

**California State University, San Marcos**  
**College of Education**  
**Fall 2005**  
**CRN: 41279**  
**University Hall- 337**  
**Monday- 5:30-8:15 p.m.**

**EDUC 624: Knowledge Construction and Individual Difference**

Instructor: Gilbert Valadez, Ed.D.  
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Office Hours: Before class and by arrangement  
Class Dates: August 29-December 12, 2005

**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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**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 and Internet Services**

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

Wiggins, G. (1998) *Educative assessment* : Designing assessment to inform and improve student performance San Francisco: Jossey-Bass.

Register to **TaskStream** at [www.taskstream.com](http://www.taskstream.com) by **September 15, 2005**

### Tentative Class Outline

Date	Topic and presentation assignments	Presenter(s)
08/29/05	<b>Introduction:</b> Course outline. Group Discussion- What is Scholarship?	Dr. Valadez
0912/05	<b>Group process:</b> Wiggins' and McTighe, <i>Understanding by Design</i> . Theoretical Framework for embedded assessments. Read Chapters 1-4 of text.	Dr. Valadez
09/19/05	<b>Group process:</b> TaskStream workshop. For this workshop please bring a disk or CD with an artifact or paper from your EDUC 602 class. We will be using computers and practicing how to use TaskStream during this class session.	Dr. Valadez
09/26/05	<b>Chapters one and two discussion:</b> <i>Educative assessment: A vision and ensuring authentic performance.</i>	Group 1
10/03/05	<b>Essential Questions and Understandings Workshop:</b> Please bring your essential questions and understandings to class for review and discussion.	Entire Class and Dr. Valadez
10/10/05	<b>Chapter four discussion:</b> <i>Promoting Student Understanding</i>	Group 2
10/17/05	<b>Independent Workshop Time:</b> Continue work on backward design units and Taskstream	Entire Class
10/24/05	<b>Chapter five discussion:</b> <i>Standards and criteria.</i>	Group 3
10/31/05	<b>Chapter nine discussion:</b> <i>Curriculum and instruction.</i>	Group 4
11/07/05	<b>Group Discussion:</b> “The futility of trying to teach everything of importance” by Grant Wiggins.	Dr. Valadez
11/14//05	<b>Chapter ten discussion</b> <i>Grading and reporting</i>	Group 5

11//21/05	<b>Work groups:</b> Use this time to work on your backward design unit. Please bring a rough draft of your unit to class to work with groups and the instructor.	Entire Class and Dr. Valadez										
11/28/05	<b>Chapter eleven discussion:</b> Teaching and Accountability	Group 6										
12/05/05	<b>Chapter twelve discussion:</b> Feasibility: Real and Imagined	Group 7										
12/12/05	<b>Group presentations:</b> Backward Design Units and Closure Event	Entire Class and Dr. Valadez										
<p><b>Note:</b> Those students who are not facilitating the discussion are required to read the topic chapter(s) before class. This is important as discussion will be richer when everyone has read the required material.</p> <p>Below are the due dates for submissions to TaskStream:</p> <table border="0"> <thead> <tr> <th><u>Due Date</u></th> <th><u>Course number</u></th> </tr> </thead> <tbody> <tr> <td>October 18, 2005</td> <td>EDUC 602</td> </tr> <tr> <td>November 1, 2005</td> <td>EDUC 604</td> </tr> <tr> <td>November 15, 2005</td> <td>EDUC 620</td> </tr> <tr> <td>November 29, 2005</td> <td>EDUC 622</td> </tr> </tbody> </table>			<u>Due Date</u>	<u>Course number</u>	October 18, 2005	EDUC 602	November 1, 2005	EDUC 604	November 15, 2005	EDUC 620	November 29, 2005	EDUC 622
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**Assignments:**

**Group Discussion:** See Appendix B. **Due Date:** See class schedule

**Discussion Reflection:** See Appendix C **Due Date:** December 12, 2005

**TaskStream Portfolio:** See Appendix C **Due Date:** See class schedule or Appendix C

**Backward Design Unit:** See Appendix C **Due Date:** December 12, 2005

## Grading Table

Assignment	Percentage Points
Group Discussion	25
Discussion Reflection	10
TaskStream Portfolio	25
Backward Design Unit	20
Participation	20
<b>Total</b>	<b>100</b>

## Grading 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.

## Addendum:

A: CLAD alignment document

B. Group Presentation Guidelines

C. Project Descriptions:

Presentation Reflection, TaskStream Portfolio, and Backward Design Unit Plan

**Appendix A**  
**Clad Competencies**

<b>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>TEST 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<b>III. Cultural Contact</b>

