Course Number and Title: EDPD Visible Learning for Literacy: Exploring Current Research in Literacy

Graduate Hours: 3 graduate credits*

*This course is for professional development credit only. VirtualSC PD courses do not count towards any type of degree.

Location of Course: Online learning environment for the South Carolina Department of Education’s Office of Virtual Education, VirtualSC PD. Currently using the Moodle Learning Management System (LMS) located at https://virtualscpd.mrooms.net/, with username and password required for course access.

Semester:

Course Dates and Times:

Communication: This is an online course. There will be no face-to-face meetings; however, the facilitator will communicate with her students in various ways such as e-mail, Blackboard Ultra, Skype, and other audio and electronic communication. The facilitator will be available online daily from 5pm to 8pm in order to communicate with students via open office hours. Facilitators will use the following communication guide to ensure all students have a positive experience with the course. The communication below will serve as a bridge between the teacher and participant:

- Contact each participant at the beginning of the course.
  - Send out a welcome e-mail that includes a welcome letter.
  - All contact information for the facilitator will be listed in the e-mail and the letter.
- Send out weekly email reminders about work progress and work due. The facilitator will contact a participant if they miss one week’s worth of work and offer to assist with catching up.
- Host a minimum of three (3) Blackboard Ultra meetings during the course (one every other week). Participants are expected to attend. In the even a participant cannot attend, the meetings will be recorded with a “keyword” at the end of each presentation. All participants in attendance, or listening to a recording, will enter the “keyword” into an electronic quiz for credit.
Communication outside of the course (e-mail, phone, Skype) will be documented within a spreadsheet for communication and tracking purposes. This spreadsheet can be turned in with the grade book at the end of the semester.

Text/Materials: Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning by Fisher, Frey, & Hattie is a required professional book for this class. It can be ordered from Amazon as a digital edition for $25, or in paperback for $27. Please download a QR Code Reader app (there are many good free options available for both Android and iOS devices) so that the videos embedded in the course can be viewed in the context of the reading. Additional course materials needed/required for the workshop are available online. All originally-authored materials in this course are the property of the South Carolina Department of Education’s Office of VirtualSC PD.

Grading: Pass/Fail. As per the College of Charleston Graduate Catalog, a Pass/Fail course carries zero (0) quality points and thus, cannot be converted to a letter grade.

Purpose of the Course and Expected Participation Outcomes: This course is designed to critically examine current perspectives on literacy research in terms of theoretical frameworks, research methods, and implications for curriculum, instruction, and assessment.

Student Learning Outcomes:
At the end of the course, participants will be able to:

- Possess a working knowledge of research in the field of literacy.
- Explain how effect size is important in research.
- Differentiate between Surface Literacy Learning and Deep Literacy Learning.
- Teach students literacy for the purposes of transfer.
- Understand the significance of what doesn’t work in classroom practice.

Course Description: This course is centered on the text, Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning, which seeks to cut through the myriad theories on instructional practice and figure out what actually accelerates student learning based on research. The authors review 150 different instructional strategies and rank them according to their demonstrated effect. This particular book advances the thinking in John Hattie’s Visible Learning Meta-Study (2009) and applies it to the specific context of literacy.

This course relates to the CofC conceptual framework and theme of making the teaching and learning connection since it is a hands-on course, allowing participants an opportunity to practice the lessons and implement basic ideas supporting current research in literacy from both practical and pedagogical approaches.

Prerequisites: This course is one of four that leads to certification as a Literacy Specialist. Before taking this course, participants should have already completed the following:
- R2S Foundations of Reading
- R2S Content Area Reading and Writing
- R2S Instructional Practices
Before enrolling in this course, please ensure that you have enrolled in, completed, and passed each of the above courses.

This is an advanced level course for teachers, literacy coaches, curriculum specialists, professional development specialists, or other school personnel. Participants are expected to have regular access to computers with Internet access. They will also need speakers and a microphone (or a headset or telephone) to participate in the Blackboard Ultra Virtual Meeting sessions. In addition, participants should be proficient with browsing the Internet, uploading and downloading content, navigating to computer files, and with using word processing software, email, and attachments.

**Goals/Standards/Objectives:** All goals and objectives are correlated to the C of C Teaching and Learning Standards, and the National Educational Technology Standards and Performance Indicators for Teachers.

http://ehhp.cofc.edu/assessment/tl_standards.php
http://www.iste.org/standards/iste-standards/standards-for-teachers

**Course Goals and Objectives:** Participants in this course will engage in exploring current research in literacy both in theory and practice. Participants will make connections between their theoretical understandings of literacy and what current research says. As literacy coaches, the participants will help the teachers with whom they work to practice effective literacy. They will have opportunities to identify areas of instruction that don’t work and identify effective literacy practice, based on current research.

The goal of this course is to produce educators who can:

- Critically examine current, multiple, perspectives on different aspects of literacy development.
- Become familiar with major texts and articles in literacy research.
- Develop an appreciation and awareness of different methodologies in examining literacy development.
- Evaluate research and to develop a personal theory of action for reading improvement.

**Expected Time Dedication:** This course is expected to take students between 60 and 7- hours to complete. Times listed below are average dedication times per week/topic:

- Orientation Session: 4 hours
- 6 Weekly Sessions: 42 hours
- 6 Weekly Discussion Forum Initial Posts and Responses: 18 hours
- Blackboard Ultra Virtual Meetings: 3 hours, plus correlating assignment submission
**Attendance and Late Assignments Policy:** Attendance will be determined by completion of weekly online assignment, discussions, and participation in the three (3) synchronous sessions conducted on Blackboard Ultra.

- Due dates are posted for each initial discussion post, replies, assignments/assessments/projects in the online Learning Management System.
- VirtualSC PD’s Learning Management System time stamp, given within the assignments, assessments, and discussions will determine if submissions were completed on time.
- Late assignments will not be accepted without prior arrangement with the facilitator.
- An assignment calendar, and rubrics for participant use, can be viewed online or downloaded via the Syllabus link after the course facilitator has given registered participants login information for the online course.

**Discussion Forum Participation:** Participants will be evaluated on the frequency and quality of their discussion board participation. Participants are required to post a minimum of three substantial postings each session, including one that begins a new thread and one that responds to two others’ threads. Postings that begin new threads will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Postings that respond to other participants will be evaluated on relevance, degree to which they extend the discussion, and tone.

**Student Learning Outcomes:**

**In-Class Course Activities:** This course is divided into seven, one-week sessions (one Orientation Session and six Content Sessions, with the last session including course wrap-up activities), each of which include readings, activities, and an online discussion among course participants.

**Course Calendar:** The outline for the course is as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Calendar Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
<td>Getting to Know Your VirtualSC PD Environment</td>
</tr>
<tr>
<td>Session 1</td>
<td></td>
<td>An Introduction to the Text</td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td>Laying the Groundwork for Visible Learning in Literacy</td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
<td>Surface Literacy Learning</td>
</tr>
<tr>
<td>Session 4</td>
<td></td>
<td>Deep Literacy Learning</td>
</tr>
<tr>
<td>Session 5</td>
<td></td>
<td>Teaching Literacy for Transfer</td>
</tr>
<tr>
<td>Session 6</td>
<td></td>
<td>Determining Impact, Responding When Impact is Insufficient, and Knowing What Does Not Work</td>
</tr>
</tbody>
</table>

**Out of Class Assignments:** Course participants are expected to complete weekly assignments, including active participation in the online discussion board. In addition, participants will develop and share their ideas to incorporate tools and strategies presented in the course into their own curricula.
Assessment and Grading: The discussion forum and grade book features, accessed by the user within the course, will serve as the participant's portfolio and provide assessment feedback. Participants will be assessed throughout this course in various ways, including assignments, initial discussion posts and replies, quizzes, and projects. The grade book will be used to provide participants with weekly grades of assignments and discussion.

Participants are required to complete readings, activities, discussions, and an assignment/assessment/project for each session. Below are the criteria to be used for evaluating successful participation in and completion of this course for 3 hours of graduate credit.

