
Calumet College



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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

Course Syllabus, Fall 2017

Curriculum and Instruction

INSTRUCTOR INFORMATION

Course Number: MAT 524 R

Instructor: Dr. Dawn Greene

Office: 500A

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About Your Professor:

Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

COURSE INFORMATION

Office Hours: Daily ** 8:00 A.M. – 4:00 P.M. ** By Appointment

Course Times: Saturday November 11, 18 & 25, 2017 8:00 AM – 3:00 PM

Text(s): Posner & Rudnitsky: Course Design: A Guide to Curriculum Development for Teachers. **Suggested:** Connecting Teachers Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms. ASCD.

Prerequisites: EDUC 500 - Educational Psychology, 502- Foundation in Education, 504- Child Development, 506 – Adolescent Development, 508



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**Learning Outcomes/Competencies:
Students in this course will:**

	INTASC	NBTPS
Demonstrate knowledge of the relationship between educational theory and practice while planning instruction according to subject matter and curriculum and community goals.	1	2
Apply knowledge of major historical developments in educational thought and practice with respect to curriculum development while examining scholarly articles.	1	2,4
Examine current curriculum theories, issues and trends as they relate to content, curriculum design and development.	1	4
Develop lesson plans and apply curriculum-mapping skills that will assist with meeting the academic and developmental standards to meet the needs of a diverse student population.	1	4
Analyze curriculum mapping and how it relates to curriculum development and lesson planning.	2,3	1
Identify and incorporate of learning needs according to academic and developmental standards. Develop learning objectives, lesson plans, and a lesson plan unit according to academic and developmental standards.	2, 3	1, 4
Create a lesson plan according to required content and ideas associated with standards and Bloom's Taxonomy.	3,4	2, 4
Compare and contrast two types of school facilities in relationship to curriculum through observations and interviews.	2,3	5
Examine instruction related to implementation of Differentiated Instruction to become familiar with how students differ in their approaches to learning and obtain knowledge about how to create instructional opportunities that are adapted to diverse learners.	3	2,3

This course meets the following program objectives:

- Demonstrate competency in core knowledge and skills essential to the various disciplines: English, Mathematics, Theology, Philosophy, Humanities, Physical Life, Social Sciences and the Fine Arts
- Demonstrate knowledge of current state and national standards (e.g., ACEI, INTASC, IDOE and NBTS standards.), theories, and theorists associated with the framework of educational methodology and pedagogy needed to serve a diverse student population
- Incorporate the most current media and technology in planning, organizing, and assessing student needs



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- Demonstrate professional skills and educational leadership to address evolving educational trends Academic Programs
- Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations

Course Description:

This comprehensive course includes an historical, sociological, philosophical, and psychological analysis of school curriculum, as well as an examination of theories, trends, and methods of curriculum construction. The course prepares the teacher candidate to work with individual students and groups through the study of the teaching/learning process, evaluation of learning needs, lesson planning for both individuals and groups based upon knowledge of subject matter, student needs, the community, and curriculum goals in today's digital environment. Field experience required.

Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments (lesson plan and unit plan).

Experiential Learning Opportunities:

Students will work in classrooms throughout Northwest Indiana with licensed educators to assist in increasing learning contacts with difficult to reach students.

EXPLANATION OF ASSIGNMENTS/ASSESSMENTS:

Chapter reading is your responsibility. Please keep up with the assigned reading, as we will be exploring each chapter throughout this course. Various assignment may be associated with chapters in the book.

School Vision Team Project (Groups of three):

The project must include the following elements as minimum requirements:

- Presentation of material using creativity, varied instructional strategies and thorough content
- Assessment component of the project must be practical, easy to use and an efficient collection of data
- Culture, core values, we believe statement, vision and/or mission, and goals are clearly articulated in this report
- The report includes clear articulation of the organizational structure, effective practices, advisory council, and building level curriculum and assessments
- The report addresses curriculum, instruction, and assessment aimed at the highest possible success for all learners
- The report includes evidence of excellence



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- The report addresses professional development, which will include open communication and collaborative problem solving.

