

Course Syllabus for **CI 149** Department of Curriculum & Instruction

Curriculum, Instruction, and Technology in Secondary Classrooms
Pre-Requisite Course (3 units)
Semester-long Course

CI 149 Faculty	Contact Information	Office Hours
Dr. Earl Aguilera	Email: eaquilera@csufresno.edu Office: ED 233 Videochat Meeting Room: 7979297922 Twitter: @mister_ayyye Canvas: https://fresnostate.instructure.com/	Office Hours: Schedule Online: 30-Minute Meeting OR 1-Hour meeting General availability: M-F, 9am-5pm

Course Description (from Catalog)

This course will include the use of research to inform decisions about instructional planning, pedagogical strategies, assessment, and classroom organization to facilitate learning for all students in secondary classrooms. Additionally, the use of current and emerging technologies to enhance learning will also be covered.

Course Overview

This course is a prerequisite toward admission to the Single Subject Credential Program. The primary goal of this course is to **introduce** prospective credential candidates to important foundational concepts around curriculum, instruction, and classroom organization that are present within the Teacher Performance Expectations (TPEs). The TPEs are research-based standards mandated by the California Commission on Teacher Credentialing (CCTC) and comprise the body of knowledge, skills, and abilities that beginning secondary teachers will need to successfully complete the credential program. To learn more about the Single Subject Credential Program, please visit:

<http://fresnostate.edu/kremen/credential/singlesubject/>

Course Goals

Through reading, discussion, collaboration, creation, and reflection, this course invites students to engage in critical reading, discussion, collaboration, creation, and reflection about: a.) how curriculum is determined in California school districts and the professional responsibilities that come with teaching; b.) how to plan for effective instruction for students in an inclusive classroom; c.) how to use a variety of strategies to actively involve all students in their own learning; d.) how to assess students' learning; e.) how to organize and manage a classroom.

Candidate Learning Outcomes

The learning outcomes are aligned with the Teaching Performance Expectations (TPE) which are standards adopted by the California Commission on Teacher Credentialing (CCTC), and the Candidate Dispositions, adopted by the Kremen School of Education and Human Development: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-long Learning.

Candidate Learning Outcomes (with aligned TPEs). Candidates will...
...reflect on how the knowledge of learners' strengths and prior experiences is an important aspect in engaging them in learning (1.1).
...practice connecting classroom learning to the real world (1.3).
...practice engaging learners in critical and creative thinking, inquiry, problem solving, and reflection (1.5).
...practice creating a productive learning environment with high and clear expectations for all students through communicating classroom routines, procedures, and norms (2.6).
...examine the adopted California State standards for their content area (3.1).
...gather and apply knowledge about students to organize the curriculum to facilitate student learning (3.2).
...plan & design instruction drawing on evidence-based practices (3.3).
...introduce academic language within learning activities to promote the subject matter knowledge of all students (3.5).
...use technology to engage learners and support teaching and learning (3.7)
...practice locating students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes (4.1).
...plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourages student participation in learning (4.7).
...access digital resources to develop technology-rich lessons that engage all students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning (4.8).
...develop an understanding of the differences between assessments (formative, summative, etc.) (5.1).
...use technology as a tool to communicate learning outcomes to students and families (5.4).
...reflect on their own teaching practice for the purpose of improving student learning (6.1).
...engage in communication with colleagues for the purpose of improving their teaching practice (6.3).
...engage with the responsibilities of the teaching profession, including how to conduct themselves with integrity and model ethical conduct for themselves and others (6.5).

...analyze laws concerning professional responsibilities, including the responsible use of social media and other digital platforms and tools (6.6).

Course Requirements

Required Materials

Students will need access to a computer or mobile device with a reliable internet connection, internet-connected video/audio recording, such as a smartphone, tablet, or camera, word processing software, and an account on a video hosting service (YouTube, Vimeo, etc.) Headphones may be helpful as well for listening to content on the go. A quiet place to work/study is also recommended. Please reach out to me as soon as possible if you feel you will have challenges accessing these resources throughout the semester.

Required Readings

Core readings for the course are linked in the [Course Schedule](#) of this document.