<table>
<thead>
<tr>
<th>Session</th>
<th>Graded Item</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Summative Assessment (Quiz)</td>
<td>17</td>
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<td></td>
<td>VirtualSC PD Participant Contract</td>
<td>10</td>
</tr>
<tr>
<td>Session 1</td>
<td>Discussion Forum</td>
<td>22</td>
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<tr>
<td></td>
<td>Blackboard Ultra Attendance – “5 Important Takeaways”</td>
<td>3</td>
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<tr>
<td></td>
<td>Assignment – Researching the Authors: Who are Fisher, Frey &amp; Hattie?</td>
<td>25</td>
</tr>
<tr>
<td>Session 2</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Assignment – Reflective Quote Response</td>
<td>25</td>
</tr>
<tr>
<td>Session 3</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Blackboard Ultra Attendance – “5 Important Takeaways”</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assignment – Sharing Your Learning</td>
<td>25</td>
</tr>
<tr>
<td>Session 4</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Assignment – Chapter Study Guide</td>
<td>25</td>
</tr>
<tr>
<td>Session 5</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Blackboard Ultra Attendance – “5 Important Ideas”</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assignment – Principles of Literacy Transfer Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Session 6</td>
<td>Discussion Forum</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Assignment – Surface vs. Deep Learning One-Pager</td>
<td>25</td>
</tr>
</tbody>
</table>

Possible Points 340

Pass: 272 points or higher (80%)
Fail: 271 points or lower

Ongoing Support: Online support is provided in the form of a guided discussion forum used to discuss and share strategies, challenges, and resources.

Professionalism and Ethics: As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

Disability Statement: If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.
Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally, you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Coursework: The readings and activities/assessments for each session week are listed below:

Orientation Session: Getting to Know Your VirtualSC PD Environment
In this session, you will become familiarized with the Moodle Learning Management system used by all VirtualSC PD courses. Additionally, you will educate yourself on VirtualSC PD policy and procedure, as well as participate in professional discourse with your instructor and other colleagues.

Activities
Getting Started
Interacting in Your Course
Obtaining Renewal Credits
VirtualSC PD Policy and Procedures
VirtualSC PD Acceptable Use Policy
VirtualSC PD Academic Integrity Policy

Assignments
VirtualSC PD Participant Contract
Course participants will complete a contract, agreeing to the VirtualSC PD and College of Charleston rules and regulations concerning grading, credit, transcripts, and more.
Orientation Quiz
Course participants will complete a quiz on the content they have learned about both VirtualSC PD and the College of Charleston.

Discussion
For your first discussion forum, please take some time to tell us about yourself. Tell us your name, location, current position and what it entails, and what you hope to learn from this course. Tell us about yourself, your kids, whatever you think will help your facilitator and fellow classmates get to know you better. Remember to keep it professional.

Session One: Introduction to the Text
The materials for Session One explain the premise of the textbook that we are using for this class, and present background information on literacy research. Additional articles are also included on research in literacy to prepare you for reading the course text, and Sessions 2-6.

Resources & Activities

Read: Preface to Text
The Preface provides the set up for this professional book. “It’s our (the authors’) best thinking to date about being an effective literacy educator.”
Read: Collective Teacher Efficacy According to John Hattie
This short article and embedded video reflects on the research that is the basis for our course textbook. In this resource, you’ll meet John Hattie, who coined the term “visible literacy.”

Read: Learning to Read and Write: What Research Reveals
Excerpted from a joint position of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), this article presents research on how children begin to read.

Read: Phonics, Whole Language, Balanced Literacy
Over the course of the last fifty years there has been a debate among researchers, educators and parents concerning the best approach to teaching the language arts. Three key approaches have dominated that debate in the U.S. at different periods. These are generally referred to as the “phonics”, “whole-language” and the “balanced” methodologies. This article addresses these different approaches and why they are so controversial.

Assignments

Researching the Authors: Who are Douglas Fisher, Nancy Frey, and John Hattie?
Research (Google is great) the three key contributors to our text. Write an approximately 500-word letter to your facilitator including what you learn about them in terms of their professional contributions. Do you think they are credible researchers/practitioners for providing information on effective literacy practice? Do you have any concerns?

