

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDSS 541: Interdisciplinary Secondary Methods Spring 2009 (2 credits)**

Day Cohort	CRN Section 02 # 20319	Tuesday 1-4:50 pm	UH 443
Evening Cohort	CRN Section 01 # 20316	Thursday 5-8:50 pm	UH 373

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### **College of Education Mission Statement**

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

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## **COURSE DESCRIPTION**

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422, EDSS 511, EDSS 521, EDSS 555, EDSS 571 & permission from the Single Subject Coordinator(s).

### **Course Objectives**

This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create an Interdisciplinary Thematic Unit (ITU). The ITU teams will be organized by actual school sites (full time) and adapted according to the expertise of the team and culture of the school site. Each team will integrate a common theme and at the same time incorporate individual subject matter, content standards and pedagogical knowledge. In addition, the design of the ITU will take into consideration needs specific to their assigned school site and the student population.

This course will build on knowledge in basic lesson planning (Universal Lesson Plan Design) and incorporate differentiation to meet individual student needs (students learning English, students with special education needs as well as students that are gifted or talented).

### **Enduring Understandings**

Credential candidates will understand how:

- Personal (private) and philosophical/theoretical (public) perspectives impact curriculum development;
- A structured-process approach for designing interdisciplinary thematic units;
- To develop and implement an ITU in a school setting;
- To practice and model the elements of effective collaborative, cooperative practices studied previously.

### **Essential Questions**

- How can educators effectively collaborate?
- How can curriculum be integrated to increase student learning?
- What inclusion strategies can be used in an ITU curriculum?

### **EDSS 541 Required Text**

- Baldwin, Mark, Keating, Joseph & Bachman, Kathryn. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Pearson/Prentice Hall.  
(Note: Same as used in EDSS 530 & 531– You have this book from the fall.)
- Choate, J.S. (2004). *Successful inclusive teaching*. (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

(Note: Shared with all courses – You have this book from the fall.)

- Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing. (NEW TEXT)
- NEA. (2007). *Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps*, National Educators Association. <http://www.nea.org/teachexperience/images/CAREedition3.pdf> (NEW READING)
- Tomlinson, Carol Ann & Eidson, Caroline Cunningham. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development. (Note: You have this book from the fall.)
- Villa, Richard, & Thousand, Jacquelyn. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. (Note: This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.)

### **EDSS 541 Recommended Text**

(Read one of these as a make up or extra credit assignment.)

- Adams, Maurianne, Bell, Lee Anne & Griffin, Pat (Eds.) (1997). *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.
- Kugler, Eileen Gale. (2002). *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: Scarecrow Press, Inc.
- Kumashiro, Kevin K. & Ngo, Bic (Eds.). (2007). *Six lenses for anti-oppressive education: Partial Stories, Improbable Conversations*. NY: Peter Lang.
- Ladson-Billings, Gloria. (1994). *The dreamkeepers: Successful teachers of African American Children*. Indianapolis, IN: Jossey-Bass.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Roberts, P. & Kellough, R. (2004). *A Guide for Developing an Interdisciplinary Thematic Unit, 3<sup>rd</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Thousand, Jacqueline S., Villa, Richard A., & Nevin, Ann. I. (2007). *Differentiating Instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

### **Course Requirements**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

A make up assignment/extra credit assignment is available. The make up assignment is due one week after absence. The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 5). No assignments past the deadline will be accepted. Please see assignment description for more details.

### **Student Learning Outcomes**

Teacher Candidates will be required to complete critical assessment tasks:

- **Weekly Reading Responses (14 points)**
- **Integrated Thematic Unit (80 points)**
- **Individual Education Plan Meeting Role Play & TPE Response (6 points)**

Details of each assignment will be provided in weekly session power point presentations and on WebCT. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

## **Weekly Reading Responses**

Each session you will be required to write a reading response focused on the weekly reading. The Reading Response is designed to help you focus your reading. Each reading response is worth 2 points for a total of 14 points. Instructions for each Reading Response are provided in weekly session ppts, course schedule and on WebCT.

## **Integrated Thematic Unit**

There are 16 separate tasks for the ITU. Each task is worth 5 points each, for a total of 80 points. Detail descriptions of each task will be provided in weekly session power point presentations. Below is an outline of the 16 tasks with the session due date.

- 1: Theme for Interdisciplinary Thematic Unit & Cover Sheet – Session 1
- 2: Context Information (Community, School & Student Population) – Session 2
- 3: Unit Overview (Rationale, Enduring Understandings, Essential Questions & Overview of Unit Activities) – Session 2
- 4: Unit Objectives, Standards & Assessments – Session 2
- 5: Unit Calendar – Session 3
- 6: Technology Applications – Session 3
7. Art Component – Session 3
- 8: Social Justice & Equity – Session 3
- 9: Service Learning – Session 3
- 10: Student Descriptions & Unit Differentiation Strategies – Session 2 & 3
- 11: Universal Lesson Plans – Session 4
- 12: Differentiation Strategies for Lesson Plans – Session 4
- 13: ITU Final Exam – Session 6
- 14: Self-Evaluation – Session 6
- 15: Peer-Evaluation – Session 6
- 16: Final Poster Presentations – Session 7

## **Individual Education Plan**

Each student will complete an online tutorial as well as participate in an IEP Meeting Role Play. At the conclusion of the role-play you will complete the TPE 6D Reflection on Task Stream worth 6 points.

