



**EDME 525 CURRICULUM AND LEARNING
EARLY SUMMER 2014**

Professor: Dr. Maude Yacapsin

Email: myacapsin@messiah.edu

Faculty Availability: via email, phone, skype (jamyac) or delicious (jamyac), facetime (myacapsin), instagram (myacapsin)

Course Dates: May 18 to July 12

Phone: 717-766-2511 x 2036

Faculty Availability:

Contact: I will be checking in on the course at least once a day from Monday through Saturday (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email OR Canvas messenger if you have questions about the course (assignments, dates, expectations, etc.). If you contact me individually, my commitment is to reply to you in 24 hours or less, except on weekends. I will also be scheduling online “office hours” during which time I would be happy to talk on the phone, via the chat tool in Canvas, on Skype, facetime or in whatever way may be most convenient.

Chat Rooms: The course instructor will be available for Chats. Chat will work like office hours in that students are welcome to participate, but are not required to participate. Students may also choose to use the Chat Room at other times to discuss course-related topics and get peer support for completing course objectives. *Please-let me know ahead of time if you need to chat by sending me a message via the course Canvas site mail feature.*

Faculty Expectations of Students: Netiquette-you must support one another to facilitate and nurture a collaborative environment-

Class notes, videos, etc. will be available in the Files section of the course (Canvas). For this class we will rely mostly on weekly class readings in lieu of PowerPoint presentations however.

Weekly Schedule: Announcements will be posted in each Module-will give an overview of your requirements for that particular week. These are already posted in the calendar of the syllabus, but I am trying to make sure everyone is clear on the weekly assignments-some will be the same per week to establish consistency. Also, be sure to read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

Instructional Time: Students will spend approximately 5.25 hours (on average) per week reading notes, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time – also called instructional time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time – also called non-instructional time). The estimated time for the instructional and non-instructional time is posted in the chart at the end of the syllabus. The 42 hour minimum of “instructional time” is mandated by the Pennsylvania Department of Education.

Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). Students will be required to log on

simultaneously so that the class can discuss the topic together using the **Adobe Connect link** on the course homepage. **Dates for our Adobe Connect sessions, TBA**

Course Description:

This course focuses on the responsibility of teachers to design effective instruction based on an understanding of a standards-driven curriculum and learning theory. Students will be able to articulate the facets of a curriculum, learning theory, instructional practice, and explain how they relate to each other and define the work of teachers. They will identify ways in which curriculum and instructional practices can support or impede the learning of all students in the preK-12 context and develop strategies for working collaboratively with parents and other stake holders to meet the learning needs of all students including those with disabilities, English language learners, and those who are gifted.

Course Objectives:

At the end of this course, students will demonstrate the following capabilities:

Leadership

- Analyze, evaluate, and reply to current trends and issues in education.
- Apply ethical principles to complex problem-solving and decision-making.
- Recognize the broad vision of schools and their role in shaping school culture and practice.
- Promote collective responsibility for the well-being and development of all learners.

Practice

- Reflect on current practice and adapt as needed.
- Use quality assessment data to inform instructional practices.
- Analyze, critique, and develop effective curriculum.
- Assess, and modify curriculum.

Collaboration

- Communicate effectively with a broad range of audiences.

Course Objectives:

1. Students will describe the theories, social trends, philosophies, and student needs which serve as the foundation for the development of school curriculum.
2. Students will explain various curriculum structures and the underlying educational values these structures support.
3. Students will apply the theories of learning and motivation to classroom situations in order to make decisions regarding effective instructional strategies for a diverse population of learners.
4. Students will demonstrate appropriate use of technology to support instruction in the classroom.
5. Students will describe principles of effective classroom assessment as it relates to curriculum and instruction.
6. Students will identify and plan instruction to meet the social and educational needs of elementary, middle, and high school students.

College Wide Graduate Educational Objectives:

1. *Understanding the foundational content and philosophical assumptions of one's specialized area of graduate study;*
2. *Engaging in scholarship in one's specialized area of graduate study;*
 - d. Students demonstrate practical experience in presenting creative work, research findings, and other scholarship in contexts such as exhibitions, performances, professional conferences, peer-reviewed journals, and other scholarly outlets.
3. *Developing proficiency in one's specialized area of study sufficient to prepare students to enter professions, advance within one's profession, or to continue study for a terminal degree;*
 - c. To encourage students' development of skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers.
4. *Articulating how Christian faith connects to each specialized area of study and to potential career or service options in that area of study*
 - c. To encourage students to develop a sense of civic responsibility and commitment to work with others for the common good;