Student Contributions

- **Community and Knowledge-Building Activities.** I will be inviting all of you to take an active role in analyzing, critiquing, and reflecting a variety of topics during our course. Your participation in these activities greatly enhances the learning of everyone in this course, and thus will be a key factor in your final course evaluation. These include assigned readings, video viewings, discussion board activities, web search projects, and more. Due dates for these assignments will be listed on Canvas (with major assignments listed in the [Course Schedule](#), below). Please note that all assignments need to be turned in on time to receive full credit in this course. If you are having issues meeting these expectations, please reach out to me as soon as possible.
- **Signature Assignment: First Year Teacher Starter Kit.** Think of this project as an online portfolio of artifacts that you can draw on for teacher certification as well as the job search. Each component will be due at various points throughout the semester, with the [final evaluation](#) of the portfolio occurring at the end of the course.
 - **Teacher Webpage:** You will create a webpage to serve as your “introduction” to the professional teaching world, as well as your future students. This website will include the following components:
 - Welcome Area (Also known as the “landing” area of the website): This page will welcome students, parents, and other visitors to your site.
 - Teacher Introduction Section: This page will include details regarding who you are as a teacher.
 - Expectations & Commitments Section: This section will address your expectations for learners taking part in your future classes, as well as your commitments as a teacher.
 - **Written Demo Lesson Plan:** This documents will represent your understanding of the different components of a lesson plan, as well as your understanding of supporting students with diverse backgrounds, experiences, and needs in your class.
 - **[Flipped Classroom 2.0](#) Video:** Following the model of the “flipped” classroom, you will produce a short video that students can watch outside of your class, either to review a topic or concept, introduce a new idea, or frame a project/assignment.

Other Evidence of Learning

- **Video/Media Uploads.** Throughout the course, you may be asked to engage with course topics by uploading video or audio files using platforms such as Flipgrid, Vimeo, or Youtube. Outside of instructor and peer review access, permissions and privacy settings for these uploads will be determined by students.
- **Peer Reviews.** All participants will be required to do a number of peer critiques through the semester on written lesson plans, video-recorded lessons, and slide decks. These critiques will take on a variety of formats, but should be delivered in a professional and collegial manner.

Course Policies

Course Grading

Your final grade for the course will be developed through a special process that includes 1) **examining** all of the work you've done in the class so far (your *portfolio*); 2) **self-evaluating** your own progress based on a set of standard shared by all students in the class (using a *rubric*); and 3) **making an argument** for why you deserve your self-evaluated grade (through a *reflective essay*). I will make a similar determination, and the grade that results from our negotiation will be the one I enter into the gradebook). We can also schedule a meeting to discuss your progress at any time during the course up to, and including the end of finals week. Keep in mind that your work completion for the course will only be part of this grade. For more details, see the [rubric](#) I have created and the brief descriptions of each standard in the section called "[Evaluation Standards](#)" below!

Grading Scale

To successfully complete this course, students must complete all course requirements and assignments and perform at a level of grade 'C' (Meets Standard) or better. Final course grades will be assigned using the following scale. A grade of 'D' is not a passing grade for graduate level courses. A student receiving a grade of 'D' will need to repeat the course and fulfill the above requirements to receive a passing grade.

Grade	Percent
A	100% - 90%
B	89% - 80%
C	79% - 70%
D	not passing

Grading Standards

This course, along with your Final Course Evaluation Grade, is designed to address to the following standards and aligned to the [California Standards for the Teaching Profession \(CSTP\)](#) and/or the [Teacher Performance Expectations for the Single Subject Credential Program](#). Please see those documents for even more details!

Assignment Completion (CSTP 6.6): Managing professional responsibilities is an important part of being a teacher. In this course, you will be asked to complete a variety of assignments, including important projects called “signature assignments.” Your successful completion and timely submission of these assignments will be a reflection of your ability to manage your professional responsibilities as a teacher.

Creating Positive Environments (TPE 2.2): As a teacher, one of your most important responsibilities is to create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive, in both physical and virtual spaces. Developing a teacher webpage, introduction video, expectations & commitments, and related materials will represent your progress toward this standard.

Lesson Planning (TPE 1.3) As a teacher, you’ll be expected to design lessons that connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. To represent your progress toward this standard, you’ll create a written lesson plan that shows your understanding of these areas.

Instructional Delivery (TPE 4.4). In addition to planning lessons, you’ll also be expected to implement instruction, with a focus on maximizing learning opportunities and providing access to the curriculum for all students by removing barriers and providing access through a variety of instructional strategies. To show your understanding, you’ll create an instructional video, related to your subject area, that addresses each of these points.

Supporting Colleagues (CSTP 6.3). Within and beyond the classroom, you will be expected to collaborate with colleagues and the broader professional community to support teacher and student learning. In this course, your interactions with your colleagues and with me, through discussion boards, peer reviews, media recordings, and other means will be used to evaluate your progress toward this standard.

