

California State University San Marcos
College of Education

Education 620: Curricular Innovations and Applications
Spring Semester 2005

Instructor: Robin D. Marion, Ph.D., UH 426
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Meeting time: Wednesday 5:30-8:15 (14 sessions) or 5:30-8:45 (12 sessions)
Thursday 4:30-7:45 (12 sessions)
Location: W: University Hall 439, R: Warm Springs MS, Rm. 701

Mission and Commitments of the CSUSM College of Education:

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.

(Adopted by COE Governance Community, October, 1997).

Course Description:

This course involves critical examination of two current initiatives in curriculum innovation and application: 1) reading comprehension and 2) service learning. It explores these initiatives through reflection on theory, construction of common meaning, entries in field notebooks, critique of cases of practice, and development of serial drafts of a position and action paper. Through reading, writing, dialogue, lesson development and implementation, analysis and reflection, we will examine and evolve our own stance and action with respect to curricular initiatives.

Course Objective:

Teachers, schools and districts are continually inundated with new curricular initiatives designed to address some particular ill, respond to a need, or simply to improve learning. This course is designed to help teachers develop a proactive, thoughtful, constructive response to these new teaching and learning strategies and programs. It is intended to inspire thoughtful reflection on theories behind curriculum innovation, application of that theory to teaching practice, and a process to critique new initiatives as they are introduced and implemented. Progress will be documented in several ways: fieldnote entries, written case analysis, presentation and facilitation of dialogue in a seminar format, and development of a stance and action toward the two initiatives in a position and action paper with multiple drafts.

Required Texts:

Keene, E. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension to enhance understanding*, York, ME: Stenhouse Publishing.
Bigelow, B. Harvey, Karp, S. & Miller, L. (2001). *Rethinking Our Classrooms: Teaching for Equity and Social Justice*, Milwaukee, WI: Rethinking Schools, Ltd.

And one of the following or an alternative to be pre-approved by instructor:

- Allen, J. (2000). *Yellow Brick Road: Shared and guided paths to independent reading*, Portland, ME: Stenhouse. (Grades 4-12)
- Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*, York, ME: Stenhouse Publishing. (Grades K-6)
- Harvey, S. (1998). *Non-fiction Matters, Reading, Writing and Research in Grades 3-8*, York, ME: Stenhouse Publishing
- Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*, Portland, ME: Stenhouse. (Grades 6-12)

And one of the following or an alternative to be pre-approved by instructor,

- Ayers, W. (2004). *Teaching the Personal and the Political: Essays on Hope and Justice*. NY, NY: Teachers College Press.
- Kinsley, C. & McPherson, K. (1995). *Enriching the Curriculum Through Service Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Noddings, N. (1992). *The Challenge to Care in Schools: An Alternative Approach to Education*, NY, NY: Teachers College Press.
- Wade, R. (1997). *Community Service-Learning: A Guide to including service in the public school curriculum*. Albany, NY: State University of New York Press.

or

~200 pages of the following:

- <http://learningindeed.org/research>
- <http://www.servicelearning.org/>
- <http://www.learnandserve.org/>
- <http://www.ipsl.org/>
- <http://www.nationalservice.org/>
- <http://www.service-learningpartnership.org/>

- Benard, Bonnie. "[Turning It Around for All Youth: From Risk to Resilience.](#)" ERIC Digest No.126. New York, NY: Teacher's College, Columbia University, ERIC Clearinghouse on Urban Education. ERIC Document Reproduction Service No. 412 309, 1997. [FULL TEXT ONLINE]
- Catalano, Richard. F., et al. "[Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs.](#)" [On-Line]. 1998. [FULL TEXT ONLINE]
- Kraft, Nancy P., and Jim Wheeler. "[Service-Learning and Resilience in Disaffected Youth: A Research Study.](#)" Presentation at the 2nd Annual International Service-Learning Research Conference, Nashville, TN. 2002. [FULL TEXT PDF]
- White, Cynthia L. "[Engaging At-Risk Students Socially and Emotionally During a Time of Critical Transition from Elementary to Junior High: A Case Study of a Summer Service-Learning Intervention Program.](#)" Dissertation. Ann Arbor, Michigan: UMI Dissertation Services, 2001. [FULL TEXT ONLINE]
- Christie, Christine, C. Michael Nelson, and Kristine Jolivette. "[Prevention of Antisocial and Violent Behavior in Youth: A Review of the Literature.](#)" Lexington, KY: University of Kentucky, n.d. [FULL TEXT ONLINE]
- Penn, Everette B. "[Reducing Delinquency Through Service.](#)" National Service Fellowship Report. Washington, DC: Corporation for National and Community Service, 2000. [FULL TEXT PDF]

