

**Course Title:**

Explicit Instruction (EI)

**Number of Credits:**

1

**Course Location/Format:**

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 <https://idahotc.com/lms>

**Instructor Name:**

Cari Murphy, Ph.D.

**Instructor Phone:**

(208) 885-6132

**Instructor Email:**

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**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 Objectives:

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.

### Course Objectives:

1. Participants will have a greater understanding of the components of Explicit Instruction
2. Participants will have a greater understanding of how to design lessons using EI framework
3. Participants will have a greater understanding of how to design explicit vocabulary and concept lessons
4. Participants will have a greater understanding of how to organize the classroom structure to increase instruction
5. Participants will gain a deeper understanding of the purpose of specific rules for content
6. Participants will have a greater understanding of how to elicit responses from student developing child in a multitasking context based on the knowledge of development of posture and executive attention
7. Participants will gain additional critical skills to support explicit instruction in your classroom

### Required Materials:

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.

### 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.

<https://www.idahotc.com/lms>

\*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)

3. **Survey:** Participants are required to complete a course satisfaction survey.

4. **Final assignment:** A written assignment must be submitted through the Idaho Training Clearinghouse LMS.

**\*Final Assignment (100 points)**

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:**

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

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% (80/100) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

**Learning Civility Clause & Academic Integrity:**

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

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.

**University of Idaho (UI) Nondiscrimination Policy:**

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, 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 Educational 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 Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on

the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); 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 Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

### **Accommodations for Students with Disabilities:**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: [cdar@uidaho.edu](mailto:cdar@uidaho.edu)
- Website: <https://www.uidaho.edu/current-students/cdar>