

California State University San Marcos
College of Education

Education 620: Curricular Innovations and Applications
Fall Semester 2002

Instructor: Robin D. Marion, Ph.D.

Office Hours: Thirty minutes before and after class and by appointment

Phone: (760) 750-8537

E-mail: rmarion@csusm.edu

Class meeting times and location: Wednesday 5:00-7:45 PM, UH 439

Mission and Commitments of the CSUSM College of Education:

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

In 1992 the College voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

Course Description:

This course involves critical examination of two current initiatives in curriculum innovation and application: reading comprehension and connecting curriculum and technology. We will explore the development and modeling of 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 that theory to one's teaching practice. Progress will be documented in several ways: developing lessons that infuse the initiatives, modeling the lessons through demonstration, discussing and critiquing various strategies for application in literature groups, and developing plans to move our teaching with respect to reading comprehension and connecting curriculum to technology. Standards will be central to our work in this class, including:

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

Required Texts:

Keene, E. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension to enhance understanding*, York, ME: Stenhouse Publishing.

National Educational Technology Standards for Teachers (2000). Eugene, OR: International Society for Technology in Education (ISTE).

National Educational Technology Standards for Students: Connecting curriculum and technology (2000). Eugene, OR: ISTE.

And one of the following:

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)

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*, Portland, ME: Stenhouse. (Grades 6-12)

Recommended Reading:

In order to stay updated regarding educational issues that impact teaching and learning, you are urged to read current publications in the field. Some examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan, and Rethinking Schools*. These and similar publications will be very helpful as you complete the assignments for this course.

Attendance Policy:

Due to the interactive nature of courses in the College and the value we place on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor before you miss class and make arrangements to make up what you have missed. Failure to do so may negatively impact your grade.

Accommodations for Disabilities:

Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, or reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism:

All work completed for this class must be of your own design. 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.

Tentative Class Schedule:

*Readings are in italics next to the date you should have **completed** the reading. Assignments are in bold next to the date they are due.*

Exploration and Development

- S1 – 9/4 Introduction / Course overview
Syllabus
Book choice
Presentation groups formed: triads, balanced for reading instruction expertise and technology literacy
Stories of success and challenge
Write: Self evaluation
- S2 – 9/11 Role of reading comprehension in teaching and learning
Assumptions and Challenges
Where we are...
*Keene & Zimmerman, p. ix-122, each time you make a connection between your classroom and the text, **place a post-it on the page with the notation C-T and a brief note about the connection made. Jot down one example connection to turn in.***
Draft One A: Where am I with respect to reading comprehension in my teaching? 1 page self-evaluation.
- S3 – 9/18 Role of connecting curriculum and technology in teaching and learning
Assumptions and Challenges
Where we are...
ISTE Standards for Students (SFS), p. vii-31, 211-217, 279-312
Draft One B: Where am I with respect to connecting curriculum and technology in my teaching? 1 page self-evaluation.
- S4 – 9/25 Strategies for enhancing reading comprehension
Strategies for enhancing learning through connecting curriculum to technology
Resources (e.g. ISTE – SFS, p. 343-362)
Generate lesson review form/criteria (e.g. ISTE - SFS, p. 324-325)
Reading groups meet
*Keene & Zimmerman, p. 123-251, each time what you read stimulates a question for you, **note the question on a post-it placed on the page. Jot down one question to turn in.***
*ISTE – SFS, p. 33-277, browse lessons on these pages for your grade level and content area, and note resources needed to implement them. **List resources noted and be ready to share your findings in class.***

- S5 – 10/2 Reading groups meet
 Demonstration group planning time
 Schedule time to meet with instructor, if desired
Draft of first lesson plan due at end of class to correct duplication
Read first fourth of reading comprehension book selected
Visualize using a new reading comprehension strategy in your classroom and describe what it will look like. What will you be doing? What will students be doing?

