

CAL STATE SAN MARCOS
College of Education
EDUC 624: Knowledge Construction and Individual Difference
Fall 2006
Tuesdays: 5:30 – 8:15 CRN: 41821 UH439

Instructor: Maureen Lorimer
Phone: (c) (951) 675-3669
E-mail : webCT6 Course mail
Office Hours: after class and by appointment

Mission of the College of Education at Cal State San Marcos

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, A. (1999) *The schools our children deserve: Moving beyond traditional classrooms and “tougher standards”*. New York, NY. Houghton Mifflin Company.

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

Additional readings will be provided by the instructor

webCT6

This course will use webCT6 for email communication, online discussions, and specified learning modules. Additional information will be provided.

Tentative Class Outline

Date	Topics, Activities, and Assignments	Readings
8/29	Introduction: Course outline, Glossary of terms activity. What is assessment and how is it used?	
9/5	Topic: What is backward design? How can we best use backward design in our curriculum?	Wiggins, Ch. 1.
9/12	Topic: What is <i>understanding</i> vs. <i>coverage</i> ?	Wiggins, Ch. 2 & 3
9/19	Topic- The Six Facets of Understanding Process: Jigsaw on the facets. Due: <i>Unit Outline</i>	Wiggins, Ch. 4
9/26	Learning Module or Online Discussion – webCT6	
10/3	Topic: Thinking like an assessor Process: Individual report outs on unit designs	Wiggins, Ch. 5
10/10	Topic: Standards and Motivation	Kohn, Ch. 1 & 2
10/17	Topic: Considerations for teaching and learning. Due: <i>Reading summary – Kohn Ch. 1 & 2</i>	Kohn, Ch. 3
10/24	Topic: Standardized Testing Due: <i>Reading summary – Kohn Ch. 3</i>	Kohn, Ch. 4
10/31	Learning Module or Online Discussion – webCT 6	
11/7	Topic: Top down coercion and school reform Due: <i>Reading summary – Kohn Ch. 4</i>	Kohn, Ch. 5
11/14	Topics: School improvement Due: <i>Reading summary – Kohn Ch. 5</i>	Kohn, Ch. 6
11/21	Presentations: Kohn, Ch. 7 & 8 Topics: <i>Starting from Scratch</i> and <i>Education at Its Best</i> Due: <i>Reading summary –Kohn Ch. 6</i>	
11/28	Presentations: Kohn, Ch. 9 & 10 Topics: <i>Getting the 3 R's Right</i> and <i>The Way Out</i> Due: <i>Backward Design Unit, Presentation Outlines, Glossary of Terms, and all reading summaries.</i>	
12/5	Online Reflection – webCT6	

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. If 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.

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.

Assignment Descriptions

Backward Design Unit:

(40 points)

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 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 4 of the course.

Personal Glossary of Terms:

(10 points)

For this class you will create a glossary of terms from Wiggins' text describing key terms and concepts from the book 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 and the finished glossary must be alphabetized.

Reading Summaries (2 parts):

(25 points)

I. For this class you will provide reading summaries for chapters one through six of the Kohn text, *The Schools Our Children Deserve*. The summaries are to be typed and 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?

Please be thoughtful and succinct in these summaries. A summary should be between 1-2 pages, typed, double-spaced, font size 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 analytical response.

- II.** In addition to the six chapter summaries you are required to write a summary overview of the course. This summary will address 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?

Presentation and Presentation Outlines: *(10 points)*

You will be a member of a presentation group that will present one chapter from the Kohn text (Chapters 7 - 10). 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 presentation should last approximately one hour. When planning your presentation, please 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, double-spaced, and size 12 font.

Participation: *(15 points)*

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 contact me if you are unable to attend class. It is the responsibility of each student to approach the instructor about make-up assignments.

Assignments and grade point breakdown:

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

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70

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