

California State University, San Marcos
College of Education
Fall 2006
CRN: 42518
Westview High, Room A139
Poway, California
Thursdays 4:00-6:45 p.m.

EDUC 624: Knowledge Construction and Individual Difference

Instructor: Gilbert Valadez, Ed.D.
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Office Hours: Monday 10:00 a.m.- 2:00 p.m.
Class Dates: August 24- December 7, 2006

Mission of the College of Education at 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 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*).

CLAD Emphasis

In 1992, the College of Education voted to infuse Cross-Cultural, Language, and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus.

Course Description

In this course we will be examining the instruction and application of cognitive strategies in classroom contexts. Areas of study include: assessment, strategies for learning, thinking, and problem solving; metacognitive and strategy monitoring; self-regulated learning; models of successful strategy instruction; multicultural/bilingual and special population aspects of strategy use; the role of attitudes, beliefs, and feelings. Current research, techniques, issues, and perspectives in instruction are explored.

Required Texts

Kohn, Alfie (1999) *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"* Houghton Mifflin Company.

Wiggins, G. and McTighe, J. (1998) *Understanding by design* Alexandria, VA: Association for Supervision and Curriculum Development.

Tentative Class Outline

Date	Topic and presentation assignments	Presenter(s)
08/24/06	Introduction: Course outline, Glossary of terms activity. What is assessment and how is it used?	Dr. Valadez
08/31/06	Reading: Wiggins, Chapter one Topic: What is backward design? How can we best use backward design in our curriculum?	Dr. Valadez
09/07/06	Reading: Wiggins, Chapters two and three Topic: What is <i>understanding</i> vs. <i>coverage</i> ?	Dr. Valadez
09/14/06	Reading: Wiggins, Chapters four and five Topic- The Six Facets of Understanding and Essential Questions Process: Jigsaw on the six facets of understanding.	Dr. Valadez
09/21/06	Reading: Wiggins, Chapters six and seven Topic: Thinking like an assessor	Dr. Valadez
09/28/06	Reading: Wiggins, Chapter eight Topic: Criteria and Validity Workshop: Unit development in class	Class Participants
10/05/06	Reading: Kohn, Chapters one and two. Topic: Standards and Motivation	Dr. Valadez
10/12/06	Reading: Kohn, Chapter three Topic: Considerations for teaching and learning. Due: Reading summary of Chapters one and two of Kohn	Dr. Valadez
10.19/06	Process: Find two articles about assessment and write an annotated Bibliography to share with class.	Class Participants
10/26.06	Reading: Kohn, Chapter four Topic: Standardized Testing Due: Reading summary of chapter three	Dr. Valadez
11/02/06	Reading: Kohn, Chapter five Topic: Top down coercion and school reform Due: Reading summary of chapter four	Dr. Valadez

11/09/06	<p>Reading: Kohn, Chapter six Topics: School improvement Due: Reading summary of chapter five</p>	Dr. Valadez
11/16/06	<p>Presentations: Kohn, Chapters seven and eight Topics: <i>Starting from Scratch</i> and <i>Education at Its Best</i> Due: Reading summary from chapter six</p>	Groups one and two
11/30/06	<p>Presentations: Kohn, Chapters nine Topics: <i>Getting the 3 R's Right</i> Process: In class workshop on unit plans</p>	Group three and class participants
12/07/06	<p>Presentation: Kohn Chapter ten Topic: <i>The Way Out</i> Process: Closure event Due: Back design unit, presentation outlines, glossary of terms, and all reading summaries</p>	Group four

Assignments and Grade Scale:

Backward design unit	40 points
Personal glossary of terms	10 points
Reading summaries	25 points
Presentation and outline	10 points
Participation	<u>15 points</u>
Total	100 points

Grade Scale: A= 100-93, A-= 90-92, B= 83-89, B- 80-82, C= 72-79

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

Make Up Policy

It is the policy of this class that students will make up for any time missed during the semester. Should you miss a class session you will be required to make up the time by completing an assignment. Usually the assignment is a written reflection about a chapter from one of the texts. However, you can negotiate with the professor to complete a different assignment.

Assignment Descriptions

Backward design unit- For this class you will develop a backward design unit in the manner advocated by Grant Wiggins in our required text. You may wish to either develop a new unit or modify an existing unit you now teach. The development of the unit is clearly articulated in the text, *Understanding by Design*. You will be required bring to class an outline of your unit on Session five of the course. (40 points)

Personal glossary of terms: For this class you will create a glossary of terms from Wiggins's text describing key terms and concepts from the text and class lectures. You may write your definitions from class notes or from the text, *Understand by Design*. (Remember to cite Wiggins where appropriate). The purpose of this glossary is for you to describe what you believe are the key elements of the terms you encounter in this course. In other words, think of the glossary as a

personal measure of your understanding of backward design and of assessment. The glossary must be typed in Times font 12 and alphabetized. (10 points)

Reading summaries: For this class you will provide reading summaries for chapters one through six of the Kohn text, *The Schools Our Children Deserve*. The summaries will simply answer each of the following questions:

What does the author say? Where do you agree with the author and why? Where do you disagree with the author and why? How can you apply the information from the chapter, if at all?

It is best to be thoughtful and succinct in these summaries. A summary should be between 1-2 pages, typed, double-spaced and in Times font 12. You will write your summary after the lecture about the chapter. Feel free to use your class notes in the summary. Summaries are due the week after the lecture so that the professor can interact with your text.

In addition to the six chapter summaries, you are required to write an overview of the course summary. The summary, which will be the same length of the chapter summary, will answer the following questions:

In which ways do Kohn and Wiggins agree philosophically? In which ways do Kohn and Wiggins disagree? What do you feel are the best elements of each thinker? How do you plan to integrate the ideas of these thinkers into your own practice? (25 points)

Presentation and presentation outlines: You will be a member of a presentation group that will present one chapter from the Kohn text (chapters seven through ten). The manner in which you present the information is up to the group. You may, and are even encouraged, to use the same summary questions from the chapter summaries as a basis for your group presentation. Your group will present for an hour and a half. Please be mindful to include adequate time for questions and discussion.

Your group will also develop and turn in one group presentation outline. Each member of the group will retain a copy of this outline to be turned in with the final chapter summary document at the end of the course. One outline per group is sufficient. Again, please type the outline and use the Times font 12. (10 points)

Participation: Your participation in this course is evaluated on the basis of your input to class discussion, your participation in class activities, and by your professionalism. Please assist the instructor by informing him of those instances when you are unable to attend class. It is the responsibility of the student to approach the instructor about make-up assignments. Your cooperation in this matter is greatly appreciated. (10 points)

Appendix A

Clad Competencies

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution