

EDSP 505

Explicit Instruction

Instructors: Cari Murphy, Ph.D., University of Idaho

**Number of Professional Development Graduate Credits: 1**

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:  
<http://www.idahotc.com/lms>

Contact Information:  
Cari Murphy  
[carilee@uidaho.edu](mailto:carilee@uidaho.edu)  
(208) 885-6132

Course Description

The content of the course is foundational and is divided into seven webinars. These include:

**Webinar I – Introduction to Explicit Instruction (EI)**

This session will provide a background on the components of Explicit Instruction and the research base behind its success.

**Webinar II – Designing Lessons: Skills & Strategies**

This session will discuss the relevance of designing lessons with specific skills and strategies in mind to create the results necessary for student success in the EI model.

**Webinar III – Designing Lessons: Vocabulary & Concepts**

This session will discuss the relevance of designing lessons with specific skills and strategies in mind to create the results necessary for student success in the EI model.

**Webinar IV—Designing Lessons: Rules for Content**

Webinar four focuses on applying specific rules necessary within the content areas. For example, using the EI model to explicitly teach spelling rules to students.

**Webinar V—Organizing Structure for Instruction**

This webinar reviews what research demonstrates as being effective structures for classrooms to increase instructional opportunities in the classroom.

**Webinar VI—Delivering Instruction: Eliciting Responses**

This webinar stresses the importance of planning for eliciting response to engage students in their learning. The EI model is used to plan for using specific strategies to elicit responses.

**Webinar VII—Delivering Instruction: Other Critical Skills**

The final webinar covers a variety of critical skills necessary for teachers to understand as it relates to implementing the components of EI.

University of Idaho Learning Outcomes

**1. Learn and integrate**

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

**2. Think and create**

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

**3. Communicate**

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

**4. Clarify purpose and perspective**

Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

**5. Practice citizenship**

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

### Specific Course Objectives Related to Above Learning Outcome:

At the conclusion of this course, participants will:

- Have a greater understanding of the components of Explicit Instruction
- Have a greater understanding of how to design lessons using EI framework
- Have a greater understanding of how to design explicit vocabulary and concept lessons
- Have a greater understanding of how to organize the classroom structure to increase instruction
- Gain a deeper understanding of the purpose of specific rules for content
- Have a greater understanding of how to elicit responses from students developing child in a multitasking context based on the knowledge of development of posture and executive attention.
- Gain additional critical skills to support explicit instruction in your classroom.

### Graduate Credit Course Requirements

1. Participation: Participants are required to log into/view the full period of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

*Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.*

### Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Quiz 4 (20 points)

Quiz 5 (20 points)

Quiz 6 (20 points)

Quiz 7 (20 points)

## Final Assignment

### Final Assignment (10 points)

1. After viewing the 7-part webinar series, write a reflective paper answering the following questions. Submit the paper through the course website.
  - What are your three big/main ideas learned from the series?
  - What are two immediate actions you plan to take as a result of what you have learned or discovered?
  - What is one major insight that resulted from this learning experience?
  - Include your name and title of the course on page 1.

## Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must also earn an 80% (8/10 points) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

## Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

## Condensed Policy of Nondiscrimination

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or [hrai@uidaho.edu](mailto:hrai@uidaho.edu)).