# 2225---W1), by Arthur Liebman (available at: <http://eps.schoolspecialty.com>)
6. ***Analogies 2*** (item# 2227---W1), by Arthur Liebman (available at: <http://eps.schoolspecialty.com>)
7. ***Rules of the Game 2*** (item# 2239---W1). Available at: <http://eps.schoolspecialty.com>.
8. ***Rules of the Game 2 Answer Key*** (item# 2240---W1). Available at: <http://eps.schoolspecialty.com>.

To be obtained by course participants from NILD. Available at: <http://estore.nild.org>:

- 6 Teaching How to Learn in a What to Learn Culture by Dr. Kathleen Hopkins
- 6 Sounds of Meaning
- 6 A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement
- 7 Exercises and Problems in Arithmetic (red cover)
- 7 Tangram Pages

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
- 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
- The Blue Book Method: An Associate Key Word Approach
- Phonic Spelling Workbook
- Chalkholder & chalk
- Listen Carefully
- Teaching Tiles
- Bloom’s Taxonomy Flip Chart
- Sounds of Reading
- Sounds of Meaning
- Square Puzzles (cards)
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages and Tangram Pages
- Mediating Math
- A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement
- 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%

- Hopkins paper (week 1) – 6% (100 points) **(5% for graduate credit)**
- Moats Morpheme Paper (week 3) – 5% (100 points) **(4% for graduate credit)**
- Math Reflection paper (week 4) --- 5% (100 points) **(4% for graduate credit)**
- ***GRADUATE CREDIT: Annotated Bibliography (3% graduate credit)***
- ***GRADUATE CREDIT (only): Action Research Paper (3% graduate credit)***
- Info Processing pages (week 1) – 5% (100 points) **(4% for graduate credit)**
- Linking Cognitive Functions to Assessment Response (week 2) – 5% (100 points) **(4% for graduate credit)**
- Theoretical Constructs Research Draft (Week 3) – 5% (100 points) **(4% for graduate credit)**
- Weekly **Knowledge Surveys** (4 total, 1% each) --- (100 points each) – Combined 4%
- **Theoretical Constructs Research Project (100 points) – 15%**
- **Technique Proficiency (100 points) – 40%**
- **Class Participation – 10%** (Discussion Forum participation 100 points / 5%; Residency participation 100 points / 5%)

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%
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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.</p> <p>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>

Section 3. Course Schedule

Distance Learning Course Assignments

Week One: Teaching How to Learn

1. **Read:** *Teaching How to Learn in a What to Learn Culture; Educational Therapy in Action textbook*
2. **Lecture:** Brain 101, Information Processing and First Year Student
3. **Assignment:** Reflection Paper based on *Teaching How to Learn in a What to Learn Culture* and Information Processing Reflections
4. **Complete:** Knowledge Survey and Discussion Forum Question

Week Two: Mediation & Cognitive Functions

1. **Read:** *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential; Autism Spectrum Disorder* by Jon Mason, M.D.; *Testing the Waters with an Adult Stroke Victim* by Carole Adams, M.Ed.; and *Analogical Reasoning & Proverb Comprehension* by Gail Collins, Ed.D.
Lectures: Mediated Learning Lecture, Developing Cognitive Functions, and Linking Assessment to Practice Lectures
2. **Assignment:** Psychoeducational Testing and Cognitive Functions
3. **Complete:** Knowledge Survey and Discussion Forum Question and *Educational Therapy in Action* paper

Week Three: Theorist and Reading

1. **Read:** *Speech to Print*, Articles: *Questioning: Vygotsky's Social Development Theory* by Joni Hanna, M.Ed.; *Theories of Learning: Implications for Teaching* by Janet Lerner & Beverly Johns
2. **Lectures:** Morphology and Education Theories
3. **Watch:** Oral Reading, Above Level Reading, Grammar, and Sounds of Meaning videos
Assignment: *Speech to Print* paper and Theoretical Constructs Research Project
Complete: Knowledge Survey and Discussion Forum Question