Each team will address the following in their presentation:

1. Describe your ideal school. Is it elementary, middle or high school? Is it a public, non-public or charter? What is the best size for your school? What is the professional staff to student ratio? Feel free to describe any other notable distinctions for your ideal school.
2. What are and how do the different school stakeholders enter into a “partnership of excellence”?
3. What are the four to five core values that should permeate the culture of the school? What beliefs or principles will ensure commitment, coherence and consistency?
4. How would describe the curricular/co-curricular programs and curriculum-teaching-learning-assessment philosophy (continuum of learning) of your ideal school.
5. Given the wealth of technological support available and an increasingly multi-cultural global society, how would describe the process for dealing with diversity, competing school forces, information explosion and technology?
6. How would you describe a systematic plan to continuously improve the personal and professional growth of the faculty and staff?
7. How will you provide for the needs of all individuals in preparing them for contributing roles in a democratic society?
8. What are five or six indicators of success-effectiveness that you would like the media to be advancing about your ideal school?
9. Reflect on why you chose to create this type of school. **Due: Reflection and Power Point.**

Lesson Plan Assignments:

One Day Group Lesson Plan:

- ❖ Work with a partner to develop and teach a one-day collaborative lesson plan.
- ❖ You will plan the one-day lesson using one of Bloom’s upper levels (application, analysis, synthesis or evaluation), shared content theme, and grade level.
- ❖ You will use the lesson plan template on blackboard.
- ❖ You will teach the lesson as if your peers are the intended audience for the lesson.
- ❖ Turn in the lesson plan at the time of teaching and include the names of all group members.
- ❖ Utilize multiple resources and materials to support multiple learning styles when providing instruction.
- ❖ Be creative and engaging-**Do Not TELL us-TEACH us.**



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Six Level Unit Plan with Adaptations & Modifications:

- ❖ Develop a six level unit plan utilizing the CCSJ lesson plan template. Your unit should show evidence of core Standards & ACEI Standards and that Bloom's Taxonomy implemented through gradual progression each day of the lesson. The plan should also show evidence of utilization of multiple methodologies and strategies to support instruction. Use the examples posted on Blackboard to guide you in your unit plan.
- ❖ You will write level one of the lesson plan (knowledge level) unit for submission in class. Use the one-day template found on Blackboard to write your plan. You will receive feedback in class so that you may proceed with your unit plan. This one-day plan will be discussed in class as an example.
- ❖ Continue writing the unit plan the following week (comprehension thru evaluation level). Use the six level template to write your plan. The six level unit plan will be a part of your final submission due on the last day of class.

Observations:

Comparative Analysis Paper:

- A. Observe two classes in an elementary, middle school, and/or high school (according to your content area). Then select whether the schools will be urban, suburban, charter, private and/or religious based schools (**Remember: pick two!**)— **Choose two different types of schools.** *For example, if you observe in an urban school first, the other school must be a suburban, rural, And Catholic or charter. If you observe in a suburban school first, the other school must be an urban, Catholic, charter or rural.* You must observe two different types of school. If you need help determining the type of school in which you are observing, please ask for assistance. Also, if you are having trouble with locating or observing in a school, please contact me directly. Use the Observation Form for each observation for note taking. You do not need to turn in your Observation Form. **This assignment will be submitted with all of our final documents on the last day of class.**

For example: O'Bannon Elementary School, Urban School or
St. John the Baptist, Catholic School

- B. Write two reflective paragraph for each class observed documenting who and what you observed (total four paragraphs).
- C. In a fifth paragraph, (1) identify and discuss the methodologies and instructional strategies used by each teacher, while (2) comparing and contrasting the observations.



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- D. In the sixth and seventh paragraphs, (1) evaluate (sixth level of Bloom's taxonomy) your experience and (2) reflect on your future teaching.
- E. Submit the assignment in your **final submission due on the last day of class**

Perspective Analysis Paper:

- A. Interview a classroom teacher **and** an administrator (principal or curriculum director) in an elementary, middle school or high school—in urban, suburban, charter or Catholic school. Choose one school district but interview both an administrator and teacher in that district or school.
- B. Prepare a list of questions *prior* to talking to a professional (This will allow you to make good use of the time while being able to compare and contrast answers from various interviewees).
- C. Take notes or record answers during interviews.
- D. Summarize the information you gathered from the interviews and write two paragraphs for each interview (for four paragraphs), documenting who you spoke with and what was said. Do not write your feedback as a question and answer session but as a summary of what was stated.
- E. Conclusion, (1) identify and discuss the educational perspective (s) theories utilized by each interviewee, while comparing and contrasting interviews.
- F. Submit the assignment and the interview questions in your **final submission on the last day of class.**

Classroom Observation:

While collecting interview information for your Perspective Analysis Paper, ask the classroom teacher if you may observe the classroom while he/she is teaching.

