EDU 167/267: Principles of Secondary Curriculum
& Content Area Modules—Hybrid-Online Course Syllabus
Mount St. Mary's College
Spring 2020
Wed 5:30-8:30


**Instructor:** Dr. Salina Gray
**Phone:** (213) 477-2620 to leave a message
**Email:** sgray@msmu.edu OR via CANVAS
**Office hours:** by appointment: to make an appointment, please email
**Estimated response time to email and/or phone:** within 24 hours

**Required Texts (available at the Doheny Bookstore):**

1. Wiggins, G. & McTighe, J. (2005). Understanding by Design. Alexandria, VA: ACSD. ISBN: 978-1416600350
2. Accompanying workbook. ISBN: 978-0871208552
3. California Department of Education Frameworks in your content area.**
4. California Department of Education Content Standards in your content area. **
   ** Available for free download online at www.cde.ca.gov/standards.
5. Next Generation Science Standards (NGSS) - https://www.nextgenscience.org/

**Course Description:**
Principles of Secondary Curriculum is a continuation of EDU 166/266 and focuses on the teacher as curricular decision-maker and instructional designer. We will deepen our knowledge of issues addressed in earlier courses such as assessment of development, design and delivery of instruction, and educational equity. The role of the teacher will be examined with an eye to creating longer connected learning sequences, or units, and developing performance assessments.

The Content Area Modules are offered in each content area and address content-specific instructional and curricular strategies.

**Course Objectives:**
Essential Questions
> o Who and what defines curriculum?
> o What are excellent and equitable pedagogies for teaching in my subject area?
> o How does one plan for instruction, short- and long-term?

Student Learning Outcomes/ Course Objectives
Students who complete this course are expected to:

1. be able to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

2.   plan and deliver content-specific instruction that is consistent with the state-adopted academic content standards in grades 6-12.

3.   consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction.

4.   understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners, including programs for English Language Development and their relationship to the state-adopted reading/language arts student content standards and framework.

5.   understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

### *The syllabus has two major functions:*

### *1. THE SYLLABUS IS A STATEMENT OF COURSE EXPECTATIONS*

The syllabus sets out the course requirements, the grading scale, and the methods of assessment. It is intended to provide the students with sufficient information about the course expectations, along with due dates, and a class schedule. After the add/drop period, instructors should not redistribute points unless it is to the advantage of the student (e.g., reducing the homework/reading, removing a specific requirement, such as a quiz). The syllabus should be *consistent* with the catalog description.

### *2. THE SYLLABUS IS A PERMANENT RECORD*

The syllabus is a permanent record for the student, instructor, the department, and the institution. As such, it is both a professional and personal document. The syllabus provides a record of course content, grading methods, and information vital for equivalency transfers, as well as for the evaluation of a course or instructor. Subsequently, both faculty and students should retain course syllabi for future reference.

### **Course Assignments:**

| Tasks | % of Final Course Grade |
|---|---|
| Attendance/Participation | 5 |
| Online Sessions Electronic Discussions | 10 |
| Field Observation--SIOP form and reflection | 10 |
| Field Observation—Use of Technology and reflection | 10 |
| Stage 1 Templates | 10 |
| Stage 2 Templates, including performance tasks and rubrics | 10 |
| Lesson Plan/Guest Lesson | 15 |

| Tasks | % of Final Course Grade |
|---|---|
| Reflection on Lesson Plan | 5 |
| Unit Plan | 15 |
| Final Reflection | 10 |

**Classroom Policies:**

**In-Class Participation/Attendance:**
During class we will model many different teaching approaches, and class discussion will help us clarify our beliefs and practices. Every week we will be involved in small group work and written reflection. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent. Missing any session and/or being consistently tardy seriously jeopardizes your ability to earn a passing grade in the course. If you miss three sessions or the equivalent (9 hours), you will be required to complete and additional assignment. Any additional absences will result in being administratively dropped from the course. In addition, for each accumulated 30 minutes of tardiness, 1 attendance point will be lost. *For experienced teachers, you will be allowed to add up to 2 additional online classes to ensure that you are able to meet the attendance requirements, while allowing the lessons to be modified to better meet your needs. Notice must be given by Jan 25 to arrange for this option.*

**Submitting work:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

**Make-Up Work and Late Assignments:** No late or make-up work accepted unless previously arranged with professor.

Online Participation
- It is your responsibility to check out all online components of this course ahead of time, and to verify that your personal computer is compatible with course requirements – or that you have access to a reliable, functioning computer somewhere else.
- Keep in mind that technology is variable and may not always work. Plan ahead, and make sure you have a backup plan to submit your work in a timely fashion. Do not wait until the last minute to submit your work.
- When posting on the discussion forum, please use "Netiquette": be polite and respectful; use professional grammar and correct spelling; don't write in all caps (this can make it feel like you're shouting); don't write in exotic fonts (they may not show up on everyone's computer); and be sure to sign your name.

# Discussion Forum Guidelines

Posting messages on the threaded Discussion Forum on Angel is how we "participate" in class when we aren't meeting in person. Therefore, it's important that you post thoughtful messages that move the conversation forward in some way.