Online Learning Environment

Because we are working together in an online environment, your “attendance” in the course will take place through your participation in all of our community and knowledge-building activities in a timely manner. We also want to make sure we are being productive and professional in all of our discussions, so to that end, I’ve included a list of [Community Guidelines](#) for us to follow, posted on Canvas.

My expectations for you are those that I hold for myself. Also, so that we may create a community of online learners, I expect that everyone will be eager to learn and share and contribute to the relaxed and risk-taking atmosphere we will strive to create.

My Teaching Philosophy

As an instructor, I believe that “walking the walk” is just as important as “talking the talk” when it comes to teacher education. What this means for our course is that I take responsibility for modeling the understandings, practices, and dispositions that I expect each of you to engage in and develop during our time together.

I also believe that knowledge is more than just something found in a textbook, the classroom, or even the outside world. Instead, it is something that people create together, and I will invite and encourage each of you to become part of a knowledge-building community in this course and beyond.

Finally, I believe that no one becomes an expert in any practice without spending a lot of time actually engaging in that practice. Therefore, I will push each of you to engage in as much teaching during the course as possible - whether teaching an audience through class presentations, teaching your colleagues through discussion and sharing, or teaching me about your growing understandings through your writing, I hope that you'll hold me accountable to these commitments.

If you ever feel that I'm not meeting expectations in any of these areas, I would be happy to start a conversation with you on how I might improve in my own teaching practice. I look forward to working with each of you.

Course Schedule

The following section is a tentative outline of our course topics and activities throughout the semester. Please note that this schedule is subject to change throughout the semester, though any changes will be reflected in this document.

<u>Meeting Date:</u>	<u>Topics, Readings, and Major Assignments Due:</u>
Week 1:	Getting Connected Due: Log in to Canvas ; Complete "Getting Connected" Module
Week 2:	The "Big Picture" of Teaching Read/Watch: "What Teachers Do"
Week 3:	The Context of Our Teaching: Students, Schools, & Society Read: How People Learn II: Context and Culture
Week 4:	Good Teachers, Good Teaching: Defining What Counts Read: What Makes "Good" Teaching?
Week 5:	Setting the Tone: Positive Expectations from Day One Read/Watch: "How Do I Develop a Positive Classroom Culture?"
Week 6:	The First Days of School: Meeting Students Where They Are Read: The First Days of School: It's Always Awkward in the Beginning Due: Teacher Webpage
Week 7	Using Time Wisely: Creating and Maintaining a Culture of Learning Read: What Is Class Culture? A Deep Look
Week 8	What Do I Teach? Part I: Subjects, Standards, and Curricula Read: How Do I Get Started with Planning? Due: Course Survey #2, Mid-Course Reflection*
Week 9	How Do I Plan? Instructional Design and Lesson Planning Watch: New Teacher Survival Guide: Planning

- Week 10** **How Do I Teach? Strategies for Engaging and Supporting Learners**
Read: [Small Strategies, Big Impacts](#)
- Week 11** **How Do I Know They Got It? Assessment & Evaluation**
Read: [I Want to Get Better at...Assessment](#)
- Week 12** **Every Student Matters: Differentiated and Responsive Pedagogies**
Read: [Dr. Phillips' Planning Guide](#)
Due: Written Demo Lesson Plan*
- Week 13** **Beyond the Classroom: Working with Colleagues**
Read: [New Teacher Survival Guide: Mentoring](#); [The ABC's of Feedback](#)
Due: Peer Reviews of Lesson Plans
- Week 14** **Teaching and Learning Through Technologies**
Read: [What Should Educators Know About Technology?](#)
- Thanksgiving Break - Nov 27 - 29: No New Module This Week!**
- Week 15** **Refining Our Practice: Evaluation and Reflection**
Read: [Measures of Effective Teaching](#); [The Value of Self Reflection](#)
Due: [Flipped Classroom 2.0](#) Videos*
- Week 16** **Keeping the Fire Alive: Celebration, Reflection, & Renewal**
Due: Video Peer Reviews, Revised Assignments (Optional), Instructor Evaluation
- Finals Week** **Final Grade Evaluation Meetings (by appointment), Grades Posted**
To Do: Review and confirm final grades!
Due: Student Grade Evaluation + Reflection*, Course Survey #3

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library, Room 1202 - (559) 278-2811.

Honor Code:

Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If so, this will be provided to students by the instructor on or before the last day of instruction.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so.

Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore \(http://www.kennelbookstore.com\)](http://www.kennelbookstore.com). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are

maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Subject to Change Policy

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Student Syllabus Agreement

By remaining enrolled in this course, you are agreeing to abide by the policies set forth in this syllabus, as well as those outlined by your instructor during the semester.