



ED 420 Integrated Curriculum
Fall 2020
3 Credits
Online

Instructor: Katrina Roseler, 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 sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-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. **Required: 10 hours of O&P. Observation and Participation fee applies.** Prerequisites: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Essential Questions:

- What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
- How do I create an 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):

#	Program Outcomes (POs)
1	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

#	Course Learning Outcomes (CLOs): In this course, students will:
1	engage in and reflect upon personal engagement with integrated learning experiences
2	create original and integrated curricular materials for K-6 students. These materials will <ol style="list-style-type: none"> a. have a foundation in science and be supported by learning activities in Math and Language Arts. b. integrate appropriate, relevant and meaningful technology c. be founded on research-based best practices (e.g., place-based, case-based, problem-based, and project-based learning).

Alignment of Learning Outcomes:

	CLO1	CLO2	CLO2a	CLO2b	CLO2c
Marianist Values	Provide an integral quality education Educate for adaptation & change	Educate for adaptation & change	Provide an integral quality education	Educate for service, justice & peace Educate for adaptation & change	Educate for adaptation & change
CUH Core Competencies	Written Communication	Written Communication			
Program Outcomes	2	1	2	2	2, 3

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).
katrina.roseler@chaminade.edu

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. Every effort will be made to grade each discussion or assignment with one week of submission. Please check Canvas for feedback on your discussions or assignment and incorporate this feedback as you progress through the course.

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

O&P Assignments	20%
UbD Planning	80%

Letter grades are defined as follows:

A (90-100%)	B (80-89.9%)	C (70-79.9%)	F (0-69.9%)
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Class Discussions (16 points each)

Over the course of the semester, you will participate in online discussion threads about the assigned topics. These discussions are the central component of the course and participation is required. These discussions are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge ideas – 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 Saturday. 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. Further, you are also required to post a minimum of one response to a classmate by 11:59pm every Monday. 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.*** (Please see rubric in Canvas).

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.*

Key Assignments:

O&P Reflection Paper (50 points)

This semester you are expected to complete a minimum of 10 hours of O&P. Based on your experience, 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.

UbD Unit Plan Project (100 points)

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 desired grade level and subject area, and should include the relevant state and/or national standards..

Course Policies:

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is 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.

Activities Schedule

Date	Topic / Assignments Due	Readings
Week 1	Defining Science Education	See Canvas for Assigned Readings
Week 2	Community Resources	See Canvas for Assigned Readings
Week 3	Introduction to Integrated Curriculum O&P Reflection #1	See Canvas for Assigned Readings
Week 4	Introduction to Backward Design O&P Reflection #2	Wiggins & McTighe (2005) <i>Introduction Ch 1 – Backward Design</i>
Week 5	UbD Stage 1 - Desired Results O&P Reflection #3	Wiggins & McTighe (2005) <i>Ch 3 – Gaining Clarity on our Goals</i>
Week 6	UbD Stage 2 - Evidence O&P Reflection #4	Wiggins & McTighe (2005) <i>Ch 7 – Thinking Like an Assessor</i>
Week 7	Rubrics O&P Reflection #5	No Assigned Reading
Week 8	UbD Stage 3 - Learning Plan O&P Final Reflection	Wiggins & McTighe (2005) <i>Ch 9 – Planning for Learning</i>
Week 9	Lesson Planning	See Canvas for Assigned Readings
Week 10	Unit Plan Project Course Reflection	No Assigned Reading

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Notice of Nondiscrimination

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

ADA Accommodations

Chaminade University of Honolulu offers accommodations for **all actively enrolled** students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Academic Conduct:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from

the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook](#)

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.

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.