

Course & Section Nos.	EDUC 604
Course Title	Knowledge Construction and Accomplished Teaching
Class Roster No.	#42415
Course Day(s)	Thursday
Time	5:30 – 8:20 pm
Course Location	UH 237
Semester / Year	Fall 2018
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WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how it/they shape educational practice. <http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Admission to the Master of Arts in Education program is considered a prerequisite.

Course Objectives

Upon completion of this course, MA in Ed candidates will be able to:

1. Articulate their educational philosophy citing educational research and theory
2. Justify a pedagogical action with educational research and theory

Unique Course Requirements

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. \$30 or less. ISBN-13: 978-1433805615.

Cougar Courses

All readings will be provided on cougar course: <https://cc.csusm.edu/course/view.php?id=15362#section-2>

COURSE LEARNING OUTCOMES

Upon completion of this course, MA in Ed candidates will be able to:

1. Articulate their educational philosophy citing educational research and theory
2. Justify a pedagogical action with educational research and theory

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

This course will introduce the PSLOs and provide opportunities for practice. No PSLOs will be assessed.

PSLO 1. Demonstrate interaction and communication skills that reflect professional dispositions

PSLO 2. Apply leadership skills in social justice and equity to advance the profession

PSLO 3. Analyze Research

PSLO 4. Integrate Research

SCHEDULE/COURSE OUTLINE

#1 Aug 30 Introduction to Knowledge Construction & Best Practices

Read 2 articles:

a. Funds of Knowledge

Moll, Luis C., Amanti, Cathy, Neff, Deborah, & Gonzalez, Norma. (1992). Funds of Knowledge for Teaching: Using a qualitative approach to connect homes and classrooms, *Theory Into Practice*, 31(2) pp.132-141. Retrieved from <file:///Users/aelsbree/Downloads/Moll%20-%20Funds%20of%20Knowledge.pdf>

b. Best Teaching Practices - Choose 1 of the 2 articles:

Public Schools of North Carolina. *Best Practices: A Resource for Teachers*. Retrieved from <http://www.ncpublicschools.org/docs/curriculum/bpractices2.pdf>

OR

Cornelius, Sarah. (Sept 24, 2015). Marzano 13 Teaching Best Practices, *Edmentum Blog*. Retrieved from <http://blog.edmentum.com/marzano-13-teaching-best-practices>

Readings Response post in forum by Thursday, Aug 30th.

#2 Sept 6 School Curriculum

Read Oaks, Jeannie., Lipton, Martin., Anderson, Lauren., & Stillman, Jamy. (2013). Chapter 3: Politics and Philosophy: The Struggle over the school curriculum, in *Teaching to Change the World, 4th Edition*. Boulder, CO: Paradigm. pp. 61-92. Article provided on cougar course.

Reading Response post in forum by Wednesday, Sept. 5th.

#3 Sept 13 Curriculum & Instruction Description – Online Session

Describe in 1-5 paragraphs a curriculum and/or instruction (C & I) that you will explore this semester and become an expert on. **Post C & I Description in forum by Saturday, Sept. 15th.**

#4 Sept 20 C & I Review

Read your peer's C & I Descriptions on Forum.

Provide Feedback to C & I Descriptions in week #3 C & I forum by Wednesday, Sept 19th.

#5 Sept 27 Culturally Responsive Teaching

Read Chapters 1 & 2 in Gay, Geneva. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice. 2nd edition*. New York, NY: Teachers College Press.

Post Reading Response in forum by Wednesday, Sept. 26th

Post Response Feedback in forum by Thursday, Sept. 27th

#6 Oct 4 Culturally Relevant Differentiated Instruction

Read Santamaria, Lorri Johnson. (2009). Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners, *Teachers College Record*, 111(1), pp. 214–247.

Post Reading Response in forum by Wednesday, Oct. 3rd.

#7 Oct 11 Subject Matters – Online Session

Read Oaks, Jeannie., Lipton, Martin., Anderson, Lauren., & Stillman, Jamy. (2013). Chapter 5: The Subject Matters: Constructing Knowledge Across the Content Areas, in *Teaching to Change the World, 4th Edition*. Boulder, CO: Paradigm. pp. 125-159.

Post Group Reading Response in forum by Thursday, Oct. 11th.

