

# **MOLLOY UNIVERSITY**

## **School of Education and Human Services**

### **Department of Teacher Education**

**EDU 5900 44 Promoting Comprehension through Complexity: Leveraging The Classics for All Learners (3 credits)**

**Semester Year: Summer 2026**

**Instructor: Laurie Bocca**

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**Office hours: Weekdays by appointment (online)**

### **Course Description:**

This asynchronous, online course for teachers of grades 5-12 of English Language Arts, Reading, Literacy, and all things reading comprehension will prepare and encourage its participants to leverage the Classics, poetry, and Traditional texts to strengthen student engagement and critical thinking skills, with an emphasis on Growth Mindset and embracing complexity. With the rise of Artificial Intelligence and instantaneous information retrieval, students need to practice thinking critically and extensively through challenges now more than ever. Classical literature – and complex literature on the whole – offers the timeless intricacy and cultural import necessary for these thinking processes. Participants will explore and use a variety of activity, text, and assessment types either in their planned teaching or actual teaching experience, with coursework tailored to participants' current and proposed instruction. Through the use of these multimodal and diverse resources, students will be able to: strengthen their writing and expression skills, develop their abilities to engage in metacognitive learning, participate more fully in meaningful collaboration, and explore the range and depth of new ideas. Participants will have plenty of opportunities to try out and employ new strategies with the support of a practicing teacher.

**\*This course may be used as the first of three courses towards a certificate in XXX**

## **Shared Vision**

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn

Learner-centered and value-centered curriculum and pedagogy

Ethics and spirituality

Intellectual curiosity

Independence and risk-taking, while promoting collective identity and responsibility

Diversity, multiculturalism, and pluralism, including divergent thinking

Passion for teaching

Commitment to students and their communities

Civic responsibility through the promotion of social justice and interdependence

Commitment to democracy

## **Course Objectives:**

- To discover why the Classics are and remain relevant
- To explore the ways in which visible thinking supports wide and deep reading
- To develop the ways in which we connect with literature to better understand ourselves and the world
- To leverage technology to support literary study

## Course Format:

*Example:*

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. This section is offered \_\_\_\_\_. There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due at the end of the day (11:59 PM). An extra week will be allotted for the completion of the final project (due by XXXX).

## Required Readings, Videos, and Other Materials:

*Example:* All materials will be provided throughout the course.

## Course Requirements and Evaluation:

*All graded assignments will be worth 100 points and will include:*

*Discussion board posts (x3)*

*Learning activity creation*



*Before, During, After activity creation*

*Lesson plan composition (x3)*

## Molloy University and School of Education and Human Services Policies and Supports:

### Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

### Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

## **Incompletes**

[Incompletes Policy](#)

## **Health and Wellness**

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

## **Center for Access and Disability (Access)**

[Center for Access and Disability](#)

## **Technical Support**

[Student Account, Technology, and Canvas](#)

## **Ally for Canvas**

[Supportive Tools and Resources/ Ally](#)

## **Use of Proctorio for Exams/Quizzes (if applicable)**

[Proctorio Resources for Students](#)

## **Email Accounts**

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

## **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.