

California State University San Marcos
College of Education
EDUC 620, Curricular Innovations and Applications
UH 442 Spring 2006
Wednesday 4:30-8:20 PM

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Office Hours: 3-4:45 PM Wednesdays and other days by appointment.

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Senate Bill (SB) 2042

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Masters Program, as well as additional coursework.

Course Description

This course asks students to examine three current initiatives (two in a group, and one as an individual) in curriculum innovation and application: reading comprehension; and connecting curriculum and technology. We will develop and model lessons that address these initiatives, and critique their merit. Through reading, writing, dialogue, lesson development, modeling and reflection, we will explore innovative practices, set goals for our teaching with respect to the initiatives, make plans for how to reach the goals, and implement our plans both in our classrooms and as demonstration lessons in class.

Course Objective

This course is specifically designed to inspire thoughtful reflection on theories of curriculum innovation and application of those theories to one's teaching practice. Standards will be central to our work in this class and include:

- National technology standards for students and teachers;
- National, state and local content standards;
- California Standards for the Teaching Profession;
- National Board for Professional Teaching Standards.

Required Text

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*, York, ME: Stenhouse Publishing.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism

All work submitted for this course should reflect each student's original efforts. When relying on supporting documents authored by others, students should cite those documents clearly and completely. Failure to do so may result in failure of the course.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

94-100% =A	77-79% =C+	60-63% =D-
90-93% =A-	74-76% =C	Below 60% =F
87-89% =B+	70-73% =C-	
84-86% =B	67-69% =D+	
80-83% =B-	64-66% =D	

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructors.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructor's ability to read and understand the text; **the assignment's grade will be negatively affected as a result of this oversight.**

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who work in the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

College of Education attendance policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions (equal to whole day, e.g., 8-2:15 PM) or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C+". **Notification of absences does not allow students to assume they are automatically excused.**

January 18

Introduction to course

- A. Blue Socks
- B. Review syllabus and course requirements.
- C. Discuss class times, attendance policy.
- D. Explore the question of how do people make sense of information? Of processes?
- E. “New Social Studies” sorting activity.
- F. Nacerima activity.
- G. Get into groups of two for teaching of assigned chapters and two related initiatives, and to chronicle another group’s efforts.
- H. Get into groups to begin creating assessments.
- I. Designate a group “communicator” (e.g., create and maintain the class e-list).
- J. As a class, define “what qualifies as educational innovation?”
- K. If the class decides to go for the 12-week format, must “make-up” 1 hour. Currently scheduled from 5:30-8:15= 2.75 class meeting time plus 15 minute break. So 3 hours per class x 15 weeks = 45 hours. If class goes for 12 week session, 5-8:45 with 20 minutes of break.
*Keep working on assessments. Be ready to present in class on January 25. Please bring enough copies so everyone in the class plus the instructor can have a copy.

January 25

- A. American Psychological Association (APA) review.
- B. Present and discuss draft assessments.
- C. Discuss some reading initiatives occurring in your school and/or District.
- * Post finalized versions of assessments to the e-list by Sunday, January 29, 5 PM.

February 1

- A. Review of library research skills and time to begin gathering materials about initiatives.
- B. Discuss questions about research process and/or content of library materials.
- C. Review assessment for draft #1.
- D. Time to work in groups.

February 8

- A. Woo provides class with an article about a current initiative so the group can discuss as a whole.
- B. Peer feedback to three other person’s texts using rubric #1.
- C. Review peer teaching rubric.
- D. Review rubric for chronicling peers’ teaching experience.
- E. Meet one-on-one or in small groups to talk about initiatives.
- * Peer feedback to draft #1 (please bring three copies to class).

February 15

- A. Peer teaching of chapters 1 & 2, and two related initiatives.
- B. Responses from the group.
- B. Video regarding effective curricular innovations.
- C. Debrief video
- * Draft # 1 due
- * Chapters 1 & 2

- February 22
- A. General feedback to draft #1
 - B. Peer teaching of chapters 3 & 4, and two related initiatives.
 - C. Responses from the group.
 - D. Chronicle of chapters 1 & 2.
 - * Chapters 3 & 4
- March 1
- A. Peer teaching of chapters 5 & 6, and two related initiatives
 - B. Feedback from the group.
 - C. Review draft rubric #2.
 - D. Chronicle of chapters 3 & 4.
 - E. Time to work in groups.
 - *Chapters 5 & 6
- March 8
- A. Peer feedback to three other person's texts using draft rubric #2.
 - B. Chronicle of chapter 5 & 6.
 - C. Invited panel to share their experiences about reading initiatives in their schools.
 - * Peer feedback to draft #2 (Please bring three copies to class).
- March 15
- A. Peer teaching of chapters 7 & 8, and two related initiatives
 - B. Feedback from the group.
 - C. Introduce case study approach and practice in class.
 - * Draft #2 due
 - * Chapters 7 & 8
- March 22
- A. Peer teaching of chapters 9 & 10, and two related initiatives
 - B. Feedback from the group.
 - C. Chronicle from chapters 7 & 8.
 - D. General feedback to draft #2.
 - E. Review final version rubric of individual initiative.
 - E. Time to meet one-on-one to talk about individual initiatives.
 - *Chapters 9 & 10
- March 29
- Spring Break, no class
- April 5
- A. Peer teaching of chapters 9 & 10, and two related initiatives
 - B. Feedback from the group.
 - C. Chronicle from chapters 9 & 10.
 - * Final version of paper due
 - * Everyone comes with two articles related to initiatives. One article is based on information from chapter 11 and one article is based on information from chapter 12.
 - * Chapter 11 & 12.
- April 12
- In-class case analysis
 - Wrap-up
 - Course evaluations

EDMS 511 Teaching Teams and Dates (Spring 2006)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/18	Introduction-Woo	Woo
1/25	Woo	* *
2/1	Woo	* *
2/8	Peer feedback to draft #1	* *
2/15	* *	
2/22	* *	
3/1	* *	
3/8	Peer feedback to draft #2	* *
3/15	* *	
3/22	* *	
4/5	Everyone is teaching!	* *
4/12	Case study, computer lab, wrap-up	Everyone brings ☺

EDUC 620 Small Group Assessment Rubrics, spring 2006

1. Individual paper (20%)

Draft #1 (5%)

Draft #2 (5%)

Final (10%)

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2. Chronicle of previous group's teaching (15%)

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3. Peer teaching of two chapters and related initiatives (15%)

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