You should do more than merely spit back what the readings and your peers say; you should engage with what you've read by analyzing and interpreting it. "I agree" is not an acceptable posting!

Please make sure that your writing is grammatically clear, and that you've checked your spelling before submitting your post. Discussion posts are not text messages!

Specific Guidelines
- You will be required to respond to questions throughout the semester on our Discussion Forum. Please note that questions may require you to do some preliminary reading and/or viewing of peer videos and some in-depth reflection before you respond.
- In addition to your own response to each question, you are required to write a response post to at least one of your peers. These "peer responses" do NOT need to be as lengthy as your own original post. One paragraph or so should suffice. The important thing is that you are responding respectfully and thoughtfully to what your peers have written.
- The grading table indicates deadlines for each required post. (posts are due before class begins on the date shown)

**Grading:**
The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Assignments must be completed on time according to detailed guidelines. Late work may be accepted but will not receive a grade higher than the lowest grade given for on-time assignments.

Fieldwork is required. An important way to apply the theories and principles studied in class to real-life students and classrooms is through focused participation/observation activities. Fieldwork assignments must be completed in the content area coach's classroom. Three visits are required. Please make the needed arrangements with your employers immediately.

Your course grade and advancement in the Single Subject Credential Program will be based on your performance on the following activities:

| A | A- | B+ | B | B- | C+ | C | C- | D | F |
|---|---|---|---|---|---|---|---|---|---|
| 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 65-69 | <65 |

**Online Sessions:**
Responses to electronic discussion prompts will be required for online sessions. These will be based on assigned readings and online modules. Grading will be on participation, which includes responding the others' writings.

**Field Observations—SIOP forms:**

For the first field observation, a SIOP observation form will be completed and a brief description and reflection on the class included. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment. The second field observation will focus on the use of technology in the content area classroom. Specific guidelines will be provided.

**Stage 1 and Stage 2 Templates:**

In preparing for the unit plan, UbD suggests using templates to guide your thinking. These will be collected and assessed midway through the semester to ensure that you are on-track for the culminating unit plan. All work with the templates should be reflected in your final project.

**Lesson Plan/Guest Lesson and Reflection:**

Present a 30-45-minute lesson created using Understanding by Design to the students in your coach's classroom. This lesson should be part of the Unit plan being created. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment.

**Unit Plan:**
A detailed unit plan will be created using the Understanding by Design strategies presented in this course. Guidance from content area coaches will be provided. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment.

**Final Reflection:**
Write a 1-2 page reflection on what you have learned in this class. Include specific references to the major activities of the class to answer the following questions: Who and what defines curriculum? What are excellent and equitable pedagogies for teaching in my subject area? How does one plan for instruction, short- and long-term?

**Other Guidelines**
    Please, NO EATING in the classroom during class; drinks are OK
    Please turn cell phones off or to vibrate during class.

# COURSE SCHEDULE

| Session Date | Class Meets | Key Focus | Assignments Due |
|---|---|---|---|
| #1 -1/15 | In person | Who is in this class?<br>What are the requirements of this course?<br>What are the major tasks and how are they related to the credential process?<br>What is instructional planning?<br>What is Stage 1--" Identifying Desired Results"? | Read Chapters 1 and 2 in Understanding by Design |
| #2 - 1/22 | In person | What is an essential question?<br>What are the stages of backwards design?<br>What is the big picture? (Stages 1,2, and 3)<br>What is the SIOP lesson plan?<br>Model Digital Literacy, including: Fair-use guidelines, internet security, creative common license, copyright law | Respond to Electronic Discussion (ED) #1 by 4 pm 1/22<br><br>Read Chapters 3 and 4 |

| Session Date | Class Meets | Key Focus | Assignments Due |
|---|---|---|---|
| #3 - 1/29 | In person with Coach | **Content Area Module I--Planning Classroom Observations of Coach using SDAIE pedagogies and SIOP lesson form and use of technology**<br>**What feedback can I get from my coach to better meet the instructional needs of English learners?**<br>**What is the purpose of the SIOP lesson form?**<br>**How can the SIOP lesson form improve my teaching?**<br>**What are content area pedagogies that provide excellent and equitable instruction?**<br>**What are ways in which technology can be included in the classroom?**<br>**[SIOP observations should be completed between 1/30 and 2/26]**<br>How can you identify the "Big Idea"?<br>Mini lessons—5-minute presentations for "hooking" students. | Read Chapters 7 and 8 in Understanding by Design |
| #4 - 2/05 | In person | What are the components of stage 1?<br>What counts as acceptable evidence for stage 2 planning?<br>What are Tharp and Gallimore's 6 means of assistance and how does that affect my unit planning?<br>What is required for the SIOP lesson plan?<br>View video clip and create detailed SIOP lesson plan | Read Chapters 5 and 6 in Understanding by Design |
| #5 – 2/12 | In person | How do I incorporate SDAIE Instructional strategies into my instructional planning in order to make content accessible?<br>How do others plan curriculum?<br>What strategies are used for student engagement? | **Stage 1 Templates Due** |