Blackboard Ultra Virtual Meeting #1 and “Five Important Takeaways” Assignment
Course participants will attend an approximately 1-hour live session with their peers and facilitator via the Blackboard Collaborate Ultra online conferencing tool. After they leave the session (or watch the recording if they are unable to attend live), they will submit a list of 5 things they learned in the session as proof of attendance and learning.

Discussion Forum

Using the resources you have reviewed this week, support your response to each of the questions below:

- When you think of the three key approaches to reading (phonics, whole language, and balanced literacy), what insights can you share?
- Do you support one approach more than another? Why?
- What new learning did you find in the readings from this week?

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you're meeting all expectations for successful participation in this forum.

Session Two: Laying the Groundwork for Visible Learning for Literacy
Chapter 1 discusses how teachers must understand which strategies and instructional routines are useful in which teaching situation. Of special note, the authors make clear that there is no single right way, but there are wrong ways.

**Resources & Activities**

**Read:** Chapter 1 (In the course textbook.)
Based on John Hattie’s design for learning that is about developing an understanding of the impact instructional efforts have on students’ learning, this chapter lays the foundation for what the book will address.

**Watch:** Video Series
The following four videos were created to enhance our understanding of visible learning for literacy. As you watch each of them, consider what was significant about the observed teacher-student relationships?

- **Video 1.1: Teacher-Student Relationships that Impact Learning**
  While watching this video, consider what was significant about the teacher-student relationships.

- **Video 1.2: Making Learning Visible with Teacher Clarity and Expectations**
  While watching this video, consider if it provided clarity around teacher expectations.

- **Video 1.3: Making Learning Visible Through Learning Intentions**
  While watching this video, consider the intentions set forth for student learning.

- **Video 1.4: Making Success Criteria Visible: Writing an Introduction**
  While watching this video, consider the success criteria, and their plausibility.

**Assignments**

**Reflective Quote Response**
Using the quote below as a springboard, write an approximately 500-word reflective essay with the following questions as guidance:

- What is your initial reaction to the quote?
- How do think teachers, in general, consider this statement on a deeper level?
- Are there situations that don’t allow us to have a choice?

> “Teachers, we have choices. We can elect to use instructional routines and procedures that don’t work, or that don’t work for the intended purpose. Or we can embrace the evidence, update our classrooms, and impact student learning in wildly positive ways.”

**Discussion Forum**
Using the resources you have reviewed this week, support your response to each of the questions below:

On page 18 in your course text, there is a list of “Mind Frames for Teachers.” Hattie suggests that these can be used to guide decision from curriculum adoption to lesson planning. Reflecting on these “mind frames,” answer the following questions:

- What is your initial reaction to the “mind frames”?
- Do they make sense to you, or do you need further explanation to understand them? Why or why not?

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you're meeting all expectations for successful participation in this forum.

**Session Three: Surface Literacy Learning**

Chapter 2 discusses the ways in which surface learning sets the stage for meaningful learning and powerful impacts.

**Resources & Activities**

**Read:** Chapter 2 (In the course textbook.)
This chapter discusses the ways surface learning sets the stage for meaningful learning and powerful impacts.

**Watch:** Video Series
The following three videos were created to further our understanding of surface literacy learning.

- **Video 2.1: Direct Instruction: Punctuating Dialogue**
  While watching this video, consider how direct instruction works.

- **Video 2.2: Surface, Deep, and Transfer Learning: Kindergarten**
  While watching this video, consider the insights provided by the kindergarten class.

- **Video 2.3: Having Successful Collaborative Conversations**
  While watching this video, consider the effectiveness of the collaborative conversations you saw.

**Assignments**

**Sharing Your Learning**

In whatever way you would like, share your learning from Chapter 2 of our course text, reflecting on Surface Literacy Learning. Would a graphic organizer represent what you’ve learned? Maybe you can create an infographic, visual poster, or presentation to help others learn through your eyes. Whatever you create, ensure that it is pleasing to the eye, and conveys knowledge. Do not write an essay for your submission… be creative!

