**FLORIDA SOUTHERN COLLEGE**

**SCHOOL OF EDUCATION**

**EDU 3370 – Differentiated Instruction of Reading for Elementary Students**

**Teacher Workshop Syllabus**

**Spring 2 – February 9-17, 2018**

**COURSE NUMBER:**EDU 3370

**COURSE HOURS:**4

**Meetings:**Online

**Course Instructor: Kristen Hull M.Ed**

**Office:**online via e-mail

**Contact Info:**khull@flsouthern.edu

**Course Description:***Four credit hours.* Pre-service teachers/candidates gain a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process and implement learned practices in a field based setting.

**Text: (optional for workshops)**

McLaughlin, M., & Overturf, B.J. (2013), The Common Core: Teaching K-5 students to meet the reading standards. Newark, DE; International Reading Association

Robb, L. (2008) Differentiating Reading Instruction: How to teach reading to meet the needs of each student. New York, NY; Scholastic

**Student Learning Outcomes:**

* Demonstrate knowledge of language development, cognitive development, and reading proficiency in students grades kindergarten through six.
* Create lesson plans that instruct and develop literacy.
* Participate in discussion with other students in the class, sharing ideas and thoughts about reading instruction.
* Develop and report on case studies by monitoring, analyzing, and implementing differentiated instruction with each students’ reading progress.
* Work in small groups to write and implement a standards-based lesson plan that applies socio-cultural, socio-political, and psychological variables to differentiate instruction.
* Create a lesson plan unit including reading and content area standards

**Statement of Engaged Learning:**

Engaged learning is an approach to teaching and learning in which students are responsible for developing the skills, attitudes, and knowledge necessary for success in life.  The role of the professor is to empower students to achieve these outcomes.  The engaged learning method of teaching encourages learners to conduct meaningful inquiry, reflect, think critically, and develop learning strategies for dealing with real-world challenges.  Engaged learning may take place in a variety of settings using approaches varying in complexity and tailored to diverse learning styles.

**Statement of Technology in the Classroom:**

Students in the course may experience and use technology in the form of:

* PowerPoint
* Discussion Forums
* Videos

**Post Class Thoughts & Professional Participation:**

Students taking School of Education courses are expected to participate in classes as professional teachers would participate in their training in-service sessions. A participation grade will be included in the discussion forum grades for engaging in activities and discussions, and acting professionally when participating in class.

**No course credit will be given for any final grade lower than a “C”.  Course must be repeated.**

**Evaluation:**

100 – 90 = A

89 – 80 = B

79 – 70 = C

69 – 60 = D

59 – 0 = F

**Course Evaluation & Schedule:**

**Day 1:** Discussion Forum & Syllabus Review               20 points

Case Study Monitoring Reading Progress                     100 points

**Day 2:** Discussion Forum                                            20 points

Differentiated Lesson Plan 1                                       100 points

**Day 3**: Discussion Forum                                            20 points

Differentiated Lesson Plan 2                                       100 points

Standards Presentation                                                  100 points

**Day 4:** Discussion Forum                                            20 points

ELL Group Lesson Plan                                                           100 points

**Day 5:** Discussion Forum                                            20 points

Lesson Plan Unit                                                          100 points

**TOTAL                                                                       700 points**

**Course Schedule**

**Day 1**

**You are required to go over the online orientation.**Portal login; Internet; view tutorial. This will teach you how to navigate through the portal and upload documents in the coursework section.

**After learning how to use the FSC portal, print out the syllabus by clicking onto your course.**Then located on the left of the page you will click on syllabus. Then, click on the Downloadable version of the syllabus. After the syllabus page uploads you may print it out. This will give you an overview of all assignments for the week.

**Discussion Forum under Day One: Introduce yourself & Syllabus Review**

**Due Date: Friday @ 8:00 pm**

**Discussion Forum - 20 points**

Students will navigate to Day #1 discussion forum and complete the introduction post. As you introduce yourself, briefly describe your educational background, years of experience, what you believe to be your strengths in teaching, and what you would like to learn during this week.

**After reviewing the course syllabus, complete a four-sentence paragraph on how you predict this course’s content will assist you as a future teacher.**

**This must be completed on the first day of the course.**

**If you do not complete this activity by Friday, January 12th at 8:00, then you will be automatically withdrawn from this course without notice.**

\* Note: Discussion forum does time out. It is best to copy and paste from a Word document.

***Case Studies Monitoring Reading Progress –Due Date: Monday @ 11:55 pm - 100 pts.***

**ESOL Standard: 2.1a**

**RC 4.4; 4.7; 4.12; 4.13**

* ESOL stand 2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
* RC 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
* RC 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
* RC 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
* RC 4. 13 Monitor student progress and use data to differentiate instruction for all students.