Textbooks and Other Course Materials:Required:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
- Auger, W. F., & Rich, S. J. (2006.) *Curriculum theory and methods: Perspectives on learning and teaching*. New York, NY: Wiley. ISBN: 978-0-470-83774-0
- Schmoker, M. (2011). *Focus: Elevating the essentials to improve student learning*. Washington, DC: ASCD. ISBN-13: 978-1-4166-1130-1

Course Requirements: General rule: assignments due Saturdays by 5PM, original discussion replies by Wednesdays at 11:55 PM and original discussion replies to peers by Saturdays at 11:55PM

1. Readings and Supplemental Readings

The required chapter readings are listed in the course schedule. In addition to these chapters, students will be reading posted articles and locating their own supplementary resources to augment the textbook. You should read for meaning and connection. Use the guiding questions to help you focus on some of the critical aspects of the readings and make meaningful connections among readings and past coursework. Readings are due as scheduled on the course calendar.

2. What is in weekly course Modules?

There will be a series of seven discussion prompts (weeks 1, 2, 3, 4, 6, 7, 8) posted within Canvas in the Modules. Each week students will post a reply to course readings, PowerPoint presentations and at times, student assignments in Canvas Forums. Students will be given open-ended prompts to which they should reply along with commenting on each other's earlier posts in order to socially construct knowledge of the course content. Original replies are to be between 200-250 words OR 3-5 minute video recordings and are to include references to the readings for the week. Students will be expected to post an **original reply** to the question by 11:55 pm on Wednesday of the week and a **follow up reply** to at least one other student by 11:55 pm on Saturday of that week. Follow-up replies are to be between 150-200 words. Please incorporate course and outside readings into the replies and demonstrate a clear comprehension of the material. You should expect to spend at least one and a half hours per week on the Forum post—reading and replying to others' posts along with crafting your own replies to the guiding questions. These forums will work as the discussion component of our

course. Each week's forum will be worth up to **25 points** and graded using the rubric for online discussions located in our Canvas course Files.

3. Projects

This course will require students to complete four projects. These projects are designed to integrate course materials and outside sources and include a practical application for teachers and school counselors. Each project will be scored using an analytic scoring rubric which is posted in our Canvas course Files for student reference. Use APA style to format your reference list. **Number of sources varies per project so attend to the requirement for each project.**

RATIONALE FOR ASSIGNMENTS: *As teachers, you engage students in learning via classroom lessons and presentations and are also responsible for fostering community relationships. The activities in this course will allow you to reflect on your current theoretical perspectives and enhance your ability to reach all learners in classroom situations or during small group instruction.*

- A. Current Issues Presentation to a school audience on cultural diversity, funding crisis, conflict resolution, peer influences/peer pressure, networking and transition into post-high school contexts or bullying using an instructional tech platform (Livebinder, You Tube, brainshark, Wix, Screencast-o-matic, Glogster, Prezi-must include accompanying voice recording). HINT: **Brainshark** is easy to use and compresses files for easy uploading.

The Scenario for the Presentation: You have been asked to present information to a community of learners regarding a current trend or issue affecting students today.

- ◆ Locate a minimum of five scholarly (peer-reviewed) resources related to the topics above in a school (any level). Use these as references in a slide and cite in [APA format](#).
- ◆ Use these resources to construct a presentation for a professional audience (grade PreK-12, you choose and identify the grade level).
- ◆ The presentation should be approximately 10 minutes/10-12 slides in length and should include use of presentation technology and an interactive component where probable attendees reply to each other and/or the presenter (i.e, a slide that includes reflection questions or questions that asks for audience participation/reply or a poll). See a sample on Canvas.
- ◆ If using Livebinder, your project can be uploaded there.
- ◆ **The Current Issues Presentation is due May 31 and is worth 25 pts**

B. Accommodations & Diversity template. Using the template provided in Canvas, complete ONE accommodations and diversity template using ONE of your assessments, habilitation plans, IEP's or lessons (one lesson per template, can be small group, large group or one-one instruction). You may submit your required copy via Canvas. Include examples used and your rationale for using them. Also include a paragraph on how you might improve or enhance what you do now for future students.

The Scenario for the Accommodations and Diversity template: You have been asked by the Special Education Administrator to propose a series of accommodations and adaptations to your lessons and/or assessments-teachers must be abreast of these! Complete one template and share it via Canvas with your group. Use your content!

- ◆ Construct an Accommodations & Diversity Project (template and sample provided on Canvas) that outline the modifications you make for special needs students during assessments or lessons.

- ◆ This project requires that you research literature/websites other than your course text and course readings for information regarding accommodation types (presentation, response, setting, etc...). Use two or more citations, APA format if applicable.
- ◆ **The Accommodations & Diversity Template is due June 7 and is worth 25 pts**

C. Theory and Reflective Practice Journal Entry. Identify a theory (or theorist) of marked importance for classroom use today (refer to your text chapters). Must be done on EtherPad (Canvas, Collaborations)-about 2 pages.

