

ARGOSY UNIVERSITY

SCHOOL OF EDUCATION

Multiple Subject Program

E6902: Curriculum & Instruction for Diverse Elementary School Settings-On-Line

Fall I 2006

Location: San Francisco

Dr. John Luster

Consistent with accepted academic practices and procedures, this syllabus may be revised or changed by the instructor

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Required Texts

Biehler, R. F., and Snowman, J. (2006). Psychology applied to teaching (11th ed.). Boston: Houghton-Mifflin. ISBN: 0618768785

Orlich, D., Harder, R.J. Callahan, R.C., and Gibson, H. W. (2004). Teaching strategies: A guide to better instruction (7th ed.). Boston: Houghton Mifflin. ISBN: 0618660712

Course Description

The online course is designed as a comprehensive course in the area of curriculum and instruction for diverse elementary school settings. The student will be introduced to the various models of educational, curricular, behavior management and formal and informal assessment practices in elementary schools. The student will learn about the principles of learning involved with the diverse child with varying learning abilities and the application of knowledge to educational practices. Students will learn the critical elements of planning for instruction, including the use of technology, grouping for instruction and partner learning. The student will complete fieldwork in diverse elementary classroom settings.

Argosy University Statement Regarding Diversity

Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Argosy University Statement Regarding Americans with Disabilities Act (ADA)

It is the policy of Argosy University/San Francisco Bay Area Campus to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans With

Disabilities Act (ADA). If you are a student with a disabling condition and need accommodations in order to complete your requirements, please make an appointment with the course instructor as soon as possible to discuss your request. Information disclosed by a student after completing the Final Examination cannot be considered in evaluating the student's performance. So, please make this an optimal experience by letting the instructor know of any accommodations needed at the outset of the course. All information discussed must be held in confidence.

Purpose and Goals

The primary aim of this course is to allow students to critically examine the goals of education and the curriculum framework in the elementary setting. The class will then build upon this understanding to allow students to develop the ability to apply various theories and techniques in support of the existing framework in elementary settings.

Course Goals include:

1. Interpretation of major learning theories through various applications in the course assignments and display through the utilization of positive classroom discipline behavior plans.
2. Developing lesson plans that demonstrate the ability to conceptualize, organize and implement strategies that result in multicultural, democratic classroom environments.
3. Identifying learning styles, learning strengths and weaknesses.
4. Examining the multiple uses of technology in teaching and learning.
5. Developing a personal philosophy of education.
6. Demonstrating the ability to produce a lesson that exhibits the utilization of teaching strategies that enhances the student learner's abilities at all levels and abilities.
7. Identify positive teaching strategies through the utilization of classroom observations; noting the specific techniques relating to technology and cooperative learning.
8. Ability to identify and demonstrate types of formal and informal assessments utilized in the classroom.
9. Demonstrate the use of techniques that are appropriate as cross-curriculum strategies.
10. Ability to produce an effective classroom management system that enhances student learning.
11. Develop an understanding and demonstrate an ability to differentiate instruction for students with special needs.

Course Requirements

1. Students are expected to read all texts and any supplemental materials as scheduled. Weekly participation in threaded discussions and completion of all assignments is expected of all students.
2. Curriculum in a diverse setting. Students are required to respond to threaded discussions and to complete assignments for each lesson module. Due dates will be found in each module.
3. Successful completion of major curriculum and behavior management projects. Requirements and due date are listed in modules 2 and 3.
 - Note: All written work is to follow APA guidelines with all necessary citations and the utilization of correct grammar, spelling, etc. Work is to be double-spaced with the 12 point type font size. Each lesson should have the following information:

Student's Name; Course Name and Number; Lesson Number

4. Two week unit of instruction. Requirements and due dates are posted in module 5.
5. Differentiated classroom instructional module using universal design. Requirements and due dates are posted in module 6.
6. Final Examination. Requirements and due dates will be found in module 7-7.5.

