ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDG 3620

Curriculum and Instruction

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDG 3620 |
| **Section #:** | 3379 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS, Elementary Education with Infused ESOL and Reading BS, or Initial Certification |

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| **Day, Time and Campus:** | Online | 10:00 am Tuesday ES 307 | Clearwater | |
| **Modality:** | Blended | | | |
| **Professor:** | Meg Delgato | | | |
| **Office Hours:** | Check my faculty page for office hours and other important information:  <https://web.spcollege.edu/instructors/id/Delgato.Meg>  Click here to enter text. | | | |
| **Office Location:** | St. Pete Gibbs | | | TE 105-D |
| **Office Phone:** | 727-341-4422 office 727-543-5629 cell - Text is an easy way to reach me. | | | |
| **Email Address:** | Delgato.Meg@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| This course is an introduction to major concepts, assumptions, debates, processes of inquiry, and ways of knowing within the school curriculum. Preservice teachers create coherent, meaningful learning experiences using the major philosophical foundations of education to develop learners’ competence in subject matter knowledge. Preservice teachers evaluate the suitability of the content against learner intellectual, social, emotional, physical characteristics. This course is writing intensive. 47 contact hours. |

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

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| 1. The student will explain the concepts associated with the teacher as decision-maker by:  a. debating the points around which curricular decisions are made: the nature of the subject matter, the nature of society, and the nature of the individual.  b. evaluating the role of the teacher with regard to various types and purposes of educational decision-making.  c. synthesizing findings from “teacher as decision-maker” research.  d. analyzing and reflecting on how teachers can improve decision-making, conclusions and solutions.  2. The student will discuss the concepts of instruction within learning communities by:  a. reviewing aspects of learner diversity and variability to include, but not limited to, the affective area, the physical area, learning styles, creative potential, language use, and Socioeconomic Status (SES), etc.  b. predicting the impact of learner diversity and variability in specific examples of curriculum, instruction and assessments, including appropriate English Speaker of Other Language (ESOL) and Exceptional Student Education (ESE) strategies.  c. describing the recent educational research on learner motivation and academic success.  d. practicing strategies to increase motivation and to engage students in learning.  e. defending the choice of instructional strategies.  3. The student will incorporate the fundamentals of curriculum development into lesson design by:  a. defining curriculum types.  b. creating instructional plans, that include appropriate ESOL and ESE strategies.  c. selecting instructional goals that represent high expectations for students based on the state and core curriculum standards.  d. selecting instructional goals that reflect important learning and conceptual understanding, curriculum standards, content standards, and State Standards.  e. selecting instructional media and technology to support student needs, curriculum, instruction and assessment.  f. constructing assessments based on identified objectives.  g. identifying teacher actions needed to begin, maintain and end a lesson.  h. applying the appropriate instructional strategies: learning how to learn, deduction and induction, inquiry/discovery,  lectures, questions and practices into lesson design.  i. self-assessing lesson plans on the basis of criteria set forth in COE’s template.  j. using brain-based learning and instruction in the classroom. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required: **Effective Teaching Methods: Research-Based Practice, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 10th Edition.** Borich, Gary D.  ©2012 Unbound (saleable) with Access Card ISBN-13: 9780135791721 |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

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Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Assignment** | **Points** | **Where to Submit** |
| Chapter Quizzes: 1, 3, 5, 7, 9, 11 | 6 @ 20, 120 points | MyCourses |
| Discussions; 1, 2, 3, 4, 5, 6 | 5 @ 10, 50 points | MyCourses |
| Case Histories; 1, 2, 3, 4 | 4 @ 20, 80 points | MyCourses |
| Lesson Plan 1 | 100 points | MyCourses |
| Lesson Plan 1 Video | 100 points | MyCourses |
| Lesson Plan 2 | 100 points | MyCourses |
| Curriculum Library | 50 points | MyCourses |
| Kagan Strategies | 50 points | MyCourses |
| Pre SLIP | 100 points | MyCourses |
| Final Exam | 100 points | MyCourses |
| **Total Possible Points:** | **900 points** |  |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

**Flexed due dates:** Dropbox assignments have flexed due dates to allow you to submit work in a date range with no late penalty. Dropbox assignments are due by Tuesday\*, 11:59 pm, and you have until Thursday, 11:59 pm to submit with no late penalty.

\*Unless otherwise noted on the syllabus.

I encourage you to stick to the Tuesday deadline to keep you on track in this course. Take advantage of the flex due date when something unexpected comes up.