<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>A.</b> Concepts of cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>B.</b> Stages of individual cultural contact
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>C.</b> The dynamics of prejudice
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>D.</b> Strategies for conflict resolution

## Appendix B Group Discussion Guidelines

Each student in this course will be assigned a discussion group that will teach for a minimum of two hours for one class session. Discussion groups will present a chapter from the Wiggins text, *Educative assessment: Designing assessment to inform and improve student performance* as indicated in the course syllabus. Discussion groups will be composed of two to three students. The responsibilities of the discussion group are as follows:

- A. Read and discuss the content of the assigned chapter.
- B. Provide the professor with an outline of discussion topics detailing the key discussion points for the class session, time frames, and evaluation processes.
- C. Compile a written report of the discussion highlighting key points and new understandings.

The sequence of the discussion group process will be as follows:

- A. On the first night of class you will be assigned a workgroup. During the first class session you are to meet as a group to discuss your work sessions. Work sessions will occur outside of class.
- B. During your work session discuss key points and concepts your group wish to cover. Collaborate on the roles of each group member.
- C. Develop a tentative outline for the discussion. Create a schedule of events; interactive activities are highly suggested. Please note, simplicity works well in discussions and you need not overwhelm yourself or your audience with too many distracting activities that might limit participants from contributing to the discussion. When you have finished creating your outline type it and give the outline to the instructor a week prior your scheduled discussion group.
- D. The professor will evaluate your outline the week prior to your discussion group. At that time, the instructor will provide more feedback and/or suggestions for improving the outline, etc. Once the instructor has reviewed the tentative outline type out a final outline that you will submit in your final report.
- E. Conduct the discussion group on your scheduled date.
- F. The week after your discussion group submit your final report. The questions and form of your report is outlined in Appendix C.

## Appendix C Project Descriptions

The following is the description of course projects for this course.

### **One: Group Discussion Report**

You are to provide an in-depth report about your class discussion. The report is a group report in that you will submit a single document for one discussion group. You will need to answer the following questions in a typed report.:

- A. How did the discussion go overall? What are the major themes and new understandings?
- B. Did this discussion address the course goals and did your discussion address the key elements outlined by your group? If not, why didn't the discussion address what you had planned?
- C. How did you assess student understanding? Give concrete examples.
- D. What might you change if you were to present this material again?

In addition to the answers to the questions listed previously, attach your permanent outline created by your discussion group prior to the class discussion.

### **Two: Backward Design Unit Plan**

This project will require you to rewrite a unit you currently teach or plan to teach using Wiggins' Backward Design methods. You will first need to decide which unit you would like to rework. We will be sharing our units in class and we will work on rewriting our units collaboratively. The format for writing our units will be taken directly from the Wiggins' text *Understanding by Design*. You will be instructed on the methodology during class time. You will also have your text as a guide in creating a backwards design unit plan. At the end of the semester you will submit a copy of the rewritten unit.

### **Three: TaskStream Portfolio**

In this project you will log on and register to TaskStream ([www.taskstream.com](http://www.taskstream.com)). You will have to be registered on TaskStream by **September 15, 2005**. Late entries will affect the grade by a point a day until you are registered. Once you have registered with TaskStream we learn together how to make entries into your electronic portfolio during a scheduled class session. After the session you will work on your portfolio at home.

To complete the TaskStream portfolio you will make entries for each of the classes you have taken so far in the Teaching, Learning and Leadership master's program. You will see that there are present in the grid all five of the standards for the National Board

Certification. Beneath each standard is a list of the required courses for the master's degree option in Teaching, Learning and Leadership. Your assignment will be to fill in the grid with both text and attachments for all five standards for the courses you have taken so far in your program.

For most of you the list of courses should include: EDUC 604, EDUC 604, EDUC 620 and EDUC 622. In order to provide more time for interactive responses from me you will follow a schedule of submission to TaskStream over the course of the semester. The following are the due dates for your submissions by course number. You may wish to submit more than what is listed. You are, however, required to have the listed submission by the date assigned. Here is the schedule:

<u>Date</u>	<u>Course number</u>
October 18, 2005	EDUC 602
November 1, 2005	EDUC 604
November 15, 2005	EDUC 620
November 29, 2005	EDUC 622

Note: If you have not taken these four courses yet you can make arrangements with the instructor to address your needs.