



EDUC 635 - Long & Short Range Planning
Winter 2018
3 Credits
Online

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Required Texts:

Wiggins, G.P., & McTighe, J. (2005). *Understanding by design, expanded 2nd edition*.
Alexandria, Va: Association for Supervision and Curriculum Development.

Course Catalog Description:

This course is designed for students in the Teach for America program. It addresses course design, unit planning, lesson planning, and assessment. Students study and implement a curricular design framework to be incorporated within their K-12 Teach for America placements.

Essential Questions:

- How should we conceptualize our course curriculum? How might this conceptualization impact our pedagogical decisions?
- What are the big ideas at the heart of your discipline? How do these ideas manifest appear in the content standards for your grade level?
- What essential understandings should students gain from your course, unit, and/or lessons?
- How will you know if students understand the content, ideas, and skills you have covered in your course, unit, and/or lessons?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

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

Course Learning Outcomes (CLOs):

1	Students will be able to identify broad concepts, ideas, and skills within the state and/or national content standards for their assigned grade level and subject area.
2	Students will be able to design and justify a year-long curricular outline (scope and sequence) for their assigned grade level and subject area.
3	Students will be able to apply a curricular design framework to create a unit plan within their assigned grade level and subject area.
4	Students will be able to write detailed lesson plans to meet stated learning objectives within their assigned grade level and subject area.
5	Students will be able to incorporate formative and summative assessments within their lesson and unit plans.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	EQ 1, 2	EQ 2, 3, 4	EQ 2, 3, 4	EQ 2, 3, 4	EQ 2, 3, 4
Marianist Values	MV 4, 5	MV 2	MV 2	MV 2	MV 2
WASC Core Competencies	WASC 1, 4	WASC 1, 4	WASC 1, 4	WASC 1, 4	WASC 1, 3, 4
Program Learning Outcomes	PLO 2, 4, 7, 8	PLO 1, 2, 3, 7	PLO 1, 2, 3, 7	PLO 1, 2, 3, 7	PLO 4, 5

Course Requirements:**Readings**

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Letter grades for the course will be determined by the following formula:

Course Overview	15 Points (see Canvas for instructions)
Class Discussions	135 Points (15 points x 9 discussions)
Scope & Sequence (Year Plan)	60 Points
Unit Plan	60 Points
Lesson Plan	<u>60 Points</u>
Total:	330 Points

Letter grades are defined as follows:

A (330-297 points)	B (296-264 points)	C (263-231 points)	F (230-0 points)
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Note: Education majors need to earn a grade of "B" or better.

Class Discussions

Over the course of the semester, you will participate in seven online discussion threads about the assigned articles and chapters. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

On the weeks that these discussions are assigned, your initial response is due by 11:59pm on Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. There are 10 points possible for the initial post; a rubric for this assignment can be found below.

You are also required to post a minimum of one response to a classmate by 11:59pm every Sunday. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). ***You are encouraged to make multiple responses in our class discussions – I will only grade your strongest response, so there is no chance you will lose points by posting more than once.*** There are 5 points possible for the response post; a rubric for this assignment can be found below.

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and

respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

Discussion Rubrics:

Initial Post (10 points total)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings	Indicates reading was completed	Suggests reading was scanned but not carefully analyzed	Provides little indication that the reading was completed
Following Directions	All parts of the prompt are addressed according to the directions provided	Most parts of the prompt are addressed according to the directions provided	Some parts of the prompt are addressed according to the directions provided	The prompt is not addressed according to the directions provided
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity

Response Post (5 points total)				
	1.5 - Distinguished	1 - Proficient	0.5 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Peers	Shows concerted and honest effort to engage with others	Shows attention to other posts in the thread	Offers little interaction with other posts in the thread	Does not acknowledge other posts
Advancement of Conversation	Responds in a way that advances discussion beyond the obvious	Minimally acknowledges ideas of others in an attempt to advance the discussion	Mostly summarizes what others have said without adding to the discussion	Misrepresents content of other posts
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity

Discussion rubrics adapted from Farrah Cato – LIT 2110 Grading Rubric for Discussion Posts
(https://topr.online.ucf.edu/images/5/5e/Cato_2110_discussion_rubric.pdf)

Scope and Sequence (Year Plan)

For this project, you will design a year-long scope and sequence document that incorporates the themes and big ideas outlined in the state and/or national standards for your assigned

grade level and subject area. Assume you will be teaching four nine-week quarters, each comprised of three, three-week units. You should include the topic of each unit, along with the standards, overarching learning objectives, and skills goals for each unit. Use the template provided on the course Canvas page to complete this assignment.

Scope & Sequence Rubric (60 points)				
	Distinguished	Proficient	Basic	Unsatisfactory
Articulation of Instructional Goals	The instructional goals are clearly identified and well-articulated. (15 points)	The instructional goals are satisfactorily identified. (10 points)	The instructional goals are vague and unclear. (5 points)	The description of the instructional goals is missing. (0 points)
Articulation of Skills Goals	The skills goals are clearly identified and well-articulated. (15 points)	The skills goals are satisfactorily identified. (10 points)	The skills goals are vague and unclear. (5 points)	The description of the skills goals is missing. (0 points)
Grade Level and Standards	The grade-level and standards are clearly identified. (15 points)	The grade-level and/or standards are implied but not clearly identified. (10 points)	The grade-level and/or standards are vague and unclear. (5 points)	The grade-level and/or standards are missing. (0 points)
Logical Sequence of Content	The content is aligned in a logical sequence. (15 points)	The sequence of content is mostly logical with only minor errors. (10 points)	The content sequence is vague and/or confusing. (5 points)	The content sequence is missing. (0 points)

Unit Plan Project

For this project, you will develop a three-week unit plan that brings together the ideas discussed in this course. The unit plan should be suitable for your assigned grade level and subject area, and should include the relevant state and/or national standards..

Part 1 - Introduction (300 words)

The introduction should summarize the instructional goals and include an explanation of the enduring ideas students will take from the unit. Describe the subject and grade level this unit is designed for, along with the state and/or national standards it will address. Explain your choices with regard to the content you included and excluded, and discuss how those choices support the overall objective of the unit.

Part 2 - UbD Framework Template

Complete the UbD Unit Planning Template (Stages 1, 2, & 3) available on the course Canvas page.

Part 3 - Unit Assessment (300 words, plus rubric)

This project must include a performance task used to demonstrate students' understanding of the topics addressed the unit (as described in your introduction). In this section you will briefly describe how you will assess students' understanding in this unit. You will also include the performance task prompt that you would provide to students along with the rubric used to grade the assessment.

Your unit plan will be graded using the rubric that follows. Please review each section of the rubric closely to ensure that you receive full credit for your work.

Unit Plan Rubric (60 points)				
	Distinguished	Proficient	Basic	Unsatisfactory
Articulation of Instructional Goals	The instructional goals are clearly identified and well-articulated. (10 points)	The instructional goals are satisfactorily identified. (7 points)	The instructional goals are vague and unclear. (4 points)	The description of the instructional goals is missing. (0 points)
Articulation of Skills Goals	The skills goals are clearly identified and well-articulated. (10 points)	The skills goals are satisfactorily identified. (7 points)	The skills goals are vague and unclear. (4 points)	The description of the skills goals is missing. (0 points)
Grade Level and Standards	The grade-level and standards are clearly identified. (10 points)	The grade-level and/or standards are implied but not clearly identified. (7 points)	The grade-level and/or standards are vague and unclear. (4 points)	The grade-level and/or standards are missing. (0 points)
UbD Framework (Stages 1, 2, & 3)	UbD Framework is complete, logical, and coherent. (20 points)	UbD Framework is complete, and mostly logical and coherent. (14 points)	The UbD Framework is only partially complete or is vague and unclear. (8 points)	The UbD Framework is missing. (0 points)
Assessment Handout and Rubric	Assessment handout and rubric is professional and student instructions are clear. (10 points)	Assessment handout and rubric is adequate and student instructions are mostly clear. (7 points)	Assessment handout and rubric is poorly designed and/or student instructions are confusing. (4 points)	Assessment handout and rubric is missing or unclear. (0 points)

Lesson Plan Project

The final assignment for this course is to create a lesson plan that demonstrates your proficiency in the conception of curriculum and instruction. The lesson should include the methods you will use to deliver the instruction, along with the activities students will complete as part of the lesson. Use the lesson plan template available on the course Canvas page to frame your lesson plan and provide copies of all handouts, slides, or materials. Please note the amount of time required for each step of the lesson and remember to identify how you will transition from one part to another. This assignment will be graded according to the rubric below.

Lesson Plan Project (60 points)				
	Distinguished	Proficient	Basic	Unsatisfactory
Articulation of Instructional Goals	The instructional goals are clearly identified and well-articulated.	The instructional goals are satisfactorily identified.	The instructional goals are vague and unclear. (4 points)	The description of the instructional goals is missing.

	(10 points)	(7 points)		(0 points)
Articulation of Skills Goals	The skills goals are clearly identified and well-articulated. (10 points)	The skills goals are satisfactorily identified. (7 points)	The skills goals vague and unclear. (4 points)	The description of the skills goals is missing. (0 points)
Grade Level and Standards	The grade-level and standards are clearly identified. (10 points)	The grade-level and/or standards are implied but not clearly identified. (7 points)	The grade-level and/or standards are vague and unclear. (4 points)	The grade-level and/or standards are missing. (0 points)
Pedagogical Content Knowledge	Teacher's plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. (10 points)	Teacher's plans reflect some familiarity with effective pedagogical approaches in the discipline. (7 points)	Teacher's plans reflect a limited range of pedagogical approaches to the discipline or to the students. (4 points)	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. (0 points)
Pacing	The lesson is appropriately paced and activities include reasonable time estimates given students' age and abilities. (10 points)	The lesson is paced fairly well but some time estimates are unreasonable given students' age and abilities. (7 points)	The lesson pacing is uneven and time estimates are unreasonable given students' age and abilities. (4 points)	There is no attention to lesson pacing and/or time estimates are missing. (0 points)
Supplementary Materials	All supplementary materials are provided and prepared as expected for master's level coursework. (10 points)	Most supplementary materials are provided and/or there are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the lesson. (7 points)	Most of the supplementary materials are missing and/or there are grammar, spelling, and punctuation errors that occasionally detract from the overall clarity of the lesson. (4 points)	Supplementary materials are missing and/or grammar, spelling, and punctuation errors significantly detract from the overall clarity of the lesson. (0 points)

Course Policies:

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule

Date	Topic / Assignments Due	Readings
Week 1	Defining Social Justice Education	See Canvas for Assigned Readings
Week 2	Connection to the Community	No Assigned Reading
Week 3	Introduction to Backward Design	Wiggins & McTighe (2005) <i>Introduction</i> <i>Ch 1 – Backward Design</i>
Week 4	UbD Stage 1 - Desired Results	Wiggins & McTighe (2005) <i>Ch 3 – Gaining Clarity on our Goals</i>
Week 5	UbD Stage 2 - Evidence	Wiggins & McTighe (2005) <i>Ch 7 – Thinking Like an Assessor</i>
Week 6	UbD Stage 3 - Learning Plan	Wiggins & McTighe (2005) <i>Ch 9 – Planning for Learning</i>
Week 7	Lesson Planning ASSIGNMENT DUE: Unit Plan Project	See Canvas for Assigned Readings

Week 8	Long-Range Planning	Wiggins & McTighe (2005) <i>Ch 12 – The Big Picture</i>
Week 9	Project Completion ASSIGNMENTS DUE: Lesson Plan Project Scope & Sequence (Year Plan)	No Assigned Reading
Week 10	Critique of Unit / Course Reflection	No Assigned Reading