- Look for engagement
- Instructional Strategies
- Classroom Behavior
- Assessment

Please write a one-page reflection on the experience.

Assessment: In order to demonstrate the relative importance of these requirements, the following percentages are provided:



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- 20% Power Point presentation (Group Assignment)
- 5% One Day Lesson Plan Development
- 25% Six Level Unit Plan Development
- 10% Blackboard Participation
- 20% School Vision Assignment (Partners)
- 10% Two Observations of classroom instruction, followed by reflection and documentation
- 10% Two Professional Consultations (interviews), followed by reflection and documentation

Final Binder:

Include the following in your final electronic binder. **DUE DATE Last Day of Class:**

1. Final Six Level Unit Plan
2. Comparative Analysis Paper
3. Perspective Analysis Paper
4. School Vision Assignment

Day of Class	AGENDA
Saturday October 21, 2017 Reading: Posner Chapters 1 & 3 Discussion/Activity: Setting the Environment In-class: One-day Mini-lesson practice <i>Due: Application and related materials</i>	Review of the syllabus and rubrics Standards review (INTASC, ACEI, IDOE) <u>General Lesson Planning</u> Backwards Design of Lessons-beginning with the end in mind. Curriculum and Teaching -Objectives and Outcomes -Scope and Sequence -Lesson Plan Creation -Mapping and Direction <i>Observations should be scheduled with local Schools!</i>
Saturday October 28, 2017 <i>Due: Partner Assignments School Vision Assignment & one-day lesson expanded</i> Reading: Posner chapters 4-7 Discussion/Activity: Critical Issues in Education	Understanding what “Doing Well” is in a school -Understanding the Philosophy within Curriculum Decisions Power Standards INTASC Standards <i>Present/Teach One-day lesson (part of unit plans to be submitted)</i> <i>Fegely Clinical</i>
Saturday November 4, 2017 <i>Due: Final Submission</i>	Creating a rubric Final thoughts on planning and implementation Fegely Recap



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	Rubric/Test Creation – in class assignment.
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The Instructor reserves the right to change the class schedule as necessary.

Class Policy on Attendance: Refer to the Student Teaching Handbook regarding absenteeism during student teaching. In short-Do not be absent! **Being absent, tardy or leaving early will result in a grade reduction.**

Class Policy on Electronic Devices: Please do not use cell phone for talking or texting during class!

BLACKBOARD: All teacher candidates will access Blackboard weekly to respond to posted assignments and fellow class participant posts. **You are required to post your thoughts on the discussion topic and then to respond to two other classmate posts.**

Grading Scale:

100 – 92: A	91 – 90: A-	
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78 : C+	77 – 72: C	71 – 70 : C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below	F	

**The instructor reserves the right to restructure the grading scale and required work as needed for additional assignments and projects.*

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Make up work will only be accepted from a college-sponsored event absence on the day that you return to class.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. The instructor reserves the right to decline to accept late work.
CCSJ Student Honor	This course asks students to reaffirm the CCSJ Student Honor



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<p>Code</p>	<p>Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
<p>Using Electronic Devices</p>	<p>Electronic devices may only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. The instructor reserves the right to ask that all electronic devices be turned off during class.</p>
<p>Participating in Class</p>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you will not be allowed to complete work during class time, you will be asked to leave and marked absent.</p>
<p>Doing Your Own Work</p>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
<p>Tracking Your Progress</p>	<p>Be sure to see how you are doing and follow up with your instructor.</p>
<p>Sharing Your Class Experience</p>	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves</p>

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	you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at http://www.ccsj.edu/alerts/index.html .



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Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.



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4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.

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5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.