## **Grading Standards**

Expectations are high for this course. Teacher candidates will need to complete all expectations to earn a passing grade for each assignment. Supports such as instructions, rubrics, and samples will be provided to assist candidates to be successful. This course is based on a possible 100-point scale, with the standard grading scale:

A = 93-100	B+= 86-89	C+= 77-79		
A-= 90-92	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower.
	B- = 80-82	C- = 70-72		

**If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.**

## Schedule/Course Outline

Please note that this is a **hybrid class** with online course requirements. We will officially **meet on campus 6 out of 8 classes**. Both **Session 4 & Session 8 require meeting online** to complete the course expectations. If you are unable to access a computer off campus, make arrangements to use a computer lab on campus.

In addition there are **special guest speakers scheduled on Tuesdays 4-5 pm**, UH 443 (Jan. 27<sup>th</sup>, Feb. 3<sup>rd</sup> & Feb. 24<sup>th</sup>). These are required events for the day cohort and optional events for the evening cohort. But all are encouraged to attend.

Our final class will be an ITU Poster Presentation held on **Thursday, March 5<sup>th</sup> 5-8 pm, UH 373**. Make arrangements to be able to attend this culminating activity.

Session	Topic	Assignment
1	INTRODUCTION TO INTEGRATED THEMATIC UNIT (ITU)	Task 1
2	INTEGRATED CURRICULUM & SERVICE LEARNING  Guest Speakers Anne & Jeff Green ITUs @ Vista High Tuesday, Jan 27 <sup>th</sup> 4-5 pm UH 443	Task 2-4 & 10  RR1: READ Baldwin, Keating, Bachman (2005) Chapter 7: Interdisciplinary Thematic Units & Resource G Sample ITU (p. 164 – 179 & p. 315- 326) COMPLETE Activity 7.1 & 7.2, p. 172-173.  RR2: READ Kaye, Cathryn Berger. (2004). Forward, Introduction & Chapters 1-3, p. ix – 64+. MAKE a list or highlight models & resources to share with your ITU team.
3	UNIT OVERVIEW  Guest Speaker Jeff Heil Art & Technology Tuesday, Feb 3 <sup>rd</sup> 4-5 pm UH 443	Task 5-10  RR3: READ Kaye, Cathryn Berger. (2004) Chapters 4-14 (p. 65 – 217). SCAN the book for the key concepts of service learning and samples you can use as models and resources for your unit. WRITE a list of service learning activities and resources you can use related to your theme.
4	LESSON PLANNING No Official Class	Task 11 & 12 send via email to Anne René by end of class.

5	<b>INDIVIDUAL EDUCATION PLAN MEETINGS</b>	<p><b>TPE 6D</b></p> <p><b>RR 4: READ</b> the three readings with an eye for strategies that you can use in your unit and lesson plans.</p> <p>1. NEA. (2007). <i>Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps</i>, National Educators Association.  <a href="http://www.nea.org/teachexperience/images/CAREedition3.pdf">http://www.nea.org/teachexperience/images/CAREedition3.pdf</a></p> <p>2. Choate, J.S. (2004). <i>Successful inclusive teaching</i> (4<sup>th</sup> ed.).</p> <p>3. Tomlinson, Carol Ann &amp; Edison, Caroline Cunningham. (2005). <i>Differentiation in practice: A resource guide for differentiating curriculum grades 9-12</i>.</p> <p><b>WRITE</b> out the differentiation strategies you will use in your lesson and unit plan and cite what resources the ideas came from. <b>SUBMIT</b> on WebCT Discussion Board.</p> <p><b>RR5: READ</b> and complete the IEP tutorial. <b>WRITE</b> out your answers for each question on Leanna or Mwajabu.</p>
6	<p><b>PRESENTATION PREPARATION</b></p> <p>Evening Cohort switches with EDSS 530. Meet Tuesday instead of Thursday.</p> <p>Guest Speaker  Christopher Greenslate  Social Justice Course  Tuesday, Feb 24<sup>th</sup> 4-5 pm  UH 443</p>	<p><b>Task 13-15</b></p> <p><b>RR6: TPE 6D on Task Stream</b></p>
7 3/5 5-8 pm	<p><b>ITU POSTER PRESENTATIONS</b></p> <p><i>No Class on Tuesday. Both classes meet Thursday, March 5<sup>th</sup> 5 pm University Hall 373</i></p>	<p><b>Task 16: ITU Poster Presentation</b></p> <p><b>RR7: •WRITE</b> your plan to implement an ITU. Address it to a colleague, parent or an administrator, Include in your description</p> <ol style="list-style-type: none"> <li>a. pre-planning</li> <li>b. planning/implementation</li> <li>c. post-implementation processes</li> </ol> <p>considered critical to the success of implementing ITU's in High Schools as well as the academic and social benefits for your students as well as the faculty.</p>
8	<b>NO OFFICIAL CLASS</b>	<b>Complete TPAs.</b>

Assignment Descriptions (Reading Responses, Integrated Thematic Unit & Individual Education Plan) on WebCT.

## COLLEGE OF EDUCATION SYLLABUS INFORMATION

### Authorization to Teach English Learners

This credential 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 met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address **TPE 6D: Inclusion Strategies**.

### 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### Instructor Application of the Policy

For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. A minimum grade of C+ is required in this course to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+"**. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences:

- **Half credit for any late assignments** turned in within one week of the original due date.
- **No assignments will be accepted after one week.**
- **No credit** for the intermediate assessment for that absent day work (reading responses, role-plays, presentations...)
- **3 points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.**
- **1 make up assignment** will be accepted for a three-hour (or portion of 3 hours) absence. The maximum points that can be made up is 9 points, 3 points for each of the three hours. Make up assignments are due within one week of absence.
- The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the third to last class session (**Session 5**). **Nine (9) points are the maximum points** that can be earned for extra credit.

### Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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.

### All University Writing Requirement

This course requires you to write 2500 words for your reading responses, TPE 6D, and ITU assignment.

## **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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **Use of Technology**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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