

California State University San Marcos
College of Education

Education 620: Curricular Innovations and Applications

Spring Semester 2004

Date and Times: Wednesday 5:00 p.m.-8:50 p.m

Room: University Hall 444

Instructor: Gilbert Valadez, Ed.D.

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

Phone: (760) 750-8514

E-mail: gvaladez@csusm.edu

Mission and Commitments of the CSUSM College of Education:

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.

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:

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*, York, ME: Stenhouse Publishing. (Grades K-6)

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.

Assignments**Chapter Reports, Lesson Modeling and Reflection**

Every student in this class will be assigned to a work group whose task it is to teach the information from two chapters of our required text. This assignment is divided into three sections. For Section One your group will outline the major points of the chapters assigned. Please provide the group with a handout, etc. For Section Two your group will model for the class a strategy or strategies from the chapters assigned. How you develop this section is entirely up to your group. Remember that active involvement on the part of the students will increase your presentation's effectiveness. Finally, for Section Three each member of your group will write a two page reflection for the instructors describing the highlights of your presentation, challenges you faced, areas for improvement, etc. This reflection is usually due the week after your presentation (refer to schedule).

Chronicle Groups

For eight of our class sessions we will create a chronicle of our seminar experience. Each week one work group will be responsible for taking notes, drawing, taking photos, etc. in an effort to record what we do in our time together. Each group will then create their chronicle to be reported back to the group the following week. The chronicle group will also submit a final document to be added to a large binder. The main purpose of our chronicle is one of assessment. By maintaining a record of our experience we will be better able to assess what we learned and how we arrive to our understandings together.

The spirit of this exercise should be playful and serious. Feel free to be creative in the way you chronicle your learning experience. You can, for example, use art, graphic organizers, photos, poems, puzzles, and game to chronicle your experiences. Remember the chronicle is your own and, as such, can reflect your passions and interests. In other words, have fun.

Current Event Groups

For eight of our class sessions a group of students will report briefly to the class a current event related to curricular innovation. The articles can cover any subject area or grade level. Each member of the group will provide one artifact to be reported to the group. You can obtain your articles from educational journals, magazines, local newspapers, and the Internet. You do not have to write a report for this assignment. Please provide the professor with a copy of your article with your name printed or typed on it for purposes of grading.

Group Annotated Bibliography

Each student in class will write two bibliographic entries for a group annotated bibliography. The two entries must focus upon an innovation related to educational technology. Entries must be typed (Times New Roman, Font 12) on two separate sheets of paper. You will need to make a copy of each entry for each student in class. On the last day of class we will collate and staple all entries submitted to create and distribute an annotated bibliography for each student.

Public Service Announcement Technology Infusion

Small groups will work together to create a 3-5 minute PSA video using I Movie. There will be several technology requirements that must be included for a passing grade. These components include but are not limited to: downloading images from the Internet, using digital video and uploading DV into I Movie, scanning and editing photos, using I movie as an editing tool to create the PSA. Topics must be pertinent to today's issues and creativity is strongly encouraged. There will be class time to instruct on the process, but access to a Mac computer outside of class will be necessary. A written lesson plan using the technology described and based on state standards will be required at the end of the semester with the video. A tentative timeline follows:

ACTIVITY

1) Download/scan photos

TIMELINE

Week 2

- | | |
|---------------------------------------|----------|
| 2) Interview expert written/videotape | Weeks3-4 |
| 3) Video editing using I movie | Week 8 |
| 5) Video duplication | Week 10 |

**Assignments are due when noted even if you are absent from class.
All assignments should be thoughtfully completed, high quality, edited, proofed and word processed. Remember to cite all information obtained from others**

Grading Scale

| Assignment | Points |
|--|----------------|
| Chapter Reports (30 points total): | |
| Summary of Chapter Content | 10 pts. |
| Modeling of Teaching Strategy | 10 pts. |
| Reflection of Experience | 10 pts. |
| Chronicle Group | 15 pts. |
| Current Events Presentation | 5 pts. |
| Group Annotated Bibliography | 5 pts |
| Participation | 15 pts. |
| Public Service Announcement (30 points total): | |
| Public Service Announcement project | 20 pts. |
| Presentation | <u>10 pts.</u> |
| Point Total | 100 pts. |

Tentative Class Schedule

| Class Date | Chronicle Group | Current Events Group | Lecture Topic or Teaching Demonstration Group And Chapters Covered | Teaching Reflection Due Dates |
|-------------------|------------------------|-----------------------------|--|--------------------------------------|
| 01/21/04 | N/A | N/A | Introduction- What is innovation in Education? (Group Process) | N/A |
| 01/28/04 | Group One | Group Eight | Public Service Announcement Technology Instruction- Guest Lecturer: Dr. Nancy Dome | N/A |
| 02/04/04 | Group Two | Group Seven | Synectics-Teaching to generate creativity. (Group Process) | N/A |
| 02/11/04 | Group Three | Group Six | Group One Presentation- Chapters One and Two of Text | N/A |
| 02/18/04 | Group Four | Group Five | Group Two Presentation- Chapters Three and Four of Text | Group One |
| 02/25/04 | Group Five | Group Four | Group Three Presentation- Chapters Five and Six of Text | Group Two |
| 03/03/04 | Group Six | Group Three | Group Four Presentation- Chapters Seven and Eight of Text | N/A |
| 03/10/04 | Group Seven | Group Two | Group Five Presentation- Chapters Nine and Ten of Text | N/A |
| 03/17/04 | Group Eight | Group One | Group Six Presentation- Chapters Eleven and Twelve of Text | Group Three |
| 03/24/04 | N/A | N/A | Research Time- Annotated Bibliography (Technology Infusion) | Group Four |
| 04/07/04 | N/A | N/A | Public Service Announcement Presentations (Technology Infusion) -Entire Class | Group Five |
| 04/14/04 | N/A | N/A | Final Reflections- Compilation of Group Annotated Bibliography of Technology Innovations | Group Six |