ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDG 3620

Curriculum and Instruction

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDG 3620 |
| **Section #:** | 3411 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS, Elementary Education with Infused ESOL and Reading BS, or Initial Certification |

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| **Day, Time and Campus:** | Online | Online | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Cynthia Freed | | | |
| **Office Hours:** | As needed | | As needed | |
| **Office Location:** | Clearwater | | COE | |
| **Office Phone:** | 727-222-1986 | | | |
| **Email Address:** | Freed.cynthia@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is an introduction to major concepts, assumptions, debates, processes of inquiry, and ways of knowing within the school curriculum. Preservice teachers create coherent, meaningful learning experiences using the major philosophical foundations of education to develop learners’ competence in subject matter knowledge. Preservice teachers evaluate the suitability of the content against learners intellectual, social, emotional, and physical characteristics. This course is writing intensive. 47 contact hours.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will explain the concepts associated with the teacher as decision-maker by:
   1. Debating the points around which curricular decisions are made: the nature of the subject matter, the nature of society, and the nature of the individual.
   2. Evaluating the role of the teacher with regard to various types and purposes of education decision-making
   3. Synthesizing findings from “teacher as decision-maker” research.
   4. Analyzing and reflecting on how teachers can improve decision-making, conclusions, and solutions.
3. The students will discuss the concepts of instruction within learning communities by:
   1. Reviewing aspects of learner diversity and variability to include, but not limited to, the affective area, the physical area, learning styles, creative potential, language use, and Socioeconomics Status (SES), etc.
   2. Predicting the impact of learner diversity and variability in specific examples of curriculum, instruction, and assessments, including appropriate English Speaker of Other Language (ESOL) and Exceptional Student Education (ESE) strategies.
   3. Describing the recent education research on learner motivation and academic success.
   4. Practicing strategies to increase motivation and to engage students in learning.
   5. Defending the choice of instructional strategies.
4. The student will incorporate the fundamentals of curriculum development into lesson design by:
   1. Defining curriculum Types
   2. Creating Instructional Plans, that include appropriate ESOL and ESE strategies.
   3. Selecting instructional goals that represent high expectations for students based on the state and core curriculum standards.
   4. Selecting instructional goals that reflect important learning and conceptual understanding, curriculum standards, content standards, and Common Core State Standards.
   5. Selecting instructional media and technology to support student needs, curriculum instruction, and assessment.
   6. Constructing assessments based on identified objectives.
   7. Identifying teacher actions needed to begin, maintain, and end a lesson.
   8. Applying the appropriate instructional strategies; learning how to learn, deduction and induction, inquiry/discovery, lectures, questions, and practices into lesson design.
   9. Self-assessing lesson plans on the basis of criteria set forth in COE’s template.
   10. Using brain-based learning and instruction in the classroom.
5. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
6. **Required Textbooks**

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| Textbook(s) | Required: **Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success** Di Michele Lalor, Angela, 2017. ASCD  Paperback or electronic versions of the text are acceptable. |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

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Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School-Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Assignments** | **Points** |
| Weekly Activities | 14 @ 20 pts each= 280 points |
| Observation Assignment | 100 points |
| Lesson Plans | 2 @ 100 pts each = 200 points |
| Lesson Plan Reflection | 2 @ 10 pts. each = 20 points |
| Instructional Strategy Assignment | 100 points |
|  | Total Points- 700 points |

The grading scale for the College of Education is:

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| **3000 & 4000 Level COE Courses** | | |
| 810-900 | 90% – 100% | **A** |
| 747-809 | 83% – 89% | **B** |
| 675-746 | 75% – 82% | **C** |
| 612-674 | 68% – 74% | **D** (Repeat course) |
| 611or less | 67% or less | **F** (Repeat course) |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

Students will have up to one week after the due date of a drop box or discussion forum assignment to turn in the assignment for a letter grade off. After one week, the assignment will not be accepted.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Weeks and Topics** | **Learning Activities** |
| Week 1  What is Learning? | * Review Syllabus and Getting Started Module * Introduction Discussion: **Due by 11:59pm on Thursday, Friday, January 19, 2024** * Watch Assigned Learning Theory Video and contribute to the Padlet Jigsaw (Weekly Activity #1) * Submit What is Learning? Reflection (Weekly Activity #1) **Due by 11:59pm on Sunday, January 21, 2024** |
| Week 2  Educational Philosophies and Defining Curriculum | * Read Introduction: The “Big Picture” of Curriculum in your textbook * Read Liberating the Curriculum by Bill Ayers * Complete Weekly Activity #2 **Due by 11:59pm on Sunday, January 28, 2024** |
| Week 3  Curriculum Framing: How to get to the Big Idea? | * Read Consideration 1: Organizing Centers in your textbook * Complete Weekly Activity #3 **Due by 11:59pm on Sunday, February 4, 2024** |
| Week 4  Unpacking the Standards: Creating a Roadmap | * Read Consideration 2: Alignment to Standards and Consideration 3: Standards Placement and Emphasis * Complete Weekly Activity #4 **Due by 11:59pm on Sunday, February 11, 2024** * Select Standard for your First Lesson Plan |
| Week 5  Skills and Content: Preparing Students to Learn | * Review Course Information on Knowledge and Skills * Complete Weekly Activity #5 **Due by 11:59pm on Sunday, February 18, 2024** * Map out the Knowledge and Skills in your Standard |
| Week 6  Lesson Objectives: Setting the Learning Goal | * Review Course Information on Bloom’s Taxonomy and Writing Lesson Objectives * Complete Weekly Activity #6 **Due by 11:59pm on Sunday, February 25, 2024** * Draft Objectives for your First Lesson Plan |
| Week 7  Thinking Like an Assessor | * Review Consideration 4: Assessment Types and Purposes in your textbook. * Complete Weekly Activity #7 **Due by 11:59pm on Sunday, March 3, 2024** * Select assessments for your Lesson Plan |
| Week 8  Identifying Criteria | * Review Consideration 5: Curriculum-Embedded Performance Assessments in your textbook. * Complete Weekly Activity #8 **Due by 11:59pm on Sunday, March 10, 2024** * Identify criteria for your assessments for your Lesson Plan |
| Week 9  Finding the Data and Using it to Guide Instruction | * Review information about Data-Driven Instruction in the module. * Complete Weekly Activity #9 **Due by 11:59pm on Sunday, March 24, 2024** * Lesson Observation Assignment **Due in Major Assignments tab assignment by 11:59pm on March 24, 2024** |
| Week 10  Spring Break | * --------- |
| Week 11  Structuring Your Lesson: What’s on your Agenda? | * Review Consideration 6: Instruction in your textbook. * Complete Weekly Activity #11 **Due by 11:59pm on Sunday, March 31, 2024** |
| Week 12  Content Learning Experiences | * Review Considerations 7: Resources That Support Instruction in your textbook. * Complete Weekly Activity #12 **Due by 11:59pm on Sunday, April 7, 2024** * First Lesson Plan and Reflection **Due in Major Assignments tab or assignment by 11:59pm on Sunday, April 7, 2024** |
| Week 13  Process Learning Experiences | * Review information about Process Learning Strategies in the Module * Complete Activity #13 **Due by 11:59pm on Sunday, April 14, 2024** * Start working on Strategies Assignment |
| Week 14  Dispositional Learning Experiences | * Review Information about Dispositional Learning Experiences in the Module * Complete Activity #14 **Due by 11:59pm on Sunday, April 21, 2024** * Continue to work on Strategies Assignment. |
| Week 15  Active & Collaborative Learning | * Review Information about Active and Collaborative Learning in the Module. * Complete Activity #15 **Due by 11:59pm on Sunday, April 28, 2024** * Continue to work on Strategies Assignment. |
| Week 16  Strategy Assignment | * Submit Strategy Assignment **Due in Major Assignments area for assignment by 11:59pm on Sunday, May 5, 2024** |
| Week 17  Course Wrap Up | * Submit Lesson Plan #2 and Reflection **Due in Major Assignments area for assignment by 11:59pm on Wednesday, May 8, 2024** |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7CYates.Claire%40SPCollege.edu%7Cb2a6caa5c6e140a4f06108db83e14275%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248775738648862%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=GjPSrgs1ltITageAeLzwWcrxpc86qgsYhy4kjK5BtaE%3D&reserved=0).