

**WAYLAND BAPTIST UNIVERSITY
SCHOOL OF EDUCATION
PLAINVIEW CAMPUS**



Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

**EDUC 4328 Curriculum and Assessment for the Secondary Teacher
Fall 2010 August 16 – October 30**

INSTRUCTOR'S NAME: Marcia J. Talkmitt, MEd
PHONE NUMBER(S): 806-928-7303 (Please feel free to text or call)
E-MAIL ADDRESS: marcia.talkmitt@valornet.com
PERSONAL WEBSITE: <http://www.vesamotex.net/>
OFFICE HOURS: Thursdays prior to class 5:00pm – 6pm or by arrangement
OFFICE: 801 N. Quaker Avenue, Lubbock

COURSE DESCRIPTION: This course provides a field-based interactive approach to the study of curriculum and instruction. Students will examine major curriculum and assessment trends needed for the future in the secondary school. A practical field-based component of eight hours will be integrated with the study of these future trends. Prerequisite: EDUC 3302

METHOD OF INSTRUCTION: This is an activities-based course with the inclusion of blogs that enable each student to reflect on the topics. Each activity will be preceded with instruction and modeling of the activity by the instructor either through face-to-face instruction on regularly scheduled class times or through online media. The activities will include planning, preparation, and presentation of models of instruction and assessment in a field-based experience on the secondary level.

REQUIRED TEXTBOOK AND RESOURCE MATERIALS:

Gunter, M. A., Estes, T. H., and Mintz, S. L. (2007). *Instruction: A models approach* (5th Ed.). New York: Allyn & Bacon.

Pink, D. H. (2006). *A whole new mind*. New York: Riverhead

Purdue Online Writing Lab (August 2010) APA Formatting and Style Guide. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

Texas Education Agency. (August 2010) Texas Essential Knowledge and Skills. Retrieved from <http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Education Agency. (August 2009). Texas Testing and Accountability Retrieved from http://www.tea.state.tx.us/index.aspx?id=2147484910&menu_id=660&menu_id2=795&cid=2147483660

COURSE OUTCOME COMPETENCIES:

- PPR 8-12 Educator Standard One: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. The student will be able to:
 - Plan instruction that motivates students to want to learn and achieve
 - Exhibit appropriate knowledge of a subject to promote student learning
 - Use a variety of pedagogical techniques to convey information and teach skills
 - Use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives and communicate that assessment criteria and standards to students
 - Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding

- PPR 8-12 Educator Standard Three: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. The student will be able to:
 - Interact with students in ways that reflect support and show respect for all students
 - Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
 - Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions
 - Use flexible grouping to promote productive student interactions and enhance learning
 - Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning.

COURSE OUTLINE: Course topics are covered on the following page, which contains the proposed course schedule.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES,

COURSE REQUIREMENTS AND GRADING CRITERIA: Class Activities, class blog entries, practicum or observation experience, attendance, and a final paper as outlined in the class schedule will be used to assess learning.

ATTENDANCE POLICY: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

MAKEUP/LATE POLICY: All assignments will be due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. No points will be deducted from the assignment if the reasons are acceptable to the professor. If the assignments are late because of negligence of the student, 1 point per day will be deducted from the grade.

PARTICIPATION POLICY: Students are expected to submit class assignments with punctuality and to participate actively in the class discussions. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you would not use the excuse for your boss/principal, do not use it as excuse for this class. You will never be better as a teacher than you are a student.

