**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE Fall 2016, G3

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Dr. Larry S. Ennis

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 702-01 Curriculum, Instruction, Assessment 3

TEXTBOOK Required Not Required

Author English, Fenwick W.

Title Deciding what to teach and test

Publisher Corwin Press

Date of Publication 2010

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

**ED702-01**

**Fall 2016, G3 Term**

**Campbellsville University**

**Mondays 5:30-6:45; October 24 – December 17, 2016**

***Campus Security numbers****:* ***(270) 789-5556 (office) or (270) 403-3611 (cell)***

**“Empowerment for Learning”**



***Instructor***

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**Course Description**

This course examines the nature of curriculum, instruction, and assessment and their interplay in the curriculum development process. Knowledge and understanding of core concepts as well as practical usage of those understandings will be a hallmark of the course. Students and instructor will explore the dynamics of curriculum development process and the how all three segments (curriculum, instruction, and assessment) are connected. Further, the importance of instructional leadership will be explored as a key component in curriculum development, implementation, monitoring, and evaluation.

**Credit: 3 Hours; Mondays 5:30-6:45; October 24 – December 17, 2016**

**Textbook**

English, Fenwick W. (2010). Deciding What to Teach and Test: Developing, Aligning, and Leading the Curriculum (Third Edition). Corwin Press, Inc.

Course Objectives

As a result of the course, the learner will:

1. Know and understand the fundamentals of curriculum, instruction, and assessment;
2. Be able to analyze curriculum documents and articulate their strengths and areas for improvement and the extent of alignment among them;
3. Be able to design lessons that demonstrate a comprehensive understanding of curriculum, instruction, and assessment and their alignment;
4. Know and understand the curriculum development process and the importance of alignment within it;
5. Know and understand the resources available for curriculum, instruction, and assessment and be able to use them
6. Know and understand the important role of instructional leadership in the curriculum development process
7. Be able to defend his/her mock candidacy for an instructional leadership position in a school district by using the course content in his/her defense

Course Topics

This on-line course will include eight (8) lessons. The order and topic titles are listed below:

1. Curriculum
2. Instruction (Part 1)
3. Instruction (Part 2)
4. Assessment (Part 1)
5. Assessment (Part 2)
6. CIA Connections/Alignment
7. Analysis and Development of Aligned Lessons/Units
8. The Curriculum Development Process/Instructional Leadership

*General Course Expectations*

This course is designed with the assumption that learning is something that we as adults actively engage in by choice, have a commitment to, and accept responsibility for. The format will be that of a community of scholars, each with their own rights and responsibilities of membership. Differing opinions will not only be tolerated but encouraged. However, respectful discussion is expected. Following are other course expectations:

* + **Consistent and prompt on-line learning**: because of the on-line learning nature of the course it is very important for the students and instructor to equitably share responsibility for learning; choosing only to be an on-looking participant is not an option. *Active participation* on the Discussion Board and during Chats is expected and will be assessed.
  + **Critical reading of all of the assignments**

The instructor encourages students to seek clarification of any lesson/course expectation and/or assignment via direct email and/or phone call or text. This will ensure that expectations are clear and communications are open and flexible.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

*Specific On-line Learning Expectations*

DISCUSSION BOARD:**(KTS 7, 8, 9, 10; CAEP 1)**

Several lessons will have a Discussion Board prompt. Each student will post one (1) in-depth reflection on the assigned prompt and two (2) interactive responses/insights to classmates’ reflections. The two interactive responses will not include the brief comments like “I agree or I disagree.” The purpose of the Discussion Board assignments is for the student to demonstrate that they have read the materials and synthesized them in order to have scholarly interaction about them. Following are some suggestions for contributing to the Discussion Board:

* + Pose challenging questions – avoid personalizing and frame your questions rhetorically
  + State, explain, and support positions on ideas using your own experience **(KTS 1, 2)**
  + Share how the concepts might be applied to your setting **(KTS 3, 4)**
  + Make connections across topics to “connect the dots”
  + Integrate the ideas of others who have posted reactions/responses

The instructor is looking for a synergistic effect from the scholarly exchange of the ideas presented in the course materials with the practical ideas, insights, and experiences of the students. The ground rules for communication on the Discussion Board are as follows:

* + Do not use all caps throughout a posting
  + Show respect at all times
  + Profanity is not acceptable unless it is in a direct quote
  + It is acceptable to agree to disagree on divergent points of view

It is important that students post their in-depth reflection early in the week so that classmates can interactively respond throughout the week. The instructor will monitor the activity of the Discussion Board to ascertain the punctuality of students as well as observing the scholarly discussion of the course content for cues of instructional improvements. Students can expect general “silence” from the instructor on the Discussion Board. The reason for this is that the purpose of the Discussion Board is scholarly discussion among students and “breaking in” by the instructor can stifle open, honest, and creative discussion. The Discussion Board is intended to empower students with the freedom and authority to discuss without the constraint of the instructor.

However, the instructor may send a private email to share a comment, insight, or suggestion that might assist the individual student.

WEEKLY CHAT SESSIONS: **(KTS 6,7,8,9)**

The purpose of the weekly chat sessions is to interactively communicate in real time about

anything from the week’s lesson that is pertinent. It is also available to assist the students and

instructor to clarify any content or process that is vague or confusing. The instructor is likely to

pose questions to which students are expected to respond. Students will also have the opportunity

to pose questions to the class as a whole or to the instructor

Weekly Quizzes **(KTS 5, 7)**

The weekly quizzes are intended to give the student and instructor a formative look at the

participants understanding of the week’s topics. The student should use the results to formulate a

plan for review or develop questions for chat sessions. The instructor will use the data to modify

the presentation for the next week to include addressing misconceptions from the previous week.

