EDME 525 Curriculum and Learning
Summer 2015

Professor: Dr. Maude Yacapsin
Email: myacapsin@messiah.edu
Course Dates: May 17-July 11, 2015
Phone: 717-766-2511 x 2036
Faculty Availability: via email, phone, skype (jamyc) or delicious (jamyc), facetime (myacapsin),
instagram (myacapsin), google hangout

Faculty Availability and Virtual office hours:
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.

Faculty Expectations of Students: Netiquette-you must support one another to facilitate and
nurture a collaborative environment-AND-be well versed in APA format-take the quiz as assigned.

Modules: Class notes, videos, etc. will be available in weekly Modules. For this class we will rely
mostly on weekly class readings in lieu of PowerPoint presentations.

Weekly Schedule: Announcements will be posted each week and will give an overview of your
requirements for that particular week or a directive. Assignments 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.
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**;
   a. Students demonstrate competence in the critical review and evaluation of research literature or creative activities;
   b. 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**;
   a. 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**
   a. To encourage students to make decisions that reflect an ethic of service, a concern for justice, and a desire for reconciliation.

Curriculum Map
The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOs), the Graduate Program in Education Program Objectives, and the objectives for each course in a student’s program.

The college and program objectives are measured through an assessment plan that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

Textbooks and Other Course Materials:
**Required:**

All Course Requirements: General rule: original discussion replies by Wednesdays at 11:00 PM and (scholarly writing, APA formatted references) replies to peers by Saturdays at 11:00PM (less formal, with APA citations to support your reply).

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 11:00 pm on Wednesday of the week and a follow up reply to at least one other student by 11:00 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. Grading will be as follows: Understanding and analysis of the readings (50%, which includes incorporation of multiple or outside sources), Responses to other students that contributed to better understanding of course materials and facilitated additional conversation (30%), APA style (20%). Each week’s forum will be worth up to 25 points.

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/or school counselors. Each project will be scored using an analytic scoring rubric. Use APA style to format your reference list. Number of sources varies per project so attend to the requirements 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 30** 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
- The Accommodations & Diversity Template is due June 6 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)

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 27 and is worth 25 pts.

D. Analysis Paper (and peer review) 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.
- Complete a peer review for your assigned peer.
- The Analysis Paper is due July 11 or earlier and is worth 25 pts.

What is a peer review assignment? How do I submit one?
Discussion forums — Task, readings, activity, etc…
Due: First post/reply to peer

<table>
<thead>
<tr>
<th>Follow specific directions in Announcements and Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 8</td>
</tr>
</tbody>
</table>

Discussion prompts:
Week number and Discussion prompt

1. Welcome students! Use the video feature (hit REPLY, then find the small film clip icon on task bar) to give your peers a brief introduction to YOU provided you are comfortable doing so. Tell us: your name, current occupation (i.e., student, dad, therapist, teacher), and what one concept you would add to school curriculum today and why. Add some thoughts about the TED TALK AS WELL. Your recording should be at least 3 minutes but no more than 5 minutes. **Have fun with it! No citations required for this forum.**

TED TALK IS found at this link: [Http://www.ted.com/talks/emily_pilloton_teaching_design_for_change.html](http://www.ted.com/talks/emily_pilloton_teaching_design_for_change.html)

2. CH 3-Has invitational learning been a concept you employ? If so, when and how often? List some examples. **Citations required.**

3. For forum 3, let's dig deep-we understand invitational learning and its four concepts (p. 76 in Auger & Rich text). Know that this is a scholarly discussion and no "right answers." Choose an Invitational learning concept or perhaps all four-ask and respond in the forum: Schmoker (Ch 3) writes about How we Teach. Teachers: Are there concepts from Schmoker Ch 3 that are similar to those of Invitational Learning? How would or do you employ these in your current role? Identify your position (i.e., stance, belief) and rationale for it. **Citations required.**

4. This week, we will be discussing the reading below by Fall (1994). This is dated but why is it so important for us as teachers often working with guidance counselors? List reasons and cite excerpts from the article. **Citations required.**


No forum week 5

6. **CH 10-Teachers-please read the case of Steven on p. 309.**

How would you approach Stevens situation? List steps and rationale. (There are no wrong answers-how, considering your experiences, can help you help Steven?) Use your text and supplemental readings as guides. **Citations required.**

8. Final thoughts: We will be back in the large group for our last discussion. Forum 8- Post a brief reflection about your work, process, or overall experience with the course and course content. List most meaningful learning and talk about an article or chapter you read that had the most impact on what you will do for children as a result. Citations required. Also: Do not forget to complete the course eval-the link is in the module for week 8. When you are prompted to enter your studentid, the computer is looking for the first portion of your email address, the part before the @messiah.edu. Your actual student ID number will not work for these surveys and will give you an error message.