**Formative Assessments:**

* **Small group presentation, class notes, and discussion**
* **Classroom level plans and discussion**
* **Biweekly discussions and reports.**
* **Computer based assessments**

**Summative Assessment**:

Preservice teacher/candidates will develop and report on a case study on a student that monitors, analyzes, and implements differentiated instruction with each students’ reading progress.  They will monitor student progress and use data to differentiate instruction for all students.  They will write a summary report and graph the students’ progress.  The background, plan, instruction, and data of the case study will be assessed.

**Background:**

The following information is to be included in the background information of both of the students you use for the case studies.  These need to be written in a narrative format using descriptive language. You will write a separate narrative for each case study student.  This information can be gathered by talking with the teacher, reviewing documents, or interviewing the student.  A combination of the three would allow you to gather the most accurate information. Be sure to include the reflection questions to conclude your background information.

\*\*\*\*\* This information needs to be collected in person.  You may **NOT** email the teacher and ask for written responses.

1. How old is the student
2. Grade of the student
3. What school did the student attend for the past 3 years?
4. Current academic levels?
5. What is the student’s favorite subject in school?
6. What are the student’s interests outside of school?
7. What is the student’s favorite type of book to read or be read to?
8. What is the student’s attitude towards reading?
9. What tests have been administered to the student recently?
10. What results can be interpreted from these assessments?
11. According to the teacher and/or test results how are the student’s
	1. Phonological awareness skills
	2. Phonics skills
	3. Knowledge of high frequency words
	4. Knowledge of vocabulary words and meanings

**Plan:**

Syntheses of information:

Identify factors impeding the student’s reading development in each of the reading components:

Phonological awareness –

Phonics –

Oral Language –

Fluency -

Vocabulary –

Comprehension –

What language difficulties does the student have?

What cognitive issues seem apparent from the assessments that have been given?

Overall, how does this student’s reading acquisition compare to other students his/her age? (What should he/she be doing at this level?)

What additional assessments will be completed on this student? Give the reason for the assessment? (What will the information provide?)

What is the initial plan for remediation for this student?  Be detailed – Use the 5 Ws and 1H as a framework, and keep in mind the interests of the student.

**Journal and Expectations:**

You will keep an implementation journal.  Each time you work with the student, or the teacher gives you updated information on the student, you will record this in your journal.  From the information you have in your journal, you will continue to revise and implement strategies to help the student improve.  As each strategy is used, be sure to record the progress or lack of it. Pay attention to disposition of the student, distractions that seem to take away from learning and overall how the student is responding to the interventions.  Be aware that your initial plan and what you end up doing with the student during the implementation may look a little different, and that’s OK because you are continually working and adapting to meet the needs of the student.

**Final Project:**

1. Meet with student weekly and submit journal entry as expected.
2. Interview the teacher to find out if the student has an IEP or 504 plan.  What accommodations are being made in the classroom for him/her?
3. What specific skill(s) did you work on and why were those chosen? (Use information from the background and/or plan)
4. Have a detailed description of what you worked on with the student in each of the sessions.  This can be from your journal or notebook – you can just turn that in.
5. What additional difficulties did you see as a result of the implementation in each session?
6. Overall, how did the student respond to the interventions you put in place? Be descriptive.
7. Using your data from the implementation, make a graph (your choice) displaying the progress (or lack of) that the student has made for each separate skill you worked on with him/her. Note: If you worked on vocabulary and fluency, then you would need 2 graphs.  If you only worked on phonics, then you only need one graph.
8. If you were the classroom teacher for this student, would types of accommodations or modifications would you put into place? Address both instruction and assessment.
9. Write a hypothetical letter to the parent of this child (as the hypothetical classroom teacher) addressing what you assessed in the beginning, planned, implemented, and the data you collected.  Provide suggestions for working with the child at home.
10. Write a 1-2 page reflection detailing your experience at Roberts Academy this semester. What were the positives? What were things that you had difficulty with? If you had it to do over again, what would you have done differently? Provide suggestions for future students taking this course and potential course design changes that you believe would make this a better experience.