Planning, Implementation and Critique

Round One of Demonstration lessons

- S6 – 10/9 Group one: One-hour model lesson, reading comprehension
Lesson plan / demo lesson from Group one
Lesson critique from rest of class
 Group two: One-hour model lesson, connecting curriculum to technology
Lesson plan / demo lesson from Group two
Lesson critique from rest of class
 Debrief
- S7 – 10/16 Group three: One-hour model lesson, reading comprehension
Lesson plan / demo lesson from Group three
Lesson critique from rest of class
 Group four: One-hour model lesson, connecting curriculum to technology
Lesson plan / demo lesson from Group four
Lesson critique from rest of class
 Debrief
- S8 – 10/23 Group five: One-hour model lesson, reading comprehension
Lesson plan / demo lesson from Group five
Lesson critique from rest of class
 Debrief
 Reading groups meet
Read second fourth of reading comprehension book selected
Infer from what you read one area that your teaching is weakened by poor reading comprehension of your students. Jot down one example to turn in.
- S9 – 10/30 Access / Assumptions
 What have we learned?
- S10 – 11/06 Demonstration group planning time
 Schedule time to meet with instructor, if desired
Draft of lesson two plan due at end of class to correct duplication

11/08-10 **OPTIONAL – MAKEUP FOR ABSENCE:** National Board for Professional Teaching Standards Conference. Attend all or part of the conference. **Bring back an artifact from the conference, and be ready to share something you learned about the NB process with the whole group.**

Round Two of Demonstration lessons

- S11 – 11/13 Group one: One-hour model lesson, connecting curriculum to technology
Lesson plan / demo lesson from Group one
Lesson critique from rest of class
 Debrief
 Reading Groups meet
Read third fourth of reading comprehension book selected
Jot down one underlying important principle you determined from the reading and answer, How is that key to children getting more from what they read? Be prepared to turn in your brief answer.
- S12 – 11/20 Group two: One-hour model lesson, reading comprehension
Lesson plan / demo lesson from Group two
Lesson critique from rest of class
 Group three: One-hour model lesson, connecting curriculum to technology
Lesson plan / demo lesson from Group three
Lesson critique from rest of class
 Debrief
- No class 11/27 Thanksgiving week
- S13 – 12/4 Group four: One-hour model lesson, reading comprehension
Lesson plan / demo lesson from Group four
Lesson critique from rest of class
 Group five: One-hour model lesson, connecting curriculum to technology
Lesson plan / demo lesson from Group five
Lesson critique from rest of class
 Debrief
- S14 – 12/11 Plans for our practice
 Reading groups meet
Read final fourth of reading comprehension book selected
Synthesize what you read, by comparing one reading comprehension strategy to another you read about. Which is most valuable to your teaching and your students' learning and why? Jot down response to turn in.
Draft two: Plans for our practice self-evaluation. Build on, reflect on drafts one A & B and answer the following questions. (3-5 pages including revised drafts one A & B)
 - **How will you teach differently now that you have examined two curricular innovations carefully? (S14 continues to p. 6)**

- **What will your classroom look like?**
- **Where are you now with respect to reading comprehension and connecting curriculum to technology and your teaching and your students' learning?**

Reflections and Implications

S 15 – 12/18 Reflections on Curricular Innovations and Applications
 What have we learned?
 Course evaluations

Grading policies and assignments:

Attendance, preparation for class, respectful participation	15 points
Self Reflection Paper	
Draft one A: Reading comprehension	5 points
Draft one B: Connecting Curriculum to Technology	5 points
Draft two: Plans for our practice	15 points
Reading comprehension strategy quick notes (2 pts. each)	12 points
Making connections	
Asking questions	
Visualizing	
Inferring	
Determining Importance	
Synthesizing	
Group model demonstration lesson	
Reading comprehension	16 points
Connection curriculum to technology	16 points
Lesson critiques (8, 2 pts. each)	<u>16 points</u>
Total	100 points

Assignments are due when noted even if absent.

All assignments should be thoughtfully completed, high quality, edited, proofed and word processed.

Remember to cite all information obtained from others.