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. See below for specific course requirements for this course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Course Attendance Policy

Due to the interactive nature of this Master's course and the value of your contribution to every session, you are expected to prepare for, attend and participate in all class sessions. For extenuating circumstances, contact the instructor before you miss class and make arrangements to make up what you have missed. You have the responsibility to find out what activities were completed and to suggest in writing the way you will make the work up. Once approved by the instructor, it is your responsibility to complete the work and turn it in the following week. Failure to do so may negatively impact your grade.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting. Please discuss your needs for limited accommodation with the instructor within the first week of the semester.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

University Writing Requirement

CSUSM courses must include a minimum 2500 word writing requirement. This course will meet or exceed that requirement.

Tentative Class Schedule (Subject to change):

Readings are in italics next to the date to be completed. Be ready to share a connection, with page #. Assignments are in bold next to date due.

- S1 – 1/19-20 Course overview / Syllabus
 Initiatives – Reading Comprehension (RC), Service Learning (SL)
 Readings, Expectations, Assignments
 Field Notebook (FN), Case Analysis, Position and Action Paper
Draft 1 Position and Action Paper– in class
Where am I with respect to these two initiatives?
Stories of experience, success and challenge.
- S2 – 1/26-27 Case 1 analysis
 Reading Comprehension - choose strategy and colleagues for Case 2
Keene & Zimmerman, p. ix-122
FN Entry 1: making connections, determining importance, asking questions
- S3 - 2/2-3 Case 1 analysis
 Service Learning – choose strategy and colleagues for Case 2
Rethinking Schools, p. Table of Contents-114
FN Entry 2: power of words, power of the past, power of critique
- 2/9-10 No class – *Choice readings*
 Work on Draft Two
 Communicate / Plan with Case 2 Colleague(s)
- S4 – 2/16-17 Case 1 analysis
 Reading Comprehension – begin implementation
Keene & Zimmerman, p. 123-251
FN Entry 3: creating sensory images, drawing inferences, synthesizing
- S5 – 2/23-24 Case 1 analysis
 Service Learning – begin implementation
Rethinking Schools, p. 115-241
FN Entry 4: power of social action, rethinking school culture, rethinking assessment
- S6 – 3/2-3 Reflections on Assumptions, Challenges and Barriers
 Critical perspective, questions to ask of initiatives and implementation
Choice readings/ implementation
Case 1 Analysis Due:
Are these examples of effective reading comprehension and service learning instruction? Why or why not?
What is the responsibility of teachers to address these initiatives? Take a stand and back it up.
What are questions we need to ask of these initiatives?
Who benefits, who does not?

- No class – 3/10 **Temecula Cohort only off**
Choice readings/ implementation
- S7 – 3/9-17 Peer Review
Choice readings/ implementation
Draft 2 Position and Action Paper Due
Where am I with respect to these two initiatives?
Incorporate Draft 1
Analyze the initiatives in light of Case 1
Imagine a process to respond to new initiatives whether they come from your enlightenment, your school, your district, the state or national sources
Attach Draft 1
- No class – 3/16 **Campus Cohort only off**
Choice readings/ implementation
- No class – 3/23-24 and 3/30/31 – Spring Break both cohorts
Choice readings/ implementation
- IF ON-CAMPUS COHORT MEETS 14 SESSIONS, THE 2/9 AND 3/16 DATES WILL BE THE ADDITIONAL SESSIONS, AND THE TENTATIVE SCHEDULE WILL BE REVISED.**
- S8 – 4/6-7 Initiative Symposium - Thirty minutes per strategy maximum
RC - making connections, determining importance
SL - power of words, power of the past
Instructor facilitated synthesis
Choice readings/ implementation
FN Entry 5: Reflections on Choice Readings
In class FN Entry 6: Reflections on our practice and 4 strategies addressed.
- S9 – 4/13-14 Initiative Symposium - Thirty minutes per strategy maximum
RC – asking questions, creating sensory images
SL – power of critique, power of social action
Instructor facilitated synthesis
Choice readings/ implementation
FN Entry 7: Reflections on Choice Readings
In class FN Entry 8: Reflections on our practice and 4 strategies addressed.
- S10 – 4/20-21 Initiative Symposium - Thirty minutes per strategy maximum
RC - drawing inferences, synthesizing
SL - rethinking school culture, rethinking assessment
Instructor facilitated synthesis
Choice readings/ implementation
FN Entry 9: Reflections on Choice Readings
In class FN Entry 10: Reflections on our practice and 4 strategies addressed.