Week Four: Mediating Math, Pythagoras and Tangrams

1. **Read:** *Math Block: A Strong Conceptual Foundation for Mathematical Reasoning, A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities* by Kathy Hopkins, Ed.D.; *Pythagoras and Tangrams* ; *Voices Heard in Educational Therapy an Analytic Description of Questions Asked and Answered* by Sue Hutchison, Ed.D.; *Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences* by Kathy Keafer, Ed.D.; *An Analysis of Rx for Discovery Reading® for Elementary Students Below Grade Level in Reading* by Susan Stanley, Ed.D.; *Small Group Versus 1 on 1 Educational Therapy for Struggling Readers and Writers* by Connie Cawthorne, Ed.D.
Lectures: Mediating Math
2. **Watch:** Tangrams video
3. **Complete:** Knowledge Survey and Discussion Forum Question, Theoretical Constructs and Information Processing Reflections

Residency Schedule

<table border="1"> <tr><td>8:00-8:10</td><td><i>Focus</i></td></tr> <tr><td>8:10-8:50</td><td>SESSION 1</td></tr> <tr><td>8:50-9:00</td><td><i>Break</i></td></tr> <tr><td>9:00-10:30</td><td>SESSION 2</td></tr> <tr><td>10:30-10:40</td><td><i>Break</i></td></tr> <tr><td>10:40 -12:00</td><td>SESSION 3</td></tr> <tr><td>12:00-1:00</td><td><i>Lunch</i></td></tr> <tr><td>1:00-2:00</td><td>SESSION 4</td></tr> <tr><td>2:00-3:00</td><td>SESSION 5</td></tr> <tr><td>3:00-3:15</td><td><i>Break</i></td></tr> <tr><td>3:15-5:00</td><td>SESSION 6</td></tr> </table>	8:00-8:10	<i>Focus</i>	8:10-8:50	SESSION 1	8:50-9:00	<i>Break</i>	9:00-10:30	SESSION 2	10:30-10:40	<i>Break</i>	10:40 -12:00	SESSION 3	12:00-1:00	<i>Lunch</i>	1:00-2:00	SESSION 4	2:00-3:00	SESSION 5	3:00-3:15	<i>Break</i>	3:15-5:00	SESSION 6		<p style="text-align: center;">Day 1 – Monday</p> <p><i>SCM/MLE</i> Session 1 – Introductions & Review learning objectives for the course Session 2 – Watch Year 3 NILD Educational Therapy DVD & class discussion Session 3 – Seven Parameter of Thinking Lecture Session 4 – Cognitive Functions & 5 Core Techniques Session 5 – Cognitive Functions & 5 Core Techniques (cont.) Session 6 – Proverbs, Analogies & Tangrams</p>
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<p style="text-align: center;">Day 2 – Tuesday</p> <p><i>Questioning & Reading</i> Sessions 1 – Level II Technique Review – Pythagoras, Square Puzzles, Design Tiles Sessions 2 – Questioning Lecture Sessions 3 – Reading Comprehension Lecture Session 4 – Instructor Demonstration of 5 Core Techniques Session 5 – Oral Reading & Above Level Reading Session 6 – Sounds of Meaning</p>		<p style="text-align: center;">Day 3 - Wednesday</p> <p><i>Written Expression & Math</i> Session 1 – Level II Technique Review – Sounds of Reading, Memory Cards Session 2 – Grammar Session 3 – Compositions, revisions and editing Session 4 – Mediating Mathematics – Application to Math Block Lecture Session 5 – Mediating Mathematics – Application to Math Block cont. Session 6 – Level II Technique Review – Math Block I</p>																						
<p style="text-align: center;">Day 4 - Thursday</p> <p><i>Level III Demonstrations</i> Session 1 - Technique Practice w/ partner Sessions 2, 3, 4, 5, & 6 - Therapy demonstrations</p>		<p style="text-align: center;">Day 5 – Friday</p> <p><i>Testing Reminders & NILD Services</i> Session 1 – Theoretical Constructs Session 2 – Initial and Annual Testing Recommendations Session 3 – Program Dismissal Criteria / NILD Services / Wrap up</p>																						