**Day 2**

***Differentiated Lesson Plan 1 and Video Taped Instruction – Due: Tuesday @ 11:55 PM - 100 pts.***

**ESOL C&S 8.3**

**RC 4.5; 4.6; 4.14**

**Elementary C & S: 1.4; 4.4**

The following are the competency indicators included in these assignments:

* ESOL C&S 8.3 Choose appropriate differentiated learning experiences for lesson planning based on students' English proficiency level.
* RC 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency
* RC 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
* RC 4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
* ELEM C&S 1.4 Distinguish among the components of reading fluency (e.g. accuracy, automaticity, rate, prosody)
* ELEM C&S 4.4 Analyze and interpret students’ formal and informal assessment results to inform students and stakeholders

**Formative Assessments:**

* **Class discussion and written notes**
* **Planning/Plan and Discussion**
* **Computer based quiz**

**Summative Assessment:**

Preservice teacher/candidates will write a lesson plan and implement research based practices for differentiated instruction and the major components of reading, recognizing how characteristics of both language and cognitive development impact reading proficiency and the characteristics of proficient readers to more effectively differentiate instruction. He/she will implement the plan in a classroom setting, videotaping themselves and completing a self-evaluation. Address the following in the lesson plan or in an attached appendix to the plan:

* Choose appropriate differentiated learning experiences for ALL students
* Use individual student data to differentiate instruction
* Include instructional methods for developing reading fluency
* Implement research-based practices when teaching any of the major components of reading
* Be sure the assessments are appropriate and match the objectives.

**Day 3**

***Differentiated Lesson Plan 2 and Video Taped Instruction -Due: Wednesday @ 11:55 PM - 100 pts***

**PECs 8.4; 8.5**

**RC 4.15; 4.16; 4.17**

The following are the competency indicators included in these assignments:

* PEC 8.4 Apply appropriate literacy strategies for developing higher-order critical-thinking skills.
* PEC 8.5 Select appropriate resources for the subject matter and students’ literacy levels.
* RC 4.15 Implement research-based instructional practices for developing students’ higher order thinking.
* RC 4.16 Implement research-based instructional practices for developing students’ ability to read critically.
* RC 4.17 Implement research-based instructional practices using writing to develop students’ comprehension of text.

**Formative Assessments:**

* **Class discussion and written notes**
* **Planning/Plan and Discussion**
* **Computer based quiz**

**Summative Assessment:**

Preservice teacher/candidates will write 1 lesson plan that implements research based practices for developing students’ higher order thinking, writing, and reading critically.   He/she will implement the plan in a classroom setting, videotaping themselves and completing a self-evaluation. They will implement the plan in a classroom setting while being observed and evaluated. Address the following in the lesson plan or in an attached appendix to the plan:

* Higher order thinking is evident in the reading lesson.
* Use research-based instructional practices to develop higher order thinking and reading critically.
* Use research-based instructional practices using writing to develop students’ comprehension of text.
* Select resources that are relevant to the lesson and to students’ literacy levels.
* Be sure the assessments are appropriate and match the objectives.

***Standards Presentations – Due:  Wednesday @ 11:55 PM*– *100 points***

**ELEM C&S 5.4; 5.6**

**ESOL C&S 6.4**

The following are the competency indicators included in these assignments:

* **ELEM C&S 5.4 Select and evaluate a wide array of resources (e.g., internet, printed material, artifacts, visual media, primary sources) for research and presentation**
* **ELEM C&S 5.6 Identify and evaluate current technology for use in educational settings**
* **ESOL C&S 6.4 Apply appropriate standards-based reading instruction for ELLs at varying English proficiency levels.**

**Formative Assessments:**

* Class notes and discussions
* Resource list
* ESOL accommodation list

**Summative Assessment:**

Pre-service teacher/candidates will read ch. 7-16 in “The Common Core” on their own. In small groups, pre-service teacher/candidates will present, key points and instructional ideas for the assigned standards. In addition, groups will select and evaluate a wide variety of resources, including both print and technology, for use in teaching the standards. As part of the presentation, each group is required to teach a mini-lesson from the assigned standard to the class, including ESOL accommodations and appropriate standards-based reading instruction.

**Day 4**

***Group Lesson Plan for ELL Students. – Due:  Thursday @ 11:55 PM - 100 pts***

**ESOL Standard: 2.3a; 2.3b; 2.3c; 2.3d; 2.3e; 3.2j; 3.3a; 5.3a; 5.3b**

**ESOL C&S:  8.4; 9.2; 9.3**

**RC 4.1; 4.2; 4.3; 4.8; 4.10**

The following are the competency indicators included in these assignments:

