



ED 420 - Integrated Curriculum
Fall 2019
3 Credits
Online

Instructor: Scott Wylie, Ph.D.
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Office Hours: By Appointment
Office Location: Online

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 provides an examination of the broad aims of education through the inquiry approach on the social studies. Emphasis is on writing a social studies based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined. 10 hours of O&P is required.

Essential Questions:

- What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
- How do I create effective integrated curriculum that includes the necessary resources, materials, tools and subjects?

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 be able to identify, evaluate and further develop currently available K-6 integrated curricular materials.
2	Students will be able to create original and integrated curricular materials for K-6 students. These materials will a) have foundations in science and social studies and be supported by learning activities in math and ELA; b) integrate appropriate, relevant and meaningful technology; and c) be founded on research-based best practices in STEM education (e.g., place-based, case-based, problem-based, and project-based learning).

Alignment of Learning Outcomes:

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

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:

Class Discussions	220 Points
O&P Reflection Paper	50 Points
Unit Plan	<u>100 Points</u>
Total:	370 Points

Letter grades are defined as follows:

A (370-333 points)	B (332-296 points)	C (295-259 points)	F (258-0 points)
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Class Discussions

Over the course of the semester, you will participate in ten 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 250 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 250 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 10 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 250 words	Minimum of 175 words	Minimum of 100 words	Shorter than 100 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)				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 250 words	Minimum of 175 words	Minimum of 100 words	Shorter than 100 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

O&P Reflection Paper

This semester you are expected to complete a minimum of 10 hours of O&P (either in your own classroom or another teacher’s classroom). Remember, O&P stands for **Observation and Participation**. So, don't just sit in the back of the room watching, get involved! Ask your cooperating teacher what you can do to help. The extent to which you will be able to participate will vary by school, so I'm not going to be prescriptive in this assignment. However you can participate works for me, as long as you are participating!

Based on your time in the classroom, you will write a 300-word reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. O&P reflections will be graded according to the rubric in Canvas.

Unit Plan Project

For this project, you will develop a two to 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 (100 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 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 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. (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. (3 points)	The grade-level and/or standards are missing. (0 points)
UbD Framework (Stages 1, 2, & 3)	UbD Framework is complete, logical, and coherent. (30 points)	UbD Framework is complete, and mostly logical and coherent. (20 points)	The UbD Framework is only partially complete or is vague and unclear. (10 points)	The UbD Framework is missing. (0 points)
Assessment Handout and Rubric	Assessment handout and rubric is professional and student	Assessment handout and rubric is adequate and student	Assessment handout and rubric is poorly designed and/or	Assessment handout and rubric is missing or unclear.

	instructions are clear. (30 points)	instructions are mostly clear. (20 points)	student instructions are confusing. (10 points)	(0 points)
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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	Paradigm Shifts in Education	See Canvas for Assigned Readings
Week 4	Introduction to Backward Design	Wiggins & McTighe (2005) <i>Introduction</i> <i>Ch 1 – Backward Design</i>
Week 5	Introduction to Integrated Curriculum	See Canvas for Assigned Readings
Week 6	UbD Stage 1 - Desired Results	Wiggins & McTighe (2005) <i>Ch 3 – Gaining Clarity on our Goals</i>
Week 7	UbD Stage 2 - Evidence	Wiggins & McTighe (2005) <i>Ch 7 – Thinking Like an Assessor</i>
Week 8	UbD Stage 3 - Learning Plan	Wiggins & McTighe (2005) <i>Ch 9 – Planning for Learning</i>
Week 9	Lesson Planning ASSIGNMENT DUE: Unit Plan Project	See Canvas for Assigned Readings
Week 10	Course Reflection	No Assigned Reading