

# ED 224 Syllabus Fall 2013 (Sjostrom)

by Mary Pat Sjostrom

## Course and Instructor Information

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### Course Syllabus

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## ED 224 Technology and Planning

Semester/Year	Fall 2013
Course Title	Technology and Planning* Since students in this section have had a course in Technology (ED 222) there will be a much stronger emphasis on Planning. Students are expected to include appropriate use of educational technology in lesson and unit plans.
Course Number(s)	ED 224-01-01
Credit Hours	3
Program	B. S. Elementary Education with K-6 Licensure (Undergraduate)
Class Day/Time	Tues-Thurs 10:00 - 11:20 a.m.
Class Location	Brogan Education 103
Instructor	<a href="#">Dr. Mary Pat Sjostrom</a>
Office Hours	<b>Tuesdays and Thursdays 9:00 - 9:40, 11:30 - 12:30</b> Fridays 11:00 - 12:30  These are published office hours. In reality, I am very available - please email me to make an appointment.
Office Location	Brogan 118
Contact Information	Office: 808-739-8563 Email: <a href="mailto:msjostro@chaminade.edu">msjostro@chaminade.edu</a>

### Catalog Course Description

Focuses on the integration of educational technology in classrooms as well as the backwards design planning process. Methods for infusing emerging and traditional technologies into the curriculum are discussed from a planning and implementation perspective. The Understanding by Design process is incorporated into a final technology-enhanced unit plan.

### Textbooks:

Required (in the bookstore)

Wiggins, G. & McTighe, J. (2005) *Understanding by design*, (Expanded 2<sup>nd</sup> edition) . Alexandria Va.: Association of Supervision and Curriculum Development.

ISBN 978-14166-0035-0

Highly recommended (Order from ASCD or Amazon)

Wiggins, G. & McTighe, J. (2011) *The Understanding by design guide to creating high-quality units*. Alexandria Va.: Association of Supervision and Curriculum Development.

ISBN 978-1-4166-1149-3

**Required:** Field-based service learning component (10 hours)

## Standards

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### Conceptual Framework

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The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

### Program Learning Outcomes (PLOs)

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Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. **Content Knowledge** (*Knowledge of subject matter*)
2. **Developmentally Appropriate Practice** (*Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*)
3. **Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*)
4. **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*)
5. **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)
6. **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments*)
7. **Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*)
8. **Professional & Ethical Dispositions and Communication** (*Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues*)

### Course Learning Outcomes

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At the end of this course the candidate will:

CLO 1 PLO 2	Know key terms and basic concepts of <i>Understanding by Design</i>
CLO 2 PLO 4	Demonstrate appropriate use of technologies in the three stages of planning a study unit
CLO 3 PLO 7	Utilize principles of <i>Understanding by Design</i> to create a unit of study that includes appropriate use of technology
CLO 4 PLO 7	Design lesson plans that engage students in meaningful learning activities.
CLO 5 PLO 8	Demonstrate an understanding of the connections between academic work and real-life situations

### Essential Questions

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Essential Questions	Related CLOs	Related PLOs
What is the difference between understanding and knowing?	1	2
What is good design? How does <i>Understanding by Design</i> support effective curriculum design?	3	7
How do we distinguish helpful from detrimental use of technology in education?	2	4
How can we plan lessons that engage students in meaningful learning?	4	7
How does our academic work connect with the real world?	5	8

### Course Requirements

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#### Assignments

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Assignment (alignment to Program and Course Outcomes)	Percent	Description	Date_Due	Submission
Discussions (PLO 2; CLO 1 )	30	Respond to prompts and other assignments based on the readings.	TBA	eCollege discussion threads
Technology		Demonstrate appropriate use of technology for		

presentation (PLO 4; CLO 2)	10	your unit learning outcomes.	Oct. 17	Class
Unit Plan (PLO 7; CLO 3)	20	Design a unit plan, utilizing the principles of <i>Understanding by Design</i> , aligned to the Common Core State Standards.	Nov. 19	LiveText
Lesson Plans (5) (PLO 7; CLO 4)	20	Design 5 lesson plans based on the Learning Activities in your UbD unit plan (Stage 3).	Dec. 3	LiveText
MicroTeaching (PLO 7; CLO 4)	10	Teach one lesson plan to the class.	Nov. 19	Class
Service Learning (10 hours) (PLO 8 ; CLO 5 )	10	Design and conduct a service learning project. Write a description of the goals and outcomes, and a reflection that connects this project to the coursework.	Dec. 5	eCollege

Note: This schedule is tentative and is subject to change. Changes will be announced in class, in eCollege, or via email.

### Late Work Policy

All assignments are due at the beginning of class on the days indicated on the syllabus. Late assignments will be reduced 5% each day they are late unless the student has documentation to justify an excused absence. If work is handed in at the education office, request that it be time-stamped to eliminate possible confusion over when you turned in the work.

Some of our discussions will be held in eCollege. There are two due dates for these discussions:

1. The first due date is the final date for posting an **initial** response to the prompt. No credit will be given for a posting after that date.
2. The second due date is for **responses** to the others' initial posts. No credit will be given for responses to posts **before** the closing date of the initial post or **after** the closing date of the responses.

### Assessment

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Grading Scale:

- A 90 - 100
- B 80 - 89
- C 70 - 79
- F Below 70

### Course Outline

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<b>Week</b>	<b>Topic</b>	<b>(Assigned Reading)</b>
1-2	Introduction to Backward Design	UbD: Introduction, Ch 1 (p. 1-34)
3	Understanding	UbD: Ch 2 (p. 35-55)
4-5	Stage 1: Identify Desired Results	UbD: Ch 3-4 (p. 56-104)
6-7	Essential Questions	UbD: Ch 5-6 (p. 105-145)
8-9	Stage 2: Determine acceptable evidence	UbD: Ch 7-8 (p. 146-190)
9-10	Stage 3: Plan learning experiences and instruction	UbD: Ch 9-11 (p. 191-274)
11-13	Write, review and revise unit plans. Begin to develop lesson plans.	
14-15	Micro-teaching The Big Picture	UbD: Ch 12-13 (p. 275-321)

Other readings will be assigned throughout the semester; see assignments in eCollege.

## General Course Information

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### Education Division Attendance Policy

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#### Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

#### 1. Excused Absences

- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

**2. Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

- **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
  - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
  - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
  - c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- **Hybrid courses** (online combined with 3 or more on-ground meetings): One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- **Online courses and online portion of hybrid courses:** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

### 3. Additional Notes

- If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.
- **Tardy:** 10% of class time is equivalent to 1/2 class absence, and minutes are cumulative.

## University Policies

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### Required Email and LiveText

Students are required to use their Chaminade University Email to correspond with instructors.

Students are required to use LiveText to submit projects and assignments at [livetext.com](http://livetext.com)

### Withdrawal Dates and Financial Aid Information

Contact the Registrar for the last day to drop the class. Specific withdrawal information is available from the office of the University Registrar. Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

### Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.

5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

## Plagiarism

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook, General Catalog,** and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.



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