* **ESOL st 2.3a Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.**
* **ESOL st 2.3b Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.**
* **ESOL st 2.3c Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.**
* **ESOL st 2.3d Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.**
* **ESOL st 2.3e Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.**
* **ESOL st 3.2j Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.**
* **ESOL st 3.3a Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.**
* **ESOL st 5.3a Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.**
* **ESOL st 5.3b Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.**
* **ESOL C&S 8.4 Choose appropriate learning tasks for students with limited L1 literacy and/or limited formal schooling.**
* **ESOL C&S 9.2 Evaluate formal and informal assessments to measure oral language, literacy, and academic achievement.**
* **ESOL C&S 9.3 Determine appropriate accommodations during formal and informal assessments of ELLs at varying English language proficiency levels.**
* **RC 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.**
* **RC 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.**
* **RC 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.**
* **RC 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.**
* **RC 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.**

**Formative Assessments:**

* **Small and whole group discussions**
* **Presentations**
* **Class Notes**

**Summative Assessment:**

Preservice teacher/candidates will work in small groups to write and implement a standards- based lesson plan that applies the knowledge of socio-cultural, socio-political, and psychological variables to differentiate instruction showing that they understand ELL acquisition and apply current theories in this area.  Although this is a lesson plan, the FSC lesson plan format does not have to be used.  This can be done in a presentation format with each aspect thoroughly addressed. A suggested format would be: standards chosen, materials, instruction, guided practice, independent practice, and assessments. Each aspect listed below must be clearly addressed within the presentation.

You will select group members of between 3-5 people.  Each group member will be responsible for specific parts of the project.  All members must have a fair portion of the project.  You will need to work together for the overall continuity of the plan; however, you must work on your part of the plan individually to contribute and contribute to the overall effectiveness of the plan. As a group, choose the language that your ELL lesson will focus on.

Each of the aspects must be clearly addressed within the plan.

1. Discuss some of the similarities and differences between English and the language of your choosing.
2. The lesson must connect reading with a content area subject.
3. The lesson must include reading
4. The lesson must include writing
5. The lesson must include listening
6. The lesson must include speaking
7. Academic vocabulary must be used.
8. Point out how socio-cultural, socio-political, and psychological variables are used to differentiate instruction within the lesson.
9. Differentiated instruction must be clearly stated for Stages 1-5 of the language acquisition process including the differentiation of appropriate materials.
10. Choose two theorists and point out the use of their research in the lesson.
11. Create a performance-based assessment task that would measure an ELL student’s progress in this lesson. Include an explanation of how this task would effectively measure oral language, literacy, and academic achievement. List the accommodations that would be used for ELL students for this assessment.
12. Create a criterion-based assessment that would measure an ELL student’s progress in this lesson. Include an explanation of how this task would effectively measure oral language, literacy, and academic achievement. List the accommodations that would be used for ELL students for this assessment.

**Day 5**

***Lesson Plan Unit for Differentiating Instruction in Reading and Content Areas – Due: Friday @ 11:55 PM - 100 pts.***

**FEAP 3.E.3**

**PEC 3.2, 8.1**

**RC 4.9; 4.11, 4.18, 4.19**

**Elem. C & S:  1.1; 1.2; 1.3; 1.5; 1.6; 1.7**

The following are the competency indicators included in these assignments:

* PEC 8.1 Apply effective instructional practices to develop text reading skills in the appropriate content area
* RC 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
* RC 4.11 Scaffold instruction for students having difficulty in each of the components of reading
* RC 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
* RC 4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.
* ELEM C&S 1.1 Identify the content of emergent literacy (e.g. oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).
* ELEM C&S 1.2 Identify the processes, skills, and stages of word recognition that lead to effective decoding (e.g. pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic).
* ELEM C&S 1.3 Select and apply instructional methods for the development of decoding skills (e.g. continuous blending, chunking).
* ELEM C&S 1.5 Choose and apply instructional methods for developing reading fluency (e.g. practice with high-frequency words, readers theatre, repeated readings).
* ELEM C&S 1.6 Identify and differentiate instructional methods and strategies for increasing vocabulary acquisition across the content areas (e.g., word analysis, author’s word choice, context clues, multiple exposures).
* ELEM C&S 1.7 Identify and evaluate instructional methods and strategies for facilitating students’ reading comprehension (e.g. summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure).
* FEAP 3.E.3 Identify a variety of instructional literacy strategies and culturally responsive/sensitive materials to promote student understanding of content delivered and academic vocabulary

**Formative Assessments:**

* **Discussion and planning notes**
* Discussion and list of scaffolding ideas

**Summative Assessment:**

Preservice/teacher candidates will create a reading lesson plan unit including at least one content area standard that spans at least 5 days. They will plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.  All materials need to be included when the entire unit is turned in.  Only the lesson plans will be uploaded to Chalk and Wire.  Be sure the following are addressed:

* Use multiple standards and objectives, including at least one content area standard.
* Objectives need to include essential reading comprehension skills.
* Appropriate technology is used; not just the teacher, but the students are using it too.
* Text is complex and in both print and digital formats.
* Include scaffolding for students having difficulty in any of the components of reading.
* Provide re-teaching to individuals and small groups
* Embed both formative and summative assessments.
* Include effective decoding practices and instruction
* Include effective encoding (writing) practices and instruction
* Include instructional methods for developing reading fluency
* Include instruction for increasing vocabulary acquisition in the content area.
* Include instruction for facilitating comprehension monitoring.

