



EDUC 628 Secondary Methods 3
Curriculum Development/Planning
Spring 2019
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

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](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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 (see 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 acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
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** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality

education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Attendance Policy

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation. Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence. Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course. Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

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 to 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 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, whether that be by withdrawal or incomplete.

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 final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. 31 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.
4. 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. Unless otherwise specified, missing one week will drop the student one letter grade.
5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade