

The School of Education
Houston Baptist University
Course Syllabus
EDUC 6322 Curriculum and Instruction (K-12)
Fall 2014

COURSE DESCRIPTION

This course provides a study of influencing factors and guiding principles for curriculum and instruction in grades K-12. It includes practical experience in instructional design. It is designed to provide integrated and in-depth understandings of principles and processes for curriculum and instruction, as well as practical experiences in planning and facilitating learning (instructional design, media/technology usage, and classroom teaching). The role of the student and teacher in the teacher-learning process as well as current Texas curriculum requirements, including Essential Knowledge and Skills, are explored.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken any time during graduate studies. It is required for an M.Ed. in Curriculum & Instruction.

DATE AND TIME OF CLASS MEETINGS: 7:00-9:30 pm on Wednesdays

ROOM NUMBER: River Oaks Baptist School – Room TBA

INSTRUCTOR INFORMATION

Name/Title: Dr. Juliz Janz
E-mail: JJanz@hbu.edu
Office Phone: 281-263-9100 Ext. 248
Office Location: Off Campus
Office Hours: Wednesday, 6:30-7:00 pm
Additional hours by appointment

LEARNING RESOURCES

Required texts:

- Dean, C., Hubbell, E., Pitler, H., and Stone, B. (2012). *Classroom instruction that works. Research-based strategies fro incrasing student achievent, 2nd edition*. Alexandra, VA: ASCD
- Wiggins, G. and McTighe, J. (2005). *Understanding by design (2nd edition)*. Upper Saddle River, New Jersey: Pearson/Merrill Education/ASCD. ISBN: 0-205-57860-8

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will model for and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional practice, particularly as issues such as curriculum, classroom management/discipline, character development and professional ethics are explored.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;
- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course will help students develop knowledge and skills essential in the profession of teaching.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to

1. Identify sources of curriculum and the teacher’s role relative to curriculum;
2. Differentiate between teaching and learning;
3. Explain the relationship among curriculum, instruction, assessment and learning and apply that relationship to classroom practice;

4. Identify/explain, analyze and utilize effective teaching practices (including the nine categories of strategies included in *Classroom Strategies that Work*);
5. Explain the Understanding by Design (UbD) Process for designing curriculum. Include
 - the meaning, importance and six facets of understanding;
 - the three stages of curriculum development and the of components of each stage; and
 - WHERETO
6. Utilize the UbD process to develop PK-12 curriculum (both long term/course maps and units/weekly plans)

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Backward Design
2. Goals
3. Understanding: Understanding Understanding, 6 Facets of Understanding and How to Craft Understandings
4. Assessment
5. Planning for Learning
6. Teaching for Understanding
7. The Design Process
8. Instructional/Learning Strategies
 - a. Evidence of Effectiveness
 - b. 9 Categories of Strategies
 - Creating the Environment for Learning
 - ✓ Objectives & Feedback
 - ✓ Reinforcement & Recognition
 - ✓ Cooperative Learning
 - Helping Students Develop Understanding
 - ✓ Cues, Questions & Advance Organizers
 - ✓ Nonlinguistic Representations
 - ✓ Summarizing and Notetaking
 - Helping Students Extend & Apply Knowledge
 - ✓ Assigning Homework & Providing Practice
 - ✓ Identifying Similarities and Differences
 - ✓ Generating and Testing Hypotheses

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion;
2. Reflection;
3. Demonstration/modeling;
4. Cooperative learning and small group activities;
5. Curriculum design

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Point Value
Exam I: <i>Understanding by Design</i>	1-3, 5	20%
Exam II: <i>Classroom Instruction that Works</i>	4	20%
Oral Final Exam: Sharing of Key Learnings with Answering of Related Questions	1-5	5%
Semester Maps (18 weeks) ¹	6	15%
Plan for 2-3 Weeks of Learning Based on the UbD Model & Utilizing Classroom Strategies that Work ¹	3, 4, 6	30%
Summary and Analyses of 2 Research Articles ¹	4	10%

¹ Descriptions and rubrics for assignments are included at the end of this document.

Grading Standards

HBU Graduate Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**;
 73-76=**C**; 70-72=**C-**; 69 and below=**F**

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted with proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Julia Janz

Instructor's Signature

July 23, 2014

Date

EDUC 6322. Curriculum and Instruction (K-12):
TENTATIVE SCHEDULE FOR FALL 2014

DATE	TOPIC(S)	READINGS & ASSIGNMENTS DUE
Aug. 27	<ul style="list-style-type: none"> • Introductions • Overview of the Course including Blackboard, Texts & Requirements/Assignments • Curriculum/Instruction/Teaching/Assessment/Learning • The Understanding by Design (UbD) Process 	
Sept. 3	<ul style="list-style-type: none"> • Backward Design • Understanding Understanding • Goals 	Wiggins, Chapter 1-3
10	<ul style="list-style-type: none"> • 6 Facets of Understanding • Essential Questions • Crafting Understandings 	Semester Map Wiggins, Chapters 4-6
September 10 CENSUS DAY: Last day to drop without a "W"		
17	<ul style="list-style-type: none"> • Peer Assessment of Stage 1 of Unit • Assessment 	Draft of Stage 1 for Unit Plan Wiggins, Chapters 7-8
24	<ul style="list-style-type: none"> • Peer Assessment of Stage 2 of Unit • Planning for Learning • Teaching for Understanding • The Design Process 	Draft of Stage 2 for Unit Plan Wiggins, Chapters 7-9
Oct. 1	<ul style="list-style-type: none"> • The Big Picture • Reservations 	Stage 1 and 2 of Unit Plan Wiggins, Chapters 10-11
8	<ul style="list-style-type: none"> • Review 	
15	EXAM I: <i>Understanding by Design</i>	
22	<ul style="list-style-type: none"> • Peer Editing of Unit Plans 	Initial Unit Plan
29	<ul style="list-style-type: none"> • Evidence of Effectiveness • Discussion of Research Summaries/Analyses, library data bases & APA referencing • 9 Categories of Strategies • Creating the Environment for Learning <ul style="list-style-type: none"> ✓ Objectives & Feedback ✓ Reinforcement & Recognition • Cooperative Learning 	Dean, Chapters 1-3 Final Unit Plan
October 31: LAST DAY TO DROP WITH A "W"		
Nov. 5	<ul style="list-style-type: none"> • Helping Students Develop Understanding <ul style="list-style-type: none"> ✓ Cues, Questions & Advance Organizers ✓ Nonlinguistic Representations ✓ Summarizing and Note taking 	Research Report Dean, Chapters 4-6
November 6: REGISTRATION FOR SUMMER & FALL BEGINS		
12	<ul style="list-style-type: none"> • Helping Students Extend & Apply Knowledge <ul style="list-style-type: none"> ✓ Assigning Homework & Providing Practice ✓ Identifying Similarities and Differences ✓ Generating and Testing Hypotheses 	Research Report Dean, Chapters 7-9
19	<ul style="list-style-type: none"> • Instructional Planning 	Dean, Chapter 10
26	<ul style="list-style-type: none"> • Review 	
Dec. 3	EXAM II: <i>Classroom Instruction that Works</i>	
10	ORAL FINAL EXAM	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;

state and national standards covered (TexES competencies, IDA standards, etc);

- topical outline and learning strategies; assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure.

DO NOT:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences / Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> 1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) 	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	<i>Projects</i>
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	<i>Exams, Projects</i>
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	<i>Exams, Projects</i>
II, IV	11. Classroom Management	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS <ol style="list-style-type: none"> 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T <ol style="list-style-type: none"> 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education <ol style="list-style-type: none"> 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline 	
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOOnline/standtest/edstancertfiedlevl.asp	SBEC Technology Standards for All Teachers <ol style="list-style-type: none"> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students. 	<i>Projects</i>
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	<i>Exams, Projects</i>
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org	

SEMESTER PLAN

THE TASK:

Use a school calendar for this school year (or next school year), teacher's edition of a textbook, and district/school curriculum document(s) to plan a semester of learning for a particular subject and grade level using the following guidelines:

- Divide the semester into units/topics. Each unit should span 1-3 weeks.
- Use the Semester Plan template on Blackboard (Access the template in Course Documents.)
- For each unit/topic include the following:
 - ✓ Dates: *Indicate the number of school days that will be spent on the unit*
 - ✓ Unit Title: *Indicate the topic/title of the unit. This brief title should give a clear idea of the focus of the learning.*
 - ✓ Summary: *Briefly overview what the students will do and learn. Include content as well as activities/projects and other assessments.*
 - ✓ TEKS: *List the TEKS that will be covered.*
 - ✓ Resources: *List these. Include textbook pages. The resource/textbook list at the beginning of the plan should include a key to explain any abbreviations of resources used in the chart.*
- Attach a copy of the Semester Plan Assessment Rubric to the back of the plan.
- Staple the pages together with a single staple. Do not put it in a folder.

Using the attached rubric, the plan will be assessed on the basis of

- thoroughness: inclusion of each required component
- meeting of rubric criteria for each component
- educational appropriateness of curriculum decisions
- practicality
- clarity

ASSESSMENT RUBRIC FOR SEMESTER PLAN

COMPONENT	CRITERIA	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Dates	<ul style="list-style-type: none"> ○ 18 weeks included ○ 1-3 week units ○ Holidays & testing days included ○ If secondary, finals (both review & testing time) included 	25		
Unit Titles	<ul style="list-style-type: none"> ○ Content clearly & succinctly indicated by title 	15		
Unit Summaries	<ul style="list-style-type: none"> ○ Appropriate content described ○ Activities, projects & other described ○ Descriptions clear & succinct 	25		
TEKS	<ul style="list-style-type: none"> ○ Listed 	20		
Resources	<ul style="list-style-type: none"> ○ Included in initial list (with appropriate abbreviations that will be used indicated) ○ Textbook pages specified ○ Other resources indicated (including online/technology-based resources) 	15		
<p style="text-align: center;">Penalties:</p> <ul style="list-style-type: none"> ○ Lack of clarity ○ Technical accuracy of writing ○ Missing information at the beginning of the Plan, in footer and/or on <i>the</i> rubric ○ Pages not stapled together ○ Footer doesn't include name, project title and pages numbers 				
SCORE		100		

Name:

Date:

Subject/Grade:

Text/Resources:

Dates	Time	Unit Title	Summary (Content & Activities/Projects/Other Assessments)	TEKS	Resources/ Textbook pages