



EDUC 628 Secondary Methods 3
Curriculum Development/Planning
Spring 2018
Credits 3
Online

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Required Texts: Wiggins & McTighe (2005) *Understanding by Design* (2nd Edition)
ISBN-10: 1416600353; ISBN-13: 978-1416600350

Suggested support materials: Wiggins & McTighe (2011) *The Understanding by Design Guide to Creating High-Quality Units*. ISBN-10: 1416611495; ISBN-13: 978-1416611493.

Helpful Resources / Supplementary Materials:

Course Catalog Description: In this course students will and create original curriculum. Students will apply what they know about their subject matter specialty and effective teaching strategies by developing instructional materials.

Essential Questions / Course Overview:

1. How do I develop curriculum materials using UbD?
2. How to apply my subject matter knowledge to the development of curriculum materials?
3. How do I apply pedagogical content knowledge to the development of curriculum materials?
4. What external resources support my development of subject matter curriculum?

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	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 (CLOs):

1	Students will apply UbD framework to develop original curriculum materials.
2	Students will apply subject matter knowledge to the development of curriculum materials.
3	Students will apply pedagogical content knowledge to the development of curriculum materials
4	Students will identify external resources to support learning activities for students within their subject matter focus.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Essential Questions	1	2	3	4
Marianist Values	Educate for Adaptation and Change			Educate for Adaptation and Change
WASC Core Competencies	Critical Thinking	Critical Thinking	Critical Thinking	Information Literacy
Program Learning Outcomes	2, 3, 5, 7	1, 7	3, 7	4, 7

Course Requirements

Grading: 90-100% = A; 80-89.9% = B; 70-79.9% = C; 0-69.9% = F

Grade Dissemination Much of the evidence for learning in this course is written. Personal and meaningful feedback on assignments may take 30 minutes to multiple hours of time per student. In order to honor the time you invest in engaging in learning activities, so to should I invest time in the evaluation of that learning. My goal will be to return graded assignments within one week of the due date.

Course Policies

Course communication: Communication for this course including announcements, assignments and grades will be posted on Canvas.. When communicating with me electronically, please identify the course you are referring to in the the subject line (EDUC 628) of your e-mail. I am teaching multiple courses this semester, therefore I need to know which course material/activities to which I am responding. My goal is to respond to emails within 24 hours of receipt.

Late Work: This course is an independent, however the deadlines/due dates are in place to keep you on track with course activities. There are only 10 weeks in this course therefore it is imperative that you submit work on time in order to receive timely feedback on your work. Failure to submit work on time will result in a reduction in your overall score on assignments

Writing Policy: All papers are to be word-processed, proofread, and solely the work of the author. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#).

Group Work/Cooperative Learning Policy: Learning is a process that requires the interaction and support of others. In other words, knowledge is [socially constructed](#). In order to support learning of all students you will be expected to work cooperatively with others in this course.

Your contribution to the online discussions supports your learning as well as the learning of others in this course.

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.

Activities Schedule

Tentative Activities and Assignment Schedule

Week	Reading	Assignment
1	1. Intro to UbD - Chapter 1 2. Gaining Clarity on Goals - Chapter 3	1. Video Introduction 2. Identifying Goals & Standards
2	1. Essential Questions - Chapter 5 2. Thinking like an assessor - Chapter 7	1. Essential Questions 2. Learning Objectives 3. Summative Assessments & Rubrics a. RubiStar
3	3. Optional - Module G - Determining evidence of understanding	
4	1. The Design Process - Chapter 11 2. Optional - Module B - The UbD template	1. Unit Plan a. Calendar of semester learning activities
5		
6	1. Planning for learning - Chapter 9	1. Supplementary Materials files 2. Lesson Planning 3. Formative Assessments 4. Active Learning
7		
8		
9		1. Final UbD Plan 2. Personal UbD Infographic
10		

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.