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EDUC 4238 Suggested Schedule					
Date	PPR 8-12 Educator Standard		Topic/Resource	Assessment Due by Sunday Midnight following the classroom instruction period	Point Value
	PPR 8-12 Educator Standard One: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. The student will be able to:	PPR 8-12 Educator Standard Three: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. The student will be able to:			
Thursday 8/19/2010 Assessment Due by midnight 8/22	<ul style="list-style-type: none"> • Plan instruction that motivates students to want to learn and achieve. • Exhibit appropriate knowledge of a subject to promote student learning. • Use a variety of pedagogical techniques to convey information and teach skills. ▪ Use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives and communicate that assessment criteria and standards to students. • Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding. 	<ul style="list-style-type: none"> • Interact with students in ways that reflect support and show respect for all students. ○ Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing. ○ Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning. ▪ Use flexible grouping to promote productive student interactions and enhance learning. ▪ Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning. 	A Whole New Mind -- Ch 1, 2, 3 Conceptual Age	Left Brain/Right Brain Test	10
Thursday 8/26/2010 Due by midnight 8/29			Instruction A Models Approach (IMA) -- Ch 19 Wisdom of Practice -- What Good Teachers Do	Discussion/Activity Reflection Blog	10
Thursday 9/02/2010 Assessment Due by midnight 9/5			A Whole New Mind -- Ch 4,5,6,7,8 The Six Senses	Discussion/Activity Reflection Blog	10
			IMA Ch 1 & 2 Planning for Instruction and Organizing Content Texas Essential Knowledge and Skills	Discussion/Activity Reflection Blog	10
			IMA Ch 3 Instructional Objectives, Assessment, and Instruction Texas Testing and Accountability	Discussion/Activity Reflection Blog	10
Thursday 09/09/2010 Assessment Due by midnight 9/12			• IMA Ch 4 The Direct Instruction Model	Discussion/Activity Reflection Blog	10
Thursday 09/16/2010 Assessment Due by midnight 9/19			❖ IMA Ch 5 Concept Attainment Model	Discussion/Activity Reflection Blog	10
			❖ IMA Ch 6 Analyzing Relationships between Parts of a Concept	Discussion/Activity Reflection Blog	10
			❖ IMA Ch 7 Problem Centered Inquiry Models	Discussion/Activity Reflection Blog	10
Thursday 09/23/2010 Assessment Due by midnight 9/26			❖ IMA Ch 8 Synectics Model	Discussion/Activity Reflection Blog	10
	❖ IMA Ch 9 Cause and Effect Model	Discussion/Activity Reflection Blog	10		

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Thursday 09/30/2010 Assessment Due by midnight 10/3			❖ IMA Ch 10 Socratic Seminar Model	Discussion/Activity Reflection Blog	10		
			❖ IMA Ch 11 Vocabulary Acquisition Model	Discussion/Activity Reflection Blog	10		
Thursday 10/07/2010 Assessment Due by midnight 10/10	<ul style="list-style-type: none"> • Plan instruction that motivates students to want to learn and achieve. • Exhibit appropriate knowledge of a subject to promote student learning. • Use a variety of pedagogical techniques to convey information and teach skills. ▪ Use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives and communicate that assessment criteria and standards to students. ▪ Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding. 	<ul style="list-style-type: none"> • Interact with students in ways that reflect support and show respect for all students. ○ Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing. ○ Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning. ▪ Use flexible grouping to promote productive student interactions and enhance learning. ▪ Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning. 	❖ IMA Ch 12 Resolution of Conflict Model	Discussion/Activity Reflection Blog	10		
					❖ IMA Ch 13 Eggen and Kauchak's Integrative Model	Discussion/Activity Reflection Blog	10
					❖ Rough Draft of Class Paper	Rough Draft of Class Paper due	50 bonus points possible
Thursday 10/14/2010 Assessment Due by midnight 10/17					❖ IMA Ch 14 Cooperative Learning Models	Discussion/Activity Reflection Blog	10
					❖ IMA Ch 15 Supporting Strategies	Discussion/Activity Reflection Blog	10
Thursday 10/21/2010 Assessment Due by midnight 10/24			IMA Ch 16, 17, 18 Matching Objectives to Instructional Models -- Case Studies IMA Ch 19 <i>Revisited</i> Wisdom of Practice -What Good Teachers Do	Discussion/Activity Reflection Blog	10		
				Classroom Observation Blog	100		
				Final Paper Due	100		
Thursday 10/28/2010				Total Points	400		
❖ Possible Online Segment with MS PowerPoint Available and other resources including, but not limited to videos and supplemental readings for understanding							
Grade Distribution		360-400 A (90-100)	320-359 B (80-89)	280-319 C (70-79)	240-279 D (60-69)	< 240 F	

UNIVERSITY GRADING SYSTEM:

A	90-100	Cr	For Credit*
B	80-89	NCR	No Credit
C	70-79	I	Incomplete**
D	60-69	W	Withdrawal
F	below 60	X	No grade given
		IP	In Progress

* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

**A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and attendance requirements have been met.

Grading Rubrics for assignments and required work.

Blog/Discussion Rubric

OUTCOME ASSESSED	Beginning	Developing	Proficient	Strong	Total Points Possible
	1	2	3	4	
<i>Intellectual Engagement with Key Concepts</i>	Blog entries make no reference to issues raised through readings and/or class activities	Blog entries make some reference to issues raised through readings and/or class activities	Blog entries demonstrate awareness of most of the key issues raised through readings and/or class activities	Blog entries demonstrate engagement with the important issues raised through readings and/or class activities	12 total points possible (2 bonus points included for exceptional postings)
<i>Personal Response to Key Concepts</i>	Blog entries show no personal response is made to the issues/concepts raised in the readings/activities	Blog entries convey little evidence of a personal response to the issues/concepts raised in the readings/activities	Blog entries convey evidence of a personal response to the issues raised in the readings/ activities, and demonstrate that the author is capable of reflecting on learning, technology, and society.	Blog entries convey extensive evidence of a personal response to the issues raised in the readings/ activities, and demonstrate the author's growth through reflection on learning, technology, and society.	
<i>Engaged Writing</i>	Blog entries use incorrect grammar and syntax consistently, making it difficult for others to follow. No links are included connecting your thoughts to those of others.	Blog entries demonstrate some evidence of correct spelling, grammar, punctuation, etc. Audience will have little trouble reading your blog. An occasional link is included.	Blog entries show a good command of Standard English. No problems for your audience. Most blog entries include links.	Blog entries show a very good command of Standard English and have some flair and originality. Blog entries may contain multiple links.	

Modified from a rubric found at http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html

Classroom Observation Rubric (May be revised later)

OUTCOME ASSESSED	Beginning	Developing	Proficient	Strong
	10	15	20	25
<i>Overall Use of Blogs</i>	Blog entries are few and generally simple retellings of personal events. No comments are made on blogs of others.	Almost all required blog entries and comments have been completed.	Five blog entries and five comments are submitted, though not all of them may give evidence of a substantial contribution.	Five blog entries and five comments are submitted, all of which are substantial. Beyond the required five, your blog includes many more reflections.
<i>Intellectual Engagement with Key Concepts</i>	Blog entries make no reference to issues raised through readings and/or class activities	Blog entries make some reference to issues raised through readings and/or class activities	Blog entries demonstrate awareness of most of the key issues raised through readings and/or class activities	Blog entries demonstrate engagement with the important issues raised through readings and/or class activities
<i>Personal Response to Key Concepts</i>	Blog entries show no personal response is made to the issues/concepts raised in the readings/activities	Blog entries convey little evidence of a personal response to the issues/concepts raised in the readings/activities	Blog entries convey evidence of a personal response to the issues raised in the readings/ activities, and demonstrate that the author is capable of reflecting on learning, technology, and society.	Blog entries convey extensive evidence of a personal response to the issues raised in the readings/ activities, and demonstrate the author's growth through reflection on learning, technology, and society.
<i>Engaged Writing</i>	Blog entries use incorrect grammar and syntax consistently, making it difficult for others to follow. No links are included connecting your thoughts to those of others.	Blog entries demonstrate some evidence of correct spelling, grammar, punctuation, etc. Audience will have little trouble reading your blog. An occasional link is included.	Blog entries show a good command of Standard English. No problems for your audience. Most blog entries include links.	Blog entries show a very good command of Standard English and have some flair and originality. Blog entries may contain multiple links.
Total Points Possible -- 100				

Modified from a rubric found at http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html

More information will be supplied for classroom observations including observation selections, observation school parameters, and observation documentation with teacher and principal; as well as, general guidelines for the observation experience.

Paper Rubric

CRITERIA	DESCRIPTION	POINTS
Content	Content is thorough, coherent and expresses ideas from course texts in a well thought out reflection (15 points); clearly sets out a thesis with an introduction and conclusion (15 points); cites at least 3 pedagogical techniques in curriculum and assessment (15 points); and clearly articulates an understanding of who YOU are as a teacher and your approach to curriculum and assessment (15 points).	60.0
Bibliography / Citations	Use APA style for in-text citations and bibliography; a bibliography MUST be included. (Please note that bibs + citations with more than 4 minor APA minor errors warrant a deduction of 1.0 point).	10.0
Headings	Clearly delineate the 3 parts to your paper (Remember to have a introduction as well as a conclusion): 1. Discuss what you thought about curriculum and assessment before a formal course was taken. 2. What did you learn about curriculum --- pedagogical methods are you feel that will be a good fit for you as a teacher? 3. How do you feel about assessment and what can you do to provide students with the necessary support that they need for mandated assessments regardless of your opinion?	10.0
Length	10 pages, double-spaced, 12 pt. font, Times New Roman, 1 inch margins (excluding bibliography)	5.0
Additional Readings	You are required to cite (4) additional sources (books or articles) in your reflections that will give added value to your paper.	15.0
	TOTAL	100 POINTS

Please visit Purdue Online Writing Lab (August 2010) APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/> for APA help or consult an APA Manual (6th Edition) <http://www.apastyle.org/>.

ACADEMIC HONESTY:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

PLAGIARISM:

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to document information accurately or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving, or soliciting of any materials, items, or services of value to gain academic advantages for yourself or another.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

DISABLED PERSONS:

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities the first class meeting.