

Multi-Sensory Language Instruction Syllabus

Course Number and Title	PEDU 9831 Literacy Empowers
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	4, 2 or 1 Graduate Level, Semester Credits

Course Description

It is extremely necessary with persons who have difficulty acquiring language arts skills through conventional methods to use a multi-sensory problem solving for concepts and direct teaching skills approach. All teachers can improve their performance by making the most of the advantage of differentiated instruction for diverse learners. Participants will explore issues of literacy, culture, gender, and individuals with exceptionalities, and how these affect literacy in a student's learning and behavior in the classroom. Literacy learning will prepare students for the future that includes what happens both in and outside the classroom considered forms of evidence and sources of meaning.

Learning Outcomes and Objectives

- How we have defined and redefined literacy knowledge.
- Multi-sensory literacy approach to reading, writing and oral language instruction.
- How do we learn what we need to know?
- The stuff of thought: language as a window into human nature.
- To learn the language parts skills in the way in which our learning process dictates.
- How do we learn what we need to know? — What part of your education was useful and what not?
- How to prepare for the future with learning that includes what happens both in and outside the classroom.
- All teachers can improve their performance by making the most of the advantage of differentiated instruction for diverse learners.
- Participants will explore issues of literacy, culture, gender, and individuals with exceptionalities, and how these affect literacy in a student's learning and behavior in the classroom.
- Different parts of the country, different circumstances build on each other to form a kind of layered history.
- Maybe literacy history will help tell us who we think we are or who we want to be when we grow up.
- The background of phonics: It is extremely necessary with persons who have difficulty acquiring language arts skills through conventional methods to use a multi-sensory problem solving for concepts and direct teaching skills approach.
- How to prepare for the future with learning that includes what happens both in and outside the classroom.
- Limit it to what we now call the school years, ages five to eighteen but use the broad definition of learning that includes Henry Adams question: what part of your education was useful and what not?
- The story of people trying to find their way to knowledge tells us of a history of expectations, of preparing for the future, of hope.

Optional Suggested Course Materials

- *A Multi Sensory Approach to Language Arts for Specific Language Disability Children* Beth H. Slingerland
- *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship* Anna Gillingham and Bessie W. Stillman
- *The stuff of thought : language as a window into human nature* Steven Pinker, New York , Viking 2007
- *How Lincoln Learned to Read: Twelve Great Americans and the Educations that made them* Daniel Wolff, Bloomsbury USA 2009
- *Magic Trees of the Mind* Marian Diamond, Penguin Books, 1998
- *Botany of Desire: A Plants- eye view of the world* Michael Pollen, New York: Random House 2001
- *Crazy Like Us: The Globalization of the American Psyche* Ethan Watters, New York , Free Press 2010
- *Turning Points - Journey of Self Discovery*, Ardys Reverman, Ph.D., Friendly Universe Collections 2010

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos and quizzes plus
See Assignment Tab for Credit Variation Assignments

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The

University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies.”

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked “Degree/Certificate Title.” You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.