**Late work:** Dropbox work may be submitted up to Sunday, 11:59 pm. Dropbox work submitted after 11:59 pm on Thursday and before 11:59 pm on Sunday will be considered late work with up to a 20% reduction in points for the grade earned.

**What this means for you for dropbox assignments:** In the course, you will find a due date of Tuesday and an end date of Sunday. Flexed due dates mean you have a date range (Tuesday – Thursday) to submit with no penalty.

**The end date on the dropbox reflects a Sunday late-submission due date. If you submit after 11:59 pm Thursday but by Sunday, at 11:59 pm, your assignment will be reduced by up to 20%.**

Assignments not submitted by the Sunday late-work date will earn a zero in the grade book.

There will be an opportunity at the end of the course for a make-up assignment. The make-up assignment

may be used for missed work and/or as bonus points to help your average.

**IMPORTANT:** There is no late-date submission for the Pre-SLIP in Week 14. There is no flexed date or late date for work in Week 16 (last week of classes) or the final exam.

**NOTE regarding discussion posts:** Discussions that count for the discussion posts will occur as part of our class activities. You will need to be present on the date the discussions are indicated on the syllabus calendar to receive recredit for the discussion.

**Note regarding quizzes**: Quizzes close 48-hours after the Tuesday due date with no late penalty. Once a quiz closes, it cannot be made up.

1. **GRADING**

Course assignment details can be found in MyCourses by clicking on the Course Content tab. Incomplete assignments will NOT be graded. Instead, I will issue a grade of **0.1** to let you know the assignment is incomplete. **You may resubmit if the drop box is open. Your work may be subject to the late policy.**

**NOTE**: The consistent error I see here is a student uploading a blank document or template. Please check your work to ensure you have uploaded a completed assignment. **Always check the feedback box.**

10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the assignment directions. This is in addition to the penalty for late work.

Attendance is required for COE courses. Students are expected to attend class. You are allowed one unexcused absence from class.

Final grades in the course will be rounded up when the final grade meets the criteria for rounding. The final grade would have to be 89.5 to be eligible to round to a 90 (A-grade) or 82.5 to be eligible to round to 83 (B-grade) or 74.5 to be eligible to round to a 75 (C-grade).

Important to know about the grade book: The grade book system does not round automatically. I will add bonus points to push your average to round up, and I will make a note in the grade book so that you know your final grade has been rounded up.

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| **3000 & 4000 Level COE Courses**  **Grade Scale** | |
| 90% – 100% | **A** |
| 83% – 89% | **B** |
| 75% – 82% | **C** |
| 68% – 74% | **D** (Repeat course) |
| 67% or less | **F** (Repeat course) |

**Turn-around time for submitted work:**

Since the official due date for work is Tuesday, my grading day is Wednesday. I will get work back to you by Wednesday evening for work that was due the day before on Tuesday.

If you submit early, I will do my best to grade early.

If you submit within the flex date range (meaning after Tuesday) or submit late, I will do my best to grade the work when received. Please note that if you take advantage of the flex date, you may delay the return of your work until the following Wednesday when I am scheduled to grade work.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

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| **CLASS**  **SESSIONS**  **(Tuesdays)** | **TOPICS** | **Chapter Readings, Topics, Videos will be discussed in class during the week they are listed below. Please come to class prepared to discuss each week’s content.**  **Note that assignments are due the following week by Tuesday, 11:59 pm unless otherwise noted.** |
| Week 1  Module 1  Aug 16 | Chapter 1  The Effective Teacher | **Introductions/Introduction to the Course**  Read Chapter 1  View Videos:  Video Example 1.3 Focus on Constructivism  Video Example 1.4 Diversity  **Chapter 1 Quiz**  **DUE Tuesday, August 23** |
| Week 2  Module 1  Aug 23 | Chapter 2  Understanding Your Students | Read Chapter 2  View Videos:  Video Example 2.1 Differentiated Instruction  Video Example 2.2 Multiple Intelligences  Video Example 2.3 Language Acquisition  **Discussion 1 (In-Class)** |
| Week 3  Module 1  Aug 30 | Chapter 3  Classroom Management 1: Establishing the Learning Climate | Read Chapter 3  View Videos:  Video Example 3.1 High Expectations  Video Example 3.2 Behavioral and Learning Needs  Video Example 3.3 Individualized Instruction  **Case History 1**  **Chapter 3 Quiz**  **DUE Tuesday, September 6** |
| Week 4  Module 2  Sept 6 | Chapter 4  Classroom Management II: Promoting Student Engagement | Read Chapter 4  View Videos:  Video Example 4.4. Cyber Bullying  Video Example 4.5 Redirecting Misbehavior  Video Example 4.6 Parent-Teacher Conference  **Discussion 2 (In-class)** |
| Week 5  Module 2  Sept 13 | Chapter 5  Goals, Standards, and Objectives  Organizing for Lesson Planning | Read Chapter 5  View Videos  Video Example 5.2 Cognitive Domain  Video Example 5.3 Rigor in Social Studies  **Case History 2**  **Chapter 5 Quiz**  **DUE Tuesday, September 20** |
| Week 6  Module 2  Sept 20 | Chapter 6  Unit and Lesson Planning | Read Chapter 6  View Videos:  Video Example 6.1 Teaching Previous Information  Video Example 6.2 Teacher Planning  Video Example 6.3 Teacher Input and Modeling  **Lesson Plan 1**  **DUE Tuesday, September 27** |
| Week 7  Module 3  Sept 27 | Chapter 7  Technology Integration in Instruction | Read Chapter 7  View Video:  Video Example 7.1 Developing Blogs and Other Online Technologies  Video Example 7.2 Online Courses  Video Example 7.3 Using Laptops in Classroom Instruction  **Chapter 7 Quiz**  **DUE Tuesday, October 4** |
| Week 8  Module 3  Oct 4 | Chapter 8  Questioning Strategies | Read Chapter 8  View Videos:  Video Example 8.1 Questioning Assumptions and Inferences  Video Example 8.2 Types of Questions  Video Example 8.3 Questioning Using Wait-Time  **Deliberate Practice Plan (DPP)**  **DUE Tuesday, October 11** |
| Week 9  Module 3  Oct 11 | Chapter 9  Teaching Strategies for Direct Instruction | Read Chapter 9  View Videos:  Video Example 9.1 Teachers Models & Monitors Student Progress  Video Example 9.4 Teacher Assists Students with Previous Learning  **Discussion 3**  **Initial post DUE Sunday, October 16**  **Replies DUE by Tuesday, October 18**  **Chapter 9 Quiz**  **Lesson Plan 1 Video**  **DUE Tuesday, October 18** |
| Week 10  Module 4  Oct 18 | Chapter 10  Teaching Strategies for Indirect Instruction | Read Chapter 10  View Videos:  Video Example 10.1 Teacher Uses Examples of Both Direct and Indirect Instruction  Video Example 10.2 Problem-Based Learning Components  Video Example 10.3 Induction & Deduction Differentiating Instruction  **Discussion 4 (In-Class)**  **Lesson Plan 2**  **DUE Tuesday, October 25** |
| Week 11  Module 5  Oct 25  SPC Closed for Discovery Day | Chapter 11  Self-Directed and Constructivist Learning  No Class Meeting; please keep up with the readings/videos/assignments. | Read Chapter 11  View Videos:  Video Example 11.2 Reciprocal Teaching  Video Example 11.4 Problem-solving Strategies  **Case History 3**  **Chapter 11 Quiz**  **DUE Tuesday, November 1** |
| Week 12  Module 5  Nov 1 | Chapter 12  Cooperative Learning and the Collaborative Process  Small Group Interventions | Read Chapter 12  View Videos:  Video Example 12.1 Cooperative Learning  Video Example 12.2 Cooperative Groups  Video Example 12.3 Monitoring Groups  **Case History 4**  **Curriculum Technology Resource Library**  **DUE Tuesday, November 8** |
| Week 13  Module 5  Nov 8 | Chapter 13  Assessing Learners  Action Research | Read Chapter 13  View Videos:  Video Example 13.1 Norm-Referenced & Criterion Referenced Tests  Video Example 13.2 Portfolios  Video Example 13.3 Formative Assessment  **Discussion 5 (In-Class)** |
| Week 14  Nov 15 | Cooperative & Small Group Learning | **Pre-SLIP Activity**  **DUE Sunday, November 27. No late date submission for this assignment.**  **If we have time, we will start the Kagan Group Activity.** |
| Week 15  Nov 22 | Thanksgiving Break | **SPC is closed November 20 - 26** |
| Week 16  Nov 29 |  | **Kagan Strategies Activity**  **DUE Sunday, December 4, by 11:59 pm. No late date submission for this assignment.**  **We will start this in class. If your team completes the project during class, you can go ahead and submit.** |
| Dec 5 | Course Completion | **Final Exam**  Final Exam opens Friday, December 2 at 6:00 am, and closes Monday, December 5, at 11:59 pm. |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

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| **Assignment Name** | **ESOL** |
| Two Lesson Plans | 4.1 |
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This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) principles and guidelines: 1.1, 2.1, 2.2.