Grading Criteria

1. Assignments. One thru seven (7 points maximum each lesson) Learning activities are contained in the discussion section of the syllabus. Learning activities are to be submitted by Sunday weekly lesson. Due dates are posted in the online discussion modules. **49 points maximum.**
2. Submission of weekly "Discussion Question" (4 points maximum each lesson. Discussion questions are found in the discussion section of the syllabus. Discussion question is to be submitted by Sunday of the weekly lesson. Due dates are posted in the online discussion modules. **28 points maximum.**
3. Curriculum and Behavior Management Project are posted in module 2 and 3 in the syllabus. **Five points each for 10 points maximum.**
4. Two week unit of instruction. Requirements and due dates are posted in module 5. **5 points maximum.**
5. Differentiated instruction using universal design. Requirements and due dates are posted in module 6. **5 points maximum.**
6. Final Examination See module 7 in the syllabus. **8 points maximum.**

Total:

100 Points

Grading Scale

90-100 Points	A
80-89 Points	B
70-79 Points	C
Less than 70	F

Curriculum and Instruction for Diverse Elementary Settings **CLASS and Reading SCHEDULE**

CLASS Week

1. Introduction. The institution of schooling Chapters. 1 & 2 in *Teaching Strategies*, Effective teaching, practices application. the reflective teacher, theories of psychosocial and cognitive development. Chapters 1, & 2 in *Psychology Applied to Teaching*.
2. Planning for instruction; Chapters. 3,& 4 in *Teaching Strategies*

- Objectives and instructional Planning; Age level characteristics. Understanding student differences, Chapters 3, & 4 in *Psychology Applied to Teaching*.
- 3 Planning for instruction; Chapters. 3, & 4 in *Teaching Strategies*
Understanding cultural diversity and accommodating student variability. Chapters 5 & 6 in *Psychology Applied to Teaching*.
 - 4 Classroom resources, motivational theories; Chapters 5 & 6 in *Teaching Strategies*
Social learning theories, and Information processing theory. Chapters. 7 & 8 in *Psychology Applied to Teaching*.
 - 5 Instructional strategies; 7 & 8 in *Teaching Strategies*. Constructivist learning theory, motivation, problem solving and transfer, Approaches to instruction. Chapters 9, 10, & 11 in *Psychology Applied to Teaching*. Higher level thought process, management and assessment, Chapters. 9 & 10 in *Teaching Strategies*.
 - 6 Classroom management, assessment of classroom learning and understanding tests. Chapters 12, 13 & 14 in *Psychology Applied to Teaching*
 7. 7.5 Final Examination due

**California Commission on Teacher Credentialing
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs**

Organizational Chart of the Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

- TPE 1: Specific pedagogical skills for subject matter instruction
 - TPE 1A: Subject-specific pedagogical skills for Multi-Subject teaching
 - TPE 1B: Subject-specific pedagogical skills for Single subject teaching

B. Assessing Student Learning

- TPE 2: Monitoring student learning during instruction
- TPE 3: Interpretation and use of assessments

C. Engaging and Supporting Students in Learning

- TPE 4: Making content accessible
- TPE 5: Student engagement
- TPE 6: Developmentally appropriate teaching practices:
 - TPE 6A: Developmentally appropriate teaching practices in K-3
 - TPE 6B: Developmentally appropriate teaching practices in 4-8
 - TPE 6C: Developmentally appropriate teaching practices in 8-12
- TPE 7: Teaching English Language Learners
- TPE 8: Instructional Technologies

D. Planning Instruction and Designing Learning Experiences

- TPE 9: Learning About Students
- TPE 10: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

- TPE 11: Instructional Time
- TPE 12: Physical Environment
- TPE 13: Social Environment

F. Developing as a Professional

- TPE 14: Working with others to improve student learning
- TPE 15: Professional, legal and ethical obligations

Teacher Performance Expectations Addressed
Critical Assessment Tasks noted on Right Axis “F”=Formative, “S”=Summative

TPE Addressed → ↓Topic, Assgnmt	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CAT
Professional Portfolio	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	F&S
Lesson Design One-Six	X	X		X	X		X	X	X	X		X		X	X	X	F
Weekly Discussion Qs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		F
Curric and Bhvr Plan Project		X	X			X	X	X			X		X			X	F
Two week Unit of Instruction		X	X	X	X		X			X		X		X		X	F
Diffrentiated Inst,- Universal design	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	F&S
Lectures and Activities	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	F
Final Examination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	S