**POLICIES**

**Attendance – Online Attendance Policy and Procedures**

Federal Requirements: Online Attendance

The Department of Education requires evidence of “regular and substantive” interaction between the students and faculty for online and distance learning.  Federal regulations state the monitoring of whether online students log into classes does not by itself result in proof of attendance.  A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

**Teacher Workshops** - If no graded academic activity/assignment has been submitted by the 1st day of the class, the faculty member will notify the Registrar’s office in writing and the student will be withdrawn from the course.  A “W” grade will be assigned.

Students are expected to log in each day of the class.  Each competency will be graded separately and a grade of zero (0) will be recorded for missing an assignment and points will be deducted for failing to meet a due date for an assignment.

**Blogging**

The student will blog about commentaries, current or past news related to the education field. You may also converse about things that are working or not working for you as a teacher.   You may use text, images, links, information related to your topics, videos, etc.  Commercial advertisements are not permitted in the blog. Other students may leave comments regarding your blog topic.  A blog is essentially a student monologue presented in text with a subscription potential and usually a comments feature for peer review.

**The Rules of Blogging**

Please keep comments on topic.

Respect everyone’s right to his or her own opinion.

Profanity, inappropriate language, personal attacks, and put-downs will not be tolerated. Comments containing any of the above will be deleted.

Please leave personal information such as last names, phone numbers, IM screen names, email addresses, or similar personal details of the same nature out of your comments. This is for your safety.

Posting commercial advertisements is not permitted.

Your instructor reserves the right to edit portions of comments or delete comments in their entirety in the event that our Blog Rules have been violated.

**Honor Code:**

As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge.  Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity.  In doing so through this Honor Code, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft.  Further information on the Honor Code is available in the current Catalog.

**Plagiarism Statement:**

As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge.  Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity.  In doing so through this Honor Code, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft.  Further information on the Honor Code is available in the current *Catalog*.  Students may be required to submit written work electronically in order to access the plagiarism monitoring resources available through [www.turnitin.com](http://www.turnitin.com/)

**STUDENTS WITH DISABILITIES STATEMENT 2017-2018**

Florida Southern College and Student Disability Services promote universal design practices in facilities, communication, programs, and instruction.  If you wish to document a disability and apply for academic accommodations, please contact Dr. Marcie Pospichal, Coordinator of Student Disability Services.  Her office is in the Rogers Building Room 120.  You may also call her at (863) 680-4197 or e-mail at mpospichal@flsouthern.edu with any questions or concerns.

If you anticipate or experience any barriers to learning based on disability, please let Dr. Pospichal know so solutions can be explored.

For more information on disability accommodations and access, please visit our website at <http://www.flsouthern.edu/campus-resources/student-disability-services.aspx>

**15 Rules of Netiquette for Online Discussion Boards**

Follow these 15 rules of netiquette to make sure you sound respectful, polite, and knowledgeable when you post to your class’s online discussion boards.

1. Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn’t repeat a topic of discussion right after it happened in real life, don’t do that in discussion boards either.
2. Stay on topic –

Don’t post irrelevant links, comments, thoughts, or pictures.

1. Don’t type in ALL CAPS! If you do, it will look like you’re screaming.
2. Don’t write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you’re joking.
3. Always remember to say “Please” and “Thank you” when soliciting help from your classmates.
4. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.
5. If you reply to a question from a classmate, make sure your answer is accurate! If you’re not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.
6. If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.
7. Be brief. If you write a long dissertation in response to a simple question, it’s unlikely that anyone will spend the time to read through it all.
8. Don’t badmouth others or call them stupid. You may disagree with their ideas, but don’t mock the person.
9. If you refer to something your classmate said earlier in the discussion, quote just

a few key lines from their post so that others will not have to go back and figure out which post you’re referring to.

1. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.
2. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.
3. Be forgiving. If your classmate makes a mistake, don’t badger him or her for it. Just let it go – it happens to the best of us.
4. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.

RULE OF THUMB: If you wouldn’t do or say something in real life, don’t do it online either.

Retrieved7/25/17  <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>