**Blackboard Ultra Virtual Meeting #2 and “Five Important Takeaways” Assignment**
Course participants will attend an approximately 1-hour live session with their peers and facilitator via the Blackboard Collaborate Ultra online conferencing tool. After they leave the session (or watch the recording if they are unable to attend live), they will submit a list of 5 things they learned in the session as proof of attendance and learning.

Discussion Forum

Using the resources you have reviewed this week, follow the directions below to craft your initial response:

- Choose any quote from Chapter 2 of the course text that resonates with you.
- Explain why you were drawn to that quote, and what you may have learned from it.

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you’re meeting all expectations for successful participation in this forum.

Session Four: Deep Literacy Learning

Chapter 3 emphasizes the necessity of making learning visible to students in order for them to deepen their knowledge.

Resources & Activities

Read: Chapter 3 (In the course textbook.)
This chapter discusses the necessity of making learning visible to students in order for them to deepen their knowledge.

Watch: Video Series
The following four videos were created to explore ways that deeper learning is achieved.

- **Video 3.1: Deeper Learning**
  While watching this video, consider how to begin teaching for deeper learning.

- **Video 3.2: Questioning for Surface, Deep, and Transfer Learning**
  While watching this video, consider new ways to question that you may learn.

- **Video 3.3: Reciprocal Teaching: Predict and Question**
  While watching this video, consider the power of reciprocal teaching.

- **Video 3.4: Teacher Feedback That Labels Students’ Actions**
  While watching this video, consider the power of feedback, and its use in the classroom.

Assignments

*Creating One-Pagers on Surface and Deep Literacy Learning*
Create two one-page handouts, one on surface learning and one on deep learning. Be as creative as you would like, while making sure you are emphasizing the salient points of
each. Tying the two types of learning together in the handouts would be fine, as well. You should assume these would be handouts for other teachers as part of a professional development training on literacy.

Discussion Forum

Using the resources you have reviewed this week, follow the directions below to craft your initial response:

One major emphasis of Chapter 3 is the importance of feedback.

- What new insights around feedback did you discover through your readings?
- From your own experiences teaching and/or coaching, what tips or ideas can you share about feedback?
  - Were there times when feedback was especially effective?
  - Were there times when you struggled with providing effective feedback?

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you're meeting all expectations for successful participation in this forum.

Session Five: Teaching Literacy for Transfer
Chapter 4 explains what teaching for transfer means, and shows the impact it can have on student learning.

Resources & Activities

Read: Chapter 4 (In the course textbook.)
This chapter explains what teaching for transfer means, and shows the impact it can have on student learning.

Watch: Video Series
The following four videos are designed to broaden our understanding of teaching literacy for transfer.

- Video 4.1: Teaching for Transfer
  While watching this video, consider if it helped you to understand the concept of teaching for transfer.

- Video 4.2: Peer Tutoring: Writing
  While watching this video, consider whether you think peer tutoring is a good example.

- Video 4.3: Reading Across Documents Collaboratively With Teacher Feedback
  While watching this video, consider if collaborative conversations and close readings provide avenues for transfer.

- Video 4.4: Providing Teacher and Peer Feedback
While watching this video, consider the power of feedback, both teacher and peer.

Assignments

Chapter Study Guide
You have been asked to lead the discussion in a professional book study group on Chapter 4, “Teaching Literacy for Transfer.” For this assignment, you will create a guide that you will use to lead the discussion. You should have at least 8 thought-provoking questions that will prompt/promote good conversation about the chapter during the discussion. The study guide should have a paragraph that introduces the chapter, followed by the questions. Then chose two of your questions, and explain where you hope the discussion will go.

Blackboard Ultra Virtual Meeting #3 and “Five Important Takeaways” Assignment
Course participants will attend an approximately 1-hour live session with their peers and facilitator via the Blackboard Collaborate Ultra online conferencing tool. After they leave the session (or watch the recording if they are unable to attend live), they will submit a list of 5 things they learned in the session as proof of attendance and learning.

Discussion Forum

Using the resources you have reviewed this week, follow the directions below to craft your initial response:

- What insights or new learning did you discover in Chapter 4 of the course text?
- Describe a practice for transfer of learning, and how you have used it or seen it used.
- What practices would you like to share with the teachers with whom you work?
- Were you left with questions about transfer of learning?