#8 Oct 18 Culturally Responsive Teaching & Student Choice

Read Chapter 7: A Personal Case for Culturally Responsive Teaching Praxis, pp. 215-235 in

Gay, Geneva. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. 2nd edition. New York, NY: Teachers College Press. Retrieved from

Post Reading Response to forum by **Wednesday, Oct. 17th.**

#9 Oct 25 Management – Online Session

Read Villa, R.A. Thousand, J.S. & Nevin, A.I. (2010). Chapter 9: Students as Collaborators in Responsibility in *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, CA: Corwin Press, p. 171-188. Permission granted to post chapter by Jacque Thousand, 2014.

Post Reading Response to forum by **Thursday, Oct. 25th.**

#10 Nov 1 RTI & PBIS

Read the RTI & PBIS Readings provided on cougar course.

Post Reading Response to forum by **Wednesday, Oct. 31st.**

#11 Nov 8 C & I Review Group Presentation Preparation – Small Group Meeting

Meet with your C & I Review & Presentation Team and prepare presentation for Week 12 - November 15th.

Post draft of your C & I Review on forum by **Saturday Nov. 10th.**

#12 Nov 15 C & I Review Presentations

Poster Presentations on Curriculum & Instruction Best Practice

#13 Nov 22 Thanksgiving Break – No Class

No Class – Enjoy your week off.

#14 Nov 29 MA Poster Session

Attend Poster Session at University Ballroom, University Student Union 5-7 pm

#15 Dec 6 Semester Reflection

Review your learning for the semester & post your review to the forum by **Wednesday, Dec 5th.**

Optional, But Educational Sessions

Inclusion w/ Richard Villa Oct. 17 5-8:30pm @ Quantum Learning Center 1938 Avenida del Oro, O'side
Literacy thru Art w/ Maria de la Luz Reyes Saturday Oct. 20 9am - 12pm, UH 444, rsvp lstowell@csusm.edu

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Weekly Forum Posts	45 points, 9 weeks @ 5 points each
Ed Philosophy in Action	15 points, Week 9 & 10
C & I Review & Presentation	30 points, Weeks 11 & 12
Attend Poster & Reflection Session	10 points, Week 14 & 15
100 points = Total Points Possible	

Grading Standards

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82*
- C+ = 77-79*
- C = 73-76*
- C- = 70-72*
- D = 60-69*
- F = 0-59*

* A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.

9 Weekly Forum Posts 5 points each

Each week write a response to the reading/activities.

Educational Philosophy in Action 15 points

Write a 750-1000 words on your what your educational philosophy looks like in your actions.

Educational Philosophy in Action Rubric 15 points

	Exceeds 3 points	Meets 2 points	Approaching 1 point
Curriculum Beliefs	You describe your beliefs about curriculum and you provide examples of how you carry out this belief.	You name and describe your belief about curriculum.	You name your belief about curriculum
Instructional Beliefs	You describe your beliefs about instruction and you provide examples of how you carry out this belief.	You name and describe your belief about instruction.	You name your belief about instruction.
Management Beliefs	You describe your beliefs about classroom management and you provide examples of how you carry out this belief.	You name and describe your belief about classroom management.	You name your belief about classroom management.
Connecting to Students	You describe how the identities between you and your students are similar or different and what you do to connect with your students based on this similarity or difference in order to help your student learn	You identify your students and your identity.	You identify the students you have had experience teaching.
Technical Writing	You wrote a concise letter in 750-1250 words. You connected all of your ideas to educational theory and research with APA citation. All drafts and peer reviews are included with final draft.	Two of the following: You wrote a concise letter in 250-749 words. You connected all of your ideas to educational theory and research with APA citation. All drafts and peer reviews are included with final draft.	One of the following: You wrote a concise letter in less than 250 words. You connected all of your ideas to educational theory and research with APA citation. All drafts and peer reviews are included with final draft.

Curriculum and Instruction Review & Presentation 30 points

You will be assigned a team and a curriculum and instruction, i.e. menu tasks, lit circles, cooperative learning... Each team will prepare a written review of the Curriculum and Instruction (Due Week 11) and will prepare a Poster Presentation of C & I (Due Week 12).