- S11– 4/27-28 Assumptions, Barriers and Challenges Revisited
Code field notebooks
Case 2 Analysis Due –
 Description of how we implemented our RC or SL strategy in our classroom, and what we learned from the dialogue about it during the initiative symposium in which it was addressed.
 Was our implementation an example of effective reading comprehension or service learning instruction? Why or why not?
 What is our responsibility to address these initiatives? Take a stand and back it up.
 What are questions we need to ask of this strategy?
 Who benefits, who does not?
Field Notebooks Due – Ten entries, initialed and coded (in class)
- S12 – 5/4-5 What have we learned?
Course Evaluation
Final Draft of Position and Action Paper Due:
 Final thoughts on the two initiatives, has your thinking changed?
 Incorporate synthesis of Drafts 1 and 2
 Analyze initiatives in light of Cases 1 and 2
 What will my response be to the next initiative that I face?
 Refine your action plan
 Reflect on the initiative response process then and now
 Attach Drafts 1 and 2

Grading policies and assignments:

Attendance, preparation for class, respectful participation	10 points
Field Notebook	20 points
Ten entries completed in response to prompts, initialed on due date, and coded (2 per entry)	
Case Analysis, written	30 points
Case 1 – other practitioners – (15 points)	
Are these examples of effective reading comprehension and service learning instruction? Why or why not?	
What is the responsibility of teachers to address these initiatives? Take a stand and back it up.	
What are questions we need to ask of these initiatives?	
Who benefits, who does not?	
Case 2 – ourselves (15 points)	
Description of how we implemented our RC or SL strategy in our classroom, and what we learned from the dialogue about it during the initiative symposium in which it was addressed.	
Was our implementation an example of effective reading comprehension or service learning instruction? Why or why not?	
What is our responsibility to address these initiatives? Take a stand and back it up.	
What are questions we need to ask of this strategy?	
Who benefits, who does not?	

Symposium Facilitation – maximum 30 minutes will be enforced 10 points
 Present your example of implementation of one strategy for RC or SL, use visuals.
 Facilitate dialogue/reflection about the strategy you implemented.
 Presentation and facilitation should be planned, practiced, focused and stimulate dialogue among classmates about the strategy.

Position and Action Paper 30 points

Draft one (5): Where am I with respect to these two initiatives?
 Stories of experience, success and challenge.

Draft two (10): Where am I now with respect to these two initiatives?
 Incorporate Draft 1
 Analyze the initiatives in light of Case 1 (other’s practice)
 Draft a plan to respond to new initiatives whether they come from your enlightenment, your school, your district, the state or national sources
 Attach Draft 1

Final Draft (15): Final thoughts on the two initiatives, has your thinking changed?
 Incorporate synthesis of Drafts 1 and 2
 Analyze initiatives in light of Cases 1 and 2
 What will my response be to the next initiative that I face?
 Refine your action plan
 Reflect on the initiative response process then and now
 Attach Drafts 1 and 2

Total 100 points

Assignments are due when noted even if absent.

All written assignments should be thoughtful, high quality, edited, proofed and word-processed. Turn in earlier drafts with each version of assignment turned in, for multi-draft assignments.

Remember to cite all information obtained from others completely.