| Session Date | Class Meets | Key Focus | Assignments Due |
|---|---|---|---|
| #6- 2/19 | Online #1 | IRIS Modules to Support the Struggling Learner<br>Other online resources for lesson planning | Read Chapters 9 and 10 in Understanding by Design<br>**ED # 2** |
| #7 – 2/26 | In person with coach | **Content Area Module II--Debrief on SDAIE methods used by coach.**<br>**Developing ideas for lesson plan**<br>**What are the most interesting findings that I can share with my Content Area Groups?**<br>**What is an appropriate direction for my unit plan?**<br>**What are excellent and equitable pedagogies in my subject area?**<br>More on stage 2 planning<br>What is a performance task?<br>What is needed for the lesson plan?<br>Mini-lesson: Teaching a skill | **SIOP and Technology Field Observation Forms Due on 2/26 before midnight** |
| #8 - 3/4 | In person | How do I interpret and use assessments?<br>What questions remain about stage 2 planning?<br>What do I need to know to begin stage 3--" Planning Learning Experiences and Instruction"? | Read Chapters 11 and 12 in Understanding by Design<br>**Stage 2 Templates Due** |
| 3/11 | | SPRING BREAK NO CLASS | |

| Session Date | Class Meets | Key Focus | Assignments Due |
|---|---|---|---|
| #9 -3/18 | In person with coach | **Content Area Module III-- Feedback on Unit Plan**<br>**What improvements can be made on my unit plan?**<br>**What are strategies for monitoring and assessing progress of English Learners?**<br>**Planning for guest lesson**<br>**[Guest lecture to be completed between 3/18 and 4/6]**<br>How does the lesson plan differ from the unit plan?<br>What are examples of developmentally appropriate teaching practices? | **Lesson Plan Due on 3/18 before midnight** (must have plan ready to share with coaches during class time) |
| #10 -3/25 | In person | How does the social environment affect lesson planning?<br>How do I maximize student engagement? | Read Chapter 13 in Understanding by Design |
| #11-4/01 | Online # 2 | Refining Stages 1-3 for the Unit Plan | **ED # 3 and response to ED # 2** |
| #12 - 4/8 | In person | Lesson Plan Debrief and Sharing of a strategy | |
| #13- 4/15 | In person with coach | **Content Area Module IV--Debrief**<br>**What can I learn from my guest lesson?**<br>**In what ways can I improve my short and long-term lesson planning?**<br>**What are some resources/opportunities for continuing to improve my lesson planning?**<br>How does classroom management affect lesson planning?<br>What did I learn about planning lessons for the "real" classroom? | **Lesson Plan Reflection Due 4/15 before midnight**<br><br>**Bring unit plan draft** |

| Session Date | Class Meets | Key Focus | Assignments Due |
|---|---|---|---|
| #14- 4/22 | In person | How do I plan content lessons? <br> What questions remain about unit planning and lessons? <br> Unit plan sharing | Be prepared to share Unit plan in small groups for feedback |
| #15-4/29 | Online # 3 | Long term planning <br> Considerations Specific to various Content Areas | **ED # 4 and response to ED # 3** <br><br> **FINAL Unit Plan due 4/29 before midnight** |
| #16 - 5/1 | In person | What reflections will influence my future instructional planning? <br> How will I continue to develop my skills for instructional planning? <br> Final class activities | |

**MSMU and Education Department Policies:**

1. **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
2. **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students can miss: one session of a 1 or 2-unit course or two sessions of a 3 or 4-unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed, or you will be administratively dropped from the course. Students who miss <u>more</u> than two class sessions of a 1 or 2-unit course or <u>more</u> than three class sessions of a 3 or 4-unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.

3. **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class – therefore, <u>it is critical that you arrive to class on time.</u> Please see me as

soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

4. **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:
    1. has completed the majority of assignments
    2. based on the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
    3. is prevented from completing the final assignment for serious medical/personal reasons
    4. can complete the work within one semester

4. **Classroom Participation:** Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period.

5. **Resource Binder Maintenance:** All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filling system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

6. **Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft.

7. **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

8. **Learning Resource Center**: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

9. **Professional and Academic Resource Center (PARC)**

   a.  The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page: https://welcome.msmu.edu/academics/PARC/Pages/default.aspx

   b.  All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

10. **Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

11. **Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review

12. **Academic Freedom**: Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

13. **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

14. **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
15. **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

16. **Students with Disabilities:** Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for

disabled students who are otherwise qualified. Students with documented disabilities must see Lisa Villa, Associate Director, Student Support Services (310) 954-4138, lvilla@msmu.edu OR Brandon Roberson, Director of the Doheny Student Resource Center (213) 477-2692, broberson@msmu.edu), to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance.  Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution.  For more information regarding disability grievance procedures, go to: https://welcome.msmu.edu/academics/learning-assistance-ISAE/Documents/DisabilityGrievanceProcedures.pdf

17. **Student Credit Hour Policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

    a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

    b. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work    leading to the award of credit hours

**MSMU Office Information**:

- Please call Hanae Jonas, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.