The Scenario for the Theory and Reflective Practice Journal Entry: You have been asked by a doctoral research group to identify a theory or theorist that has had the most influence on you or on educational practices today.

- ◆ Supplement the text information by locating a minimum of five scholarly (peer-reviewed) resources related to the topic (i.e., conflict resolution, multiple intelligences, cooperative learning, technology).
- ◆ Carefully review and attach/include a lesson or group session you currently are using that you believe could be improved to maximize learning for all students using the theory or the theorist's ideas.
- ◆ Use the information you gather from the resources to help construct and/or enhance a lesson for your students.
- ◆ Report these changes via a reflective practice "journal entry." Your journal entry should include a sample lesson or topic, the improvements you plan to make as a result of the theory and a reflection as to how these changes will affect you and your students. About 2 pages citing references.
- ◆ **The Theory and Reflective Practice Journal entry is due June 28 and is worth 25 pts.**

D. Analysis Paper on information presented by Mike Schmoker.

Scenario: Your school system asks you to read the book *Focus* by Mike Schmoker as a professional development workshop requirement. What concept from Schmoker's writing did you find was most applicable to your teaching? Provide a clear rationale.

- ◆ Write a 1 to 2 - page paper describing what you find and your reaction to_____.
- ◆ Use any class resources to support the findings.
- ◆ Consider your teaching peers as the prospective audience for the paper.
- ◆ Integrate concepts and vocabulary from Chapter 9 and the *Popham readings in your paper.
- ◆ **The Analysis Paper is due July 12 or earlier and is worth 25 pts.**

*Popham, W. James. (2009). Assessment Literacy for Teachers: Faddish or Fundamental? *Theory Into Practice* 48.1, 4-11. *Education Research Complete*. EBSCO.

*Popham, W. (2008). The Assessment-Savvy Student. *Educational Leadership*, 66(3), 80-81. Retrieved from Education Research Complete database.

Grading:

Assignment	Points
Current Issues Presentation	25
Accommodations & Diversity Template	25
Reflective Practice Journal Project	25
Analysis Paper	25

Online posts and participation	175 (7 x 25 pts ea)
Total Points Possible	275

Grading Scale:

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	

Program Information

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements. 5% will be deducted per day late.

Missed Exams – Exams will be available online for a period of 48 hours. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas using the Assignments tool. Assignments will be returned with feedback within one week of the submission date.

Dismissal for Failing Grade

Students who earn a failing grade in any graduate course taken at Messiah College will be academically dismissed from the College effective at the conclusion of the part of term in which the failing grade was assigned. Such courses will not be permitted to be taken at another institution and transferred to Messiah College.

Academic Integrity

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the education. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at Bmark@messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Writing Center

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or

provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students

[Technological support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management System.

Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Self-Care

Part of the process of becoming a teacher is an ongoing commitment to self-awareness through self-reflection. A teachers’ job is stressful. If you feel as if you are encountering any difficulties with your current situation, please consult instructor or advisor in deciding how and when to seek outside support.

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The Library is an obvious source of information for research, presentations and projects. Beth Mark is the specific library liaison assigned to the education graduate programs. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. Contact her directly at bmark@messiah.edu or by calling (717) 796-1800, ext. 3590 OR (717) 418-9584 (cell).

Course Schedule

Week	Assignments/Topic	Hours*		Readings
		IT	N-IT	
1: May 18	Learning and Teaching	IT	N-IT	Textbooks & Sup. Readings (see list below)
	View welcome via Adobe Connect by Saturday May 24 (link will be in announcements)	3	4	CTM (Curriculum, Theory and Methods text), Ch. 1
	Introduce yourself via video in Forum 1-reply to prompt	2	2	Schmoker, Ch. 1
		2	2	Supplemental Readings for Week 1

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2: May 25	Autonomy			
			4	CTM, Ch. 3
	Read, post, and reply to prompt in Forum 2	2	2	Schmoker, Ch. 2
	Current Issues Presentation due Saturday May 31	2	2	Supplemental Readings for Week 2
3: June 1	Strategies for Teaching			
	Adobe Connect? TBA	4	4	CTM, Ch. 7
	Read, post, and reply to prompt in Forum 3	2	2	Schmoker, Ch. 3
	Accommodations Project (1 completed template w/paragraph) due Saturday June 7	2	2	Supplemental Readings for Week 3
4: June 8	The Curriculum			
	Read, post, and reply to prompt in Forum 4	3	4	CTM, Ch. 8
			2	Schmoker, Ch. 4
			2	Supplemental Readings for Week 4
5: June 15	Assessment and Evaluation			
	NO Forum 5-mid-semester break (:		4	CTM, Ch. 9
	Adobe Connect? TBA	4	2	Schmoker, Ch. 5
			2	Supplemental Readings for Week 5
6: June 22	Adjusting			
	Read, post, and reply to prompt in Forum 6	3	4	CTM, Ch. 10
	Journal Entry due Saturday June 28 via EtherPad (select; canvas, collaborations)		2	Supplemental Readings for Week 6
7: June 29	Enrichment			
	Read, post, and reply to prompt in Forum 7	3	4	CTM, Ch. 11
	Adobe Connect session per appt	3		
			2	Supplemental Readings for Week 7
8: July 6	Establishing Balance/Closing Thoughts			
	Forum 8- reply to your peers thoughts about	3	4	CTM, Chs. 12 & 13
	Due date for analysis paper July 12 or earlier			
		$\frac{4}{42}$	$\frac{2}{56}$	Supplemental Readings for Week 8

