



EDUC635 Course Syllabus (Winter 2022, 3 Credits)
Long and Short Range Planning -- Online
School of Education and Behavioral Sciences
[Chaminade University Honolulu](#)
3140 Waialae Avenue - Honolulu, HI 96816

Instructor: Scott Wylie
Email: scott.wylie@chaminade.edu

Office Hours: [By Appointment](#)
Office Location: N/A

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).

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 to 12 Teach for America placements.

Course Overview:

In this course you will learn how to develop lesson and unit plans, along with outlining a curriculum map for a year-long course. We will focus on backward design as part of the *Understanding by Design* framework.

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

While all five characteristics are present in this course, we will pay particular attention to “provide an integral, quality education.” To provide a high quality education, teachers must spend significant time planning and preparing their lessons. This course provides students with strategies for planning their courses at various levels of detail - from year-long plans, to curriculum units, to individual lessons. Through the development of these plans, teachers will be better prepared to meet the needs of their students and provide an integral, quality education.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

CUS Core Competencies:

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

Program Learning Outcomes (PLOs):

Upon completion of the M.A. in Teaching program, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate 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.

Upon completion of the M.A. in Teaching, Secondary Education program, students will be able to:

1. Synthesize knowledge of learner development, learner differences,

- diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
 3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary 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):

Upon completion of this course, students will be able to:

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
Marianist Values	2, 4	2	2	4	2
CUS Core Competencies	1, 4	1, 4	1, 4	1, 4	1, 4
Program Learning Outcomes	2, 4, 5	1, 2	2	2, 3	3

Required Texts:

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

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. 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 | 60 Points |
| ● Total: | 330 Points |

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter

- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (330-297 points)	B (296-264 points)	C (263-231 points)	D (230-198 points)	F (197-0 points)
-----------------------	-----------------------	-----------------------	-----------------------	---------------------

Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, all late assignments will receive a lower grade.

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.*

Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

University Policies

Disability Access:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Attendance Policy:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

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:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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
---------	--------------------------------------	---------------------