Curriculum and Instruction Review & Presentations must include:

1. Educational History, Context & Key Educators that contributed to practice
2. A summary of the educational practice and research on the practice (5-15 peer reviewed articles)
3. Educational Practice examples
4. Outline of instructional steps to implement educational practice
5. Tools, materials, and resources for use with educational practice
6. Critique of the educational practice
 - a. Identify the positives of the educational practice and who benefits
 - b. Identify the negatives of the educational practice and who does not benefit
7. Recommendations for how to implement the educational practice based on critique
8. Description of what each person contributed in the written review and the presentation

CURRICULUM & INSTRUCTION REVIEW RUBRIC 30 POINTS

Components	Exceeds	Meets	Approaching	Notes
1. Educational Practice History	Elaborate educational history, context, key educators that contributed to practice, & their contact information.	Educational history, context, & key educators who created the practice.	Brief educational history, context, & key educators who created the practice.	
2. Educational Practice Summary	Summary thoroughly covers the educational practice, provides step-by-step approach, and provides APA citations of 10-15 peer reviewed research articles.	Summary covers the key components of the educational practice including the step-by-step approach, with 5-10 references.	Summary is brief and covers most of the key components of the educational practice with under 5 references.	
3. Examples of the Ed Practice	Provides multiple examples of the practice at the elementary, middle and high school level.	Provides at least two examples at the elementary and high school level.	Provides an example of the educational practice.	
4. Instructional Steps	Provides a thorough step-by-step process for implementing the educational practice and provide s variation for different grade levels, subjects &/or populations.	Provides a step-by-step process for implementing the educational practice.	Provides a basic outline of the steps needed for implementing the educational practice.	
5. Tools, Materials, & Resources	Tools, materials and resources are provided for implementing the educational practice for a variety of grade levels, subject areas and populations.	Tools and materials are provided for a variety of grade levels, subject areas or populations.	A couple tools, materials ore resources are provided.	
6a. Practice Critique - Positives	Provides a thorough critique of the educational practice that identifies the positives and who benefits.	Provides a critique of the educational practice that identifies the positives and who benefits.	Provides a brief critique of the educational practice that identifies the positives and who benefits.	
6b. Practice Critique - Negatives	Provides a thorough critique of the educational practice that identifies the negatives and who does not benefit.	Provides a critique of the educational practice that identifies the negatives and who does not benefit.	Provides a brief critique of the educational practice that identifies the negatives and who does not benefit.	
7. Recommendations	Provides a thorough recommendation on how to implement educational practice with consideration of the positives/negatives.	Provides a recommendation on how to implement educational practice.	Provides a brief recommendation on how to implement educational practice.	

Describe what each person contributed to the written review and the presentation:

Final Exam Statement

There will not be a final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

You will have one free absence with no penalty. Any other absences will need to be discussed with the instructor to determine an appropriate assignment to make up for absence. Please contact the instructor prior to absence to identify expectations. To earn credit/attendance for online classes students must complete all online assignments for the session. Absences with no make up assignment will reduce grade by a whole letter grade.

Policy on Late/Missed Work

No assignments will be accepted if late.

Student Collaboration Policy

You will be required to collaborate on the C & I Review & Presentation assignment for this course.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Hybrid courses: Students are expected to spend a minimum of 6 hours per week in class or online for instruction, plus 6-12 hours a week outside of the classroom engaged in learning activities. Each unit of credit corresponds to an 'hour' of class-time (45 hours total for semester) and two hours of student learning outside of class (90 hours total for semester). Expect to spend 135 hours total to complete this course.

All University Writing Requirement

This course has a 2500 written word requirement. You will submit written assignment each week online, 9 Forums with 100-150 words each. The largest written assignments include your Education Philosophy in Action and your Curriculum and Instruction Review, a 750-1,000 words each.

Course Format

This course is a Hybrid course, the course will meet face-to-face the majority of the sessions, but there will be some sessions that will be online and other session where collaboration teams will meet with the instructor for individualized instruction.

Necessary Technical Competency Required of Students

Collaboration with Google documents, Zoom, and cougar course forums.

Contact Information for Technical Support Assistance

For assistance contact CSUSM Help Desk (760) 750-6505, sth@csusm.edu, or <http://www.csusm.edu/sth/>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.