*Instructional Time (IT) 42 hrs / 3 credits *Non-Instructional (N-IT)"Homework" ** Reading based on 30 pages per hour; Writing papers based on 2 hours/page

Supplemental Readings
<p>Week 1:</p> <p>Marlow, D., Bloss, D., & Gloss, D. (2000). Promoting Social And Emotional Competence Through Teacher/Counselor. <i>Education</i>, 120(4), 668-674. http://search.ebscohost.com</p> <p>Crew, R. (2010). Four Competencies for a 21st-Century Education AND HOW TO IMPLEMENT THEM. <i>MultiMediaInternet@Schools</i>, 17(5), 8-10. Retrieved from Education Research Complete database.</p>
<p>Week 2:</p> <p>Social Justice in Outdoor Experiential Learning</p> <p>Mosconi, Jacqueline, and Judith Emmett "Effects of a Values Clarification Curriculum on High School Students' Definitions of Success." <i>Professional School Counseling</i> 7.2 (2003): 68-78. <i>Education Research Complete</i>. EBSCO.</p>
<p>Week 3</p> <p>Engagement and Employability</p> <p>Social Learning Platforms and the Flipped Classroom http://ezproxy.messiah.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=94364748&site=ehost-live</p>
<p>Week 4:</p> <p>Popham, W. James. (2009). Assessment Literacy for Teachers: Faddish or Fundamental?. <i>Theory Into Practice</i> 48.1, 4-11. <i>Education Research Complete</i>. EBSCO.</p>
<p>Week 5:</p> <p>Popham, W. (2008). The Assessment-Savvy Student. <i>Educational Leadership</i>, 66(3), 80-81. Retrieved from Education Research Complete database.</p> <p>Music Educators Perceptions of ...Inclusion</p>
<p>Week 6:</p> <p>Peer Learning in Virtual Schools</p> <p>Kyounghee, S., & Hoover, J. (2009). Navigating a Strange Culture: Nurturing New English Learners. <i>Reclaiming Children & Youth</i>, 18(3), 58-61. Retrieved from Education Research Complete database.</p>
<p>Week 7:</p> <p>Geist, E., & Hohn, J. (2009). Encouraging Creativity In The Face Of Administrative Convenience: How Our Schools Discourage Divergent Thinking. <i>Education</i>, 130(1), 141-150. Retrieved from Education Research Complete database.</p>
<p>Week 8:</p> <p>Colvin, Kristy "Bullying in Schools -- A New Perspective." <i>Exceptional Parent</i> 36.9 (2006): 48-51. <i>Education Research Complete</i>. EBSCO.</p>

Additional “good reads” that can be shared with other professionals[Why is Intensive Instruction Important?](#)

Fall, M. (1994). Developing curriculum expertise: A helpful tool for school counselors. *School Counselor*, 42(2), 92. <http://search.ebscohost.com>

Grimmett, M., & Paisley, P. (2008). A Preliminary Investigation of School Counselor Beliefs Regarding Important Educational Issues. *Journal of Humanistic Counseling, Education & Development*, 47(1), 99-110. <http://search.ebscohost.com>

Froeschle, J., & Nix, S. (2009). A Solution-Focused Leadership Model: Examining Perceptions of Effective Counselor Leadership. *Journal of School Counseling*, 71-21. Retrieved from Education Research Complete database.

Hoyt, K. (1993). Guidance is not a dirty word. *School Counselor*, 40(4), 267. <http://search.ebscohost.com>

Roaten, Gail K., and Eric A. Schmidt "Using Experiential Activities with Adolescents to Promote Respect for Diversity." *Professional School Counseling* 12.4 (2009): 309-314. *Education Research Complete*. EBSCO.

Lopez, E. (2006). Targeting English Language Learners, Tasks, and Treatments in Instructional Consultation. *Journal of Applied School Psychology*, 22(2), 59-79. doi:10.1300/J370v22n02_04