

SYLLABUS FOR Curriculum and Instruction

Term: Spring 2017
Course Number: EDUC 342
Instructor(s): Dr. Dawn Greene
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Office Hours: Daily 9:00 AM-3:00 PM
Course Dates: January 9-26, 2017
Course Times: 8:30 a.m. – 3:00 p.m.
Course Meeting Room: 307

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph, we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

About Your Professor:

Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business. After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and administration. After working as, a teacher, school principal, administrator, district assistant superintendent and higher education adjunct 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 Catalog Description:

This course includes the historical, sociological, philosophical, and psychological examination of school curriculum, theories, trends and curriculum structure. The course also prepares the teacher Candidates to make decisions about best practices that should be implemented in the classroom as

a part of the teaching and learning process. This course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy per strategies and methodologies proven to be effective.

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

Required Textbook(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.

Learning Outcomes/Competencies: Teacher candidates will demonstrate reflection and understanding of the following:

	INTASC	NBTPS
Demonstrate knowledge of the relationship between educational theory and practice while planning instruction per subject matter and curriculum and community goals.	1	2
Demonstrate 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
Demonstrate the ability to 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
Examine curriculum mapping and how it relates to curriculum development and lesson planning.	2,3	1
Identification of learning needs per academic and developmental standards. Develop learning objectives, lesson plans, and a lesson plan unit per academic and developmental standards.	2, 3	1, 4
Teach a lesson plan according required content and ideas associated with standards and Bloom’s Taxonomy.	3,4	2, 4
Compare 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

ACEI Standards

Development, Learning and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young

adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are

adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment for instruction—

4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Practices and behaviors of developing career teachers

5.1 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice considering research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

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

Chapter reading is your responsibility. This is a textbook that you must read in chapter order. We will be exploring each chapter throughout this course.

Projects and Assessments for this Course:

I. Presentation- (Group Project)

School Vision Team Project:

The project must include the following elements as a minimum requirement. A full rubric for the project follows:

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

Each school 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 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. **The presentation must exhibit a high level of technological skill.**

Lesson Plan Assignments:

II. One Day Group Lesson Plan:

- ❖ Work with a small group to develop and teach a one-day lesson plan.
- ❖ You will plan a one-day lesson using one of Bloom’s levels, content, and grade level.
- ❖ You will use the lesson plan template on blackboard.
- ❖ You will teach the lesson as if your peers are a group of classroom students.
- ❖ Turn in the lesson plan at the time of teaching to include names of all group members.

- ❖ Utilize multiple resources and materials to support multiple learning styles when providing instruction.
- ❖ Be creative and engaging.

III. 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 was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels. 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 to submit in class during the class. Use the one level template found on Blackboard to write your plan. You will receive feedback so that you may proceed with your unit plan. This one-day plan will be discussed in class.
- ❖ 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 binder due **at end of class.**

IV. Observations/Interviews:

Comparative Analysis Paper:

- A. Observe two classes in an elementary, middle school, and/or high school (per your content area) —in urban, suburban, charter and/or Catholic schools (**pick two!**)— **Choose two different types of schools or two different levels (elementary and secondary).** 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 as a part of your final binder due the last day of class.**
- B. Write one reflective paragraph for each class observed documenting who and what you observed (total 2 paragraphs).
- C. In a third paragraph, (1) identify and discuss the methodologies and instructional strategies used by each teacher, while (2) comparing the observations.
- D. In the fourth paragraph, (1) evaluate (6th level of Bloom's taxonomy) your experience and (2) reflect on your future teaching.
- E. Submit the assignment in your **final binder due last day of class.**

V. **Interviews**

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.
- B. Prepare a list of questions *prior* to talking to a professional (This allows you to make good use of the time and can compare answers from various interviewees).
- C. Take notes or record answers during interviews.
- D. Summarize the information you gathered from the interviews and write one paragraph for each interview (for a total of two 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) used by each interviewee, while comparing interviews.
- F. Submit the assignment and the interview questions in your **final binder due the last day of class**.

Assessment: To demonstrate the relative importance of these requirements as they comprise a course grade, the following percentages are provided:

- 20 Power Point presentation (Group Assignment) School Vision/Ideal School
- 10 Final
- 10 One Day Lesson Plan Presentation
- 20 Six Day Unit Plan Development
- 10 Comparative Analysis Paper
- 10 Perspectives (interviews), followed by reflection and documentation
- 10 Blackboard participation (for *entire* class periods), and disposition appropriate for the Education profession

Final Submission:

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 Presentation Documents and Reflection

Day of Class	AGENDA
Week One: January 9 Reading: Voltz chapters 1-3 Monday: No Class Tuesday: Curriculum Types Wednesday: Addressing Objectives Thursday: Scope and Sequence	Review of the syllabus and rubrics Standards review (INTASC, ACEI, IDOE) General Lesson Planning Backwards Design of Lessons-beginning with the end in mind. Curriculum and Teaching -Teaching Themes

	-Critical Teaching Issues -Keeping Good Teachers <i>Observations should be scheduled with local Schools!</i>
Week 2: January 16 Due: Reading: Voltz chapter 4 & 5 Monday: No Class Tuesday: Outcomes for Learning Wednesday: One Day Lesson Presentations Thursday: One Day Lesson Presentations <u>Saturday Field Trip: Teaching at Fegely</u> <u>Extra Credit Assignment (must reserve a space if you will participate)</u>	Understanding what “Doing Well” is in a school -Understanding the Philosophy within Curriculum Decisions Outcomes/Objectives Scope and Sequence Lesson Plan Creation <i>One-day lesson (part of unit plans to be submitted-taught)</i> <i>Lesson Plan Creation Projects</i>
Week 3: January 23 Reading: Voltz chapters 6 & 7 Monday: Voltz Summary Tuesday: Curriculum Summary Wednesday: School Vision Presentations Thursday: Final	Bringing Collaboration into the Classroom Rubrics and assessment Legal aspects associated with curriculum <i>Final group project presentations on Vision Project</i>

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

Class Policy on Attendance:

You cannot succeed in this class if you do not attend required functions. We believe that intellectual growth and success in higher education occur through interactions in the classrooms. 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 doesn't excuse you from doing class work; absence means you now have more responsibilities to keep up and meet the objectives of the course. Therefore, if a student is absent "three (3) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.

Turning in Your Work:

You cannot succeed in this class if you do not turn in all your work on the day that it is due. I do rarely accept late work; therefore, all assignments are due as assigned.

Using Electronic Devices:

Electronic devices can 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 the class, in which case you will be marked absent.

Participating in Class:

You must be on time and stay for the whole class and speak up in a way that shows that you have done the assigned reading. If you are not prepared for the class discussions, you may be asked to leave, in which case you will be marked absent.

Doing Your Own Work:

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. The maximum penalty for any form of academic dishonesty is dismissal from the college.

Using standard citations 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.

Please Note: All papers may be electronically checked for plagiarism.

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.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the

request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, please contact the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice messages. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts:

An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32