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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, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Spring 2019

EDUC 342 B Curriculum and Instruction

Instructor Information:

Instructor Name	Dr. Dawn Greene
Office Number:	537
Phone Number:	219-473-4306
Email:	dgreene@ccsj.edu
Office Hours:	Monday: 12-2 (by appointment or phone) Tuesday: 7:30-12:00 PM & 1-2 PM Wednesday: 7:30-12:00 PM & 1-2 PM Thursday: 7:30-12:00 PM & 1-2 PM

Instructor Background: 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:

Course Time:	March 9, 16 & 23, 2019 (8:00 AM-3:00 PM)
Classroom:	308
Prerequisites:	EDUC 300, 311 & 315
Required Books and Materials:	Text(s): Posner & Rudnitsky: Course Design: A Guide to Curriculum Development for Teachers. Suggested: Connecting



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Teachers Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms. ASCD.

Learning Outcomes/ Competencies:

	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 learning objectives for the Education Program:



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- 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
- 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:

Field experience through observation within an actual classroom and reflection on the experience. Students will work in classrooms throughout Northwest Indiana with licensed educators to assist in increasing learning contacts with difficult to reach students.

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.

- 20 Power Point Presentation
- 5 One Day Lesson Plan Development
- 25 Six Level Unit Plan Development
- 10 Blackboard Participation
- 20 School Vision Assignment
- 10 Observations of classroom instruction, followed by reflection and documentation



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10 Perspectives or Comparative Analysis Paper 100
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
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

Assessments:

School Vision Team Project (Groups as assigned):

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
- 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.



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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**

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.
- 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.



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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.

Course Schedule:

Day of Class	AGENDA
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>



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<p><i>Due: Partner Assignments</i> <i>School Vision Assignment & one-day lesson expanded</i> Reading: Posner chapters 4-7</p> <p>Discussion/Activity: Critical Issues in Education</p>	<p>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>Classroom Experience</i></p>
<p><i>Due: Final Submission</i></p>	<p>Creating a rubric Final thoughts on planning and implementation Field Experience Recap Rubric/Test Creation – in class assignment.</p>

I reserve the right to change this schedule to meet the needs of the class.

<h3 style="text-align: center;">Responsibilities</h3>	
<p>Attending Class</p>	<p>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. Being absent doesn’t excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work when due. <u>I do not accept late work – please turn in work as it is due.</u></p>
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>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;



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	<ul style="list-style-type: none"> Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
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, in which case you will be marked absent. Instructor reserves the right to designate times as “No Technology” which means that you must put away all devices.
Participating in Class	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, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You’ll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves 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 in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be



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	returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
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	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
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 .