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you’re meeting all expectations for successful participation in this forum.

Session Six: Determining Impact, Responding When the Impact in Insufficient, and Knowing What Does Not Work
Chapter 5 explores how to determine impact, and what to do when practice is working or not working.

Resources & Activities

Read: Chapter 5 (In the course textbook.)
This chapter explores how to determine impact, and what to do when practice is working or not working.

Watch: Video Series
The following four videos lead to an understanding of recognizing what does and does not work, and what to do about it.
Video 5.1: Visible Literacy Through Success Criteria
While watching this video, consider the success criteria you see.

Video 5.2: Evaluating Your Impact Through Assessment
While watching this video, pay attention to what is said about the impact of student assessment.

Video 5.3: Assessment and Needs-Based Grouping
While watching this video, consider how assessment and needs-based grouping support this discussion.

Video 5.4: Visible Learning: Three Keys
While watching this video, consider everything you’ve learned in this book, and how they play into the three keys shared.

Assignments

Determining Impact, Using Data
Using the data provided in Chapter 5 of the course text, prepare a presentation for teachers on practices that work, and those that don’t. You can create the presentation in any format that works best for you. Ensure that you’re covering all of the data presented in Chapter 5.

Discussion Forum

Using the resources you have reviewed this week, answer each of the following questions:

- What did you think about the practices listed as not working (according to the authors)?
- Do you agree with the practices listed as working (according to the authors)? Why?
- Were you surprised by these lists in any way?

Refer to the Discussion Forum Rubric found in the Course Resources folder to ensure you're meeting all expectations for successful participation in this forum.

Discussion Forum Rubrics (7 Discussion Forums x 22 points = 154 Possible Points)
Includes Original Reply and Replies to Other Participants

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Response</td>
<td>The participant’s initial response was posted by Wednesday, midnight, of the session week</td>
<td>2</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Relevance</td>
<td>2</td>
</tr>
<tr>
<td>Understanding</td>
<td>The participant’s thread showed evidence that he/she read and understood the assigned reading selections.</td>
<td>2</td>
</tr>
</tbody>
</table>
### Examples
The participant’s thread included 3 or more examples and/or specific ideas in regard to the topic listed. These are cited. 2

### Quality
The participant’s thread demonstrated outstanding professional depth and quality. 2

### Replies to Other Participants
#### Professionalism
The participant’s response was professional, positive in tone specific to the concepts discussed in the original message. 6

#### Extension of Discussion
The participant’s response extended the discussion by introducing new ideas or adding to the ideas introduced in the original message. 6

### Assignments Rubrics (6 Assignments x 25 points = 150 Possible Points)
Participants are expected to complete each of the assignments by the due date as stated in the course calendar. Individual assignments equal 25 points if completed successfully.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Relevancy</strong></td>
<td>The participant’s response clearly &amp; effectively responds to the assignment. Content indicates synthesis of ideas, in depth analysis and evidence of original thought and support for the topic.</td>
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<tr>
<td></td>
<td>The participant’s response is generally adequate and thorough. Content indicates thinking and reasoning applied with original thought on parts of the topic.</td>
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<tr>
<td></td>
<td>The participant’s response minimally responds to the assignment. Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</td>
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<tr>
<td></td>
<td>The participant’s response does not respond to the assignment. No evidence of critical thinking or pertinent ideas.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Writing Mechanics and Proofreading</strong></td>
<td>The participant response includes no errors in sentence formation, grammar usage,</td>
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<td></td>
<td>The participant response includes few errors (1) in sentence formation, grammar usage,</td>
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<td></td>
<td>The participant response includes some errors (2) in sentence formation, grammar usage, spelling, punctuation, or</td>
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<tr>
<td></td>
<td>The participant response includes numerous errors (3 or more) in sentence formation,</td>
<td></td>
</tr>
<tr>
<td>Use of Course/Other Professional Resources</td>
<td>The participant response includes substantial (3 or more), accurate, clear, and direct references to the main idea and key details. References are exceptionally well integrated and effectively support the student’s response to the assignment.</td>
<td>The participant response includes some (2 or more) references to the main idea and key details. References are integrated and support the student’s response to the assignment. Formal citation is not required; however, references include at a minimum the author’s name and/or name of the reading/video to support ideas.</td>
</tr>
<tr>
<td>Dimension</td>
<td>Points Available</td>
<td>Points Possible</td>
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<td>--------------------</td>
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</tr>
<tr>
<td><strong>Content Development</strong></td>
<td><strong>5</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>The participant’s main points were well developed with high quality and quantity support. Reveals high degree of critical thinking.</td>
<td>The participant’s main points are present with limited detail and development. Some critical thinking is present.</td>
<td>The participant’s main points lack detailed development. Ideas are vague with little evidence of critical thinking.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td><strong>5</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>The participant response was timely in submission (submitted by Sunday, midnight EST, of the session week).</td>
<td>The participant response was not timely in submission (submitted after Sunday, midnight EST, of the session week).</td>
<td></td>
</tr>
</tbody>
</table>