Analysis paper with peer review due *July 11* or earlier-post in assignments-

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Accommodations &amp; Diversity Template</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Practice Journal Project</td>
<td>25</td>
</tr>
<tr>
<td>Analysis Paper &amp; Peer review</td>
<td>25</td>
</tr>
<tr>
<td>Online posts and participation</td>
<td>175 (7 x 25 pts ea)</td>
</tr>
</tbody>
</table>

**Total Points Possible** 275

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**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 social sciences disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with the social sciences 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 (717)-796-1800, x3590 OR (717) 418-9584 (cell). Also visit http://libguides.messiah.edu/education

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
Include the following statement in your syllabus:
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
Include the following statement in your syllabus:
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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments/Topic</th>
<th>Hours*</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- May 17</td>
<td>Learning and Teaching</td>
<td>IT</td>
<td>N-IT Textbooks &amp; Sup. Readings (see list below)</td>
</tr>
<tr>
<td></td>
<td>View/listen to welcome via Adobe Connect by this Saturday (link will be in announcements)</td>
<td>1.5</td>
<td>1 CTM (Curriculum, Theory and Methods text), Ch. 1, 2</td>
</tr>
<tr>
<td></td>
<td>Introduce yourself via video in Forum 1-reply to prompt and TED</td>
<td>2</td>
<td>1 Schmoker, Ch. 1</td>
</tr>
<tr>
<td>2- May 24</td>
<td>Autonomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read, post, and reply to prompt in Forum 2</td>
<td>2</td>
<td>1 CTM, Ch. 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Current Issues Presentation due Saturday May 30</td>
<td>2</td>
<td>2 Supplemental Readings for Week 2</td>
</tr>
<tr>
<td>3- May 31</td>
<td>Strategies for Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adobe Connect? TBA</td>
<td>2</td>
<td>1 CTM, Ch. 6, 7</td>
</tr>
<tr>
<td></td>
<td>Read, post, and reply to prompt in Forum 3</td>
<td>2</td>
<td>1 Schmoker, Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Accommodations Project (1 completed template w/paragraph) due Saturday June 6</td>
<td>2</td>
<td>2 Supplemental Readings for Week 3</td>
</tr>
<tr>
<td>4- June 7</td>
<td>The Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read, post, and reply to prompt in Forum 4</td>
<td>2</td>
<td>1 CTM, Ch. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Schmoker, Ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2 Supplemental Readings for Week 4</td>
</tr>
<tr>
<td>5- June 14</td>
<td>Assessment and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO Forum 5-mid-semester break (:</td>
<td>2</td>
<td>1 CTM, Ch. 9</td>
</tr>
<tr>
<td></td>
<td>Work on final projects</td>
<td></td>
<td>1 Schmoker, Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2 Supplemental Readings for Week 5</td>
</tr>
<tr>
<td>6- June 21</td>
<td>Adjusting</td>
<td>1.5</td>
<td>2 Supplemental Readings for Week 5</td>
</tr>
<tr>
<td></td>
<td>Read, post, and reply to prompt in Forum 6</td>
<td>2</td>
<td>1 CTM, Ch. 10</td>
</tr>
<tr>
<td></td>
<td>Adobe Connect by appt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journal Entry due Saturday June 27 via EtherPad (select; canvas, group, collaborations)</td>
<td>2</td>
<td>2 Supplemental Readings for Week 6</td>
</tr>
<tr>
<td>7- June 28</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read, post, and reply to prompt in Forum 7</td>
<td>2</td>
<td>1 CTM, Ch. 11</td>
</tr>
<tr>
<td>Adobe Connect session per appt</td>
<td>2</td>
<td>Supplemental Readings for Week 7</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>8- July 5</strong> Establishing Balance/Closing Thoughts</td>
<td>1</td>
<td>CTM, Chs. 12 &amp; 13</td>
<td></td>
</tr>
<tr>
<td>Forum 8- reply to your peers thoughts about Due date for analysis paper July 11 or earlier</td>
<td>2</td>
<td>Supplemental Readings for Week 8</td>
<td></td>
</tr>
</tbody>
</table>

*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 for enrichment

**Week 1:**


**Week 2:**

*Social Justice in Outdoor Experiential Learning*


**Week 3:**

*Engagement and Employability*

*Social Learning Platforms and the Flipped Classroom*

**Week 4:**


**Week 5:**


*Music Educators Perceptions of ...Inclusion*

**Week 6:**

*Peer Learning in Virtual Schools*


**Week 7:**


**Week 8:**

Additional “good reads” that can be shared with other professionals

**What is Intensive Instruction and Why is it Important?**