Weekly Graded Assignments **(KTS 1, 6)**

These assignments are opportunities to apply the material from the week in situations or with

tools associated to the role of curriculum, instruction and assessment developer.

Final Exam **(KTS 5, 8, 9, 10)**

The final exam will consist of a prompt to which students will complete an exercise that will demonstrate their knowledge and understanding of the course content and be able to use it in a quasi-real life situation. A rubric will accompany the assignment to serve as a guide for exam completion and standards that are expected.

Field Experience **(CAEP 2)**

Meet with the District Instructional Supervisor to discuss how state-mandated assessment drives

curriculum and instruction with special emphasis on diverse sub-populations.

Grade Determination

Weekly written assignments, Discussion Board contributions, Chat participation, and the Final Exam will be assessed on rubrics (scale of 1-4) designed by the instructor. Rubrics will be provided in advance to students. Weights for each assessment item and the acceptable range of performance for them are listed in the chart below.

Also included below is the grade distribution chart. Total possible points divided by total weight equals the final grade (i.e., 160 divided by 40 = 4.0).

|  |  |  |  |
| --- | --- | --- | --- |
| **Weight** | **Assessment Item** | **Acceptable Range** | **Possible Points** |
| 6 | Weekly graded assignments/docs | 3-4 | 18-24 |
| 4 | Weekly Discussion Board/submits | 3-4 | 12-16 |
| 6 | On-line Chat participation | 3-4 | 18-24 |
| 8 | Weekly quizzes | 3-4 | 24-32 |
| 3 | Field Experience | 3-4 | 9-12 |
| 13 | Final Exam Project | 3-4 | 39-52 |
| **Total Weight** |  |  | **Total Possible Points** |
| 40 |  |  | 120-160 |

**Final Grade Distribution**

A 3.70 - 4.00 (92.5% -100%)

B 3.33 – 3.69 (83.25% - 92.25%)

C 3.00 – 3.32 (75.00% -83.00%)

**Class Attendance and Participation**

**Class attendance is based on the student being present for the class CHATS**. Attendance will be checked at the beginning of the session and again at random times during the class **(The professor will periodically ask questions during chat time; it is expected that you will respond promptly.** You must be present for all class attendance checks to be considered present for the entire class. Two absences results in an automatic withdrawal from the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments. Please notify the instructor if you are to be absent.

**Discussion Forum Scoring Guide**

Participation in discussion forums includes **an initial response** to the discussion forum prompt provided by the professor and responding to **a minimum of two other classmates’ responses per discussion forum.** Discussion forums are based on readings for the course and are designed for conversation about the course content for the week. They prepare students for the activities and assignments, so it is crucial for the class that they are completed during the week they are assigned. **Students will be penalized 20% per day for discussion forums that are completed late for any reason. That includes the original discussion and the two responses.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.** All discussion forums require an **initial posting by midnight, EST Thursday,** and response to two other colleagues’ posting **by midnight EST Saturday.**

**Campbellsville University’s Online Course Attendance Policy**

**8-week terms:**  Online students must participate weekly as defined by the professor in the syllabus. **After 1 week** (12.5%, 1/8th of the scheduled classes) without contact the student will be issued **an official warning**. **After the second week** (25%, 1/4th of the scheduled class) without contact the student **would fail the course** and a WA would be recorded.

**Alignment with Curricular Guidelines and National Standards:**

**Kentucky Teacher Standards**

1.2 Connects content to life experiences of student.

2.1 Develops significant objectives aligned with standards.

3.1 Communicates high expectations.

3.4 Fosters mutual respect between teacher and students and among students.

3.5 Provides a safe environment for learning.

4.3 Uses time effectively.

4.4 Uses space and materials effectively.

5.6 Allows opportunity for student self-assessment.

9.1 Self assesses performance relative to Kentucky’s Teacher Standards.

9.2 Identifies priorities for professional development based on data from self-assessment, student

performance and feedback from colleagues.

9.3 Designs a professional growth plan that addresses identified priorities.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment

of the school.

10.2 Develops a plan for engaging in leadership activities.

**Diversity Proficiencies**

1.2 Connects content to life experiences of student.

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

5.4 Describes, analyzes, and evaluates student performance data.

Indicator-Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

**International Literacy Association Standards**

Standard 1-Foundational Knowledge

Standard 2-Curriculum and Instruction

Standard 3-Assessment and Evaluation

Standard 4-Diversity

Standard 5-Literate Environment

Standard 6-Professional Learning and Leadership

CAEP Standards

Standard 1: Content and Pedagogical Knowledge

In TASC Standards

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration

ISTE Standards

Standard 1: Technology Operations and Concepts

Standard 4: Assessment and Evaluation

Standard 5: Productivity and Professional Practice

Association for Middle Level Education

Standard 1: The Learner and Learning

Standard 4: Middle Level Instruction and Assessment

Standard 5: Middle Level Professional Roles

**Council of Exceptional Children Standards**

Standard #1-Foundations: ICC1K7, ICC1K8, BD1K2, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, BD2K1, LD2K3

Standard #3-Individual Learning Differences: ICC3K1, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S5, BD4S1, BD4S2, LD4K1, LD4S1, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2

Standard #7-Instructional Planning: ICC7S2, ICC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2

Standard # 10-Collaboration: ICC10K3, ICC10S6, BD10S1, LD10K2

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Common Core State Standards in designing learning goals/objectives and

Assessments.

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2009-11 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 9 weeks from the time awarded. It is the student’s responsibility to complete requirements within the 9 week period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

References

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