**Blackboard Ultra Attendance Rubric (3 Sessions x 3 Points = 9 Possible Points)**

Participants are expected to attend (either live-time or by listening to the recording and e-mailing the facilitator the keyword at the end of the meeting) 3 Blackboard Ultra meetings throughout the course. After each meeting, participants will submit a list of 5 important ideas from the meeting. This is due within 24 hours of the meeting. *This is an all or none activity.*
Attendance for 1st Session

The participant attended the Blackboard Ultra session (live or recorded) and submitted the “5 Important Takeaways” assignment by the following Sunday at midnight.

The participant did not attend the Blackboard Ultra session (live or recorded) and did not submit the “5 Important Takeaways” assignment by the following Sunday at midnight.

Attendance for 2nd Session

The participant attended the Blackboard Ultra session (live or recorded) and submitted the “5 Important Takeaways” assignment by the following Sunday at midnight.

The participant did not attend the Blackboard Ultra session (live or recorded) and did not submit the “5 Important Takeaways” assignment by the following Sunday at midnight.

Attendance for 3rd Session

The participant attended the Blackboard Ultra session (live or recorded) and submitted the “5 Important Takeaways” assignment by the following Sunday at midnight.

The participant did not attend the Blackboard Ultra session (live or recorded) and did not submit the “5 Important Takeaways” assignment by the following Sunday at midnight.

VirtualSC PD Participant Contract (10 Possible Points)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Status</td>
<td>The participant fully submitted the VirtualSC PD Participant Contract.</td>
<td>The participant did not submit the VirtualSC PD Participant Contract.</td>
</tr>
</tbody>
</table>

Transcripts: Please wait three weeks after the end of the class to check your unofficial grade in My Charleston. All transcript requests are now submitted online and processed through Credentials Solutions. Transcripts may be mailed or sent by electronic PDF for $10, or picked up the next day at the College of Charleston for $12.

Current and former students can use ordering service through MyCharleston to authenticate and avoid completing the Signature Authorization Form with the following directions:

- Login to MyCharleston (https://my.cofc.edu/cp/home/displaylogin)
- Select either the Academic Services or the Alumni tab
- Look for the Transcripts channel
• Click the **Official Academic Transcript Request** link

For MyCharleston Login assistance, or if your account has been "locked due to inactivity", you may contact the Helpdesk (843-953-3375, option 3, or helpdesk@cofc.edu).

**Those without current MyCharleston login** may order directly on the [Credentials Solutions Order Site](http://registrar.cofc.edu/general-edu/index.php).

Further information can be found on the [CofC Transcripts Webpage](http://registrar.cofc.edu/general-edu/index.php) or by calling the Credentials Solutions helpline at 847-716-3005.

Detailed instructions and information regarding Transcripts are available in the *Transcripts* section of the Registrar’s website at: [registrar.cofc.edu/transcripts/](http://registrar.cofc.edu/transcripts/) or [http://registrar.cofc.edu/general-edu/index.php](http://registrar.cofc.edu/general-edu/index.php).