SYLLABUS FOR CURRICULUM, INSTRUCTION, AND TECHNOLOGY IN SECONDARY CLASSROOMS **CI149**	Link to Spring 2014 Syllabus: http://goo.gl/eNV9wH *Note: Printed copies of this syllabus will not be provided. Please print out a copy if you require a hard copy.*
Spring 2014	California State University, Fresno
Course Information	Instructors: Frederick L. Nelson, Ph.D. Alice Keeler , M.S.
Units: 3	Office Number: ED257 (Nelson)
Time: Nelson: Mondays 1:00-3:50 Keeler: Mondays: 1 - 3:50pm Tuesdays: 1 - 3:50pm and 4pm - 6:50pm	E-Mail: fnelson@csufresno.edu mrskeeler@gmail.com I check email daily (except for weekends), so you should expect a response from me to specific questions in an email in a day. You are expected to regularly access your Fresno State email account as this is the account used for official university correspondence and Blackboard communications.
Location: ED157	Telephone: 559-278-0261 (Nelson)
Website: http://alicekeeler.com/ci149	Office Hours: Mondays 10:00-11:30 am Room ED257 upstairs in Kremen for office hours

CI149 Website: https://sites.google.com/site/csufci149 CI149 Google Community: http://goo.gl/PpeoL	

Course Description

Use of research to inform decisions about instructional planning, pedagogical strategies, assessment, and classroom organization to facilitate learning for all students in secondary classrooms. Use of current and emerging technologies to enhance learning.

Prerequisites

Students are expected to have college level skills in reading, writing, collaborating, citation and plagiarism knowledge.

Required Textbooks and Materials

For this course students will be required to check their email account and Google + Community announcements regularly. Students will also need to have headphones as there will be some video elements to the course.

Required Texts:

Eggen, P. D., & Kauchak, D. P. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th Ed.). Boston, MA: Pearson.

Tucker, C. R. (2012). *Blended learning in grades 4-12: Leveraging the power of technology to create student-centered classrooms.* Thousand Oaks, CA: Corwin.

Additional online readings may be required.

Other Required Elements

Student Name Plate: http://goo.gl/R59pv Students are required to clearly display their name while in class or to clearly identify themselves in an online environment. It is important that the instructor is able to identify who students are in order to properly assign credit for participation and assessments. Students will create a nameplate, bring it to each class session, and display it during class.

Google Account: Students will be required to utilize and turn in documents using Google tools such as Google Drive, Google Docs, and YouTube. Students using mail.fresnostate.edu accounts automatically have access to Google Tools. If student does not wish to use their Fresno State Google tools they may sign up for a gmail account (www.gmail.com) or can link their current email to a Google account: https://accounts.google.com/SignUp

Twitter: Students will be asked to create a PLN (personal learning network) in order to enrich themselves as educators. It is recommended that students have a twitter account for the sole purpose of communicating about education. Use this link to help set up Twitter account http://goo.gl/vpyko

Google Community: Participation in the Google Community is required for this course. Please refer to the course grading guidelines: http://goo.gl/Wj3WDj. Students should meaningfully post or respond at least twice a week. Announcements and updates will be posted in the Google Community, students are expected to check for course announcements in the Google Plus Community.

Course Overview

CI 149 will focus on the use of research in becoming a successful secondary teacher. Through reading, discussion, collaboration, and other course assignments, you will gain an understanding of strategies, assessment, differentiating instruction, incorporating technology, and organizing the classroom to meet the needs of a cognitively, culturally, and linguistically diverse student population.

You will examine current research on teaching and learning and relate key findings to important teacher behaviors, including:

- Planning for effective instruction for students in an inclusive classroom;
- Using a variety of strategies to actively involve all students in their own learning;
- Integrating appropriate current and emerging technologies to facilitate teaching and learning;
- Organizing an inclusive classroom
- Promoting the development of 21st Century skills; and
- Connecting college and career readiness for all students.

Course Goals and Primary Learning Outcomes

Course Goals

The goals of this course are to provide opportunities for teacher candidates to learn and practice a variety of strategies that research has shown to be effective in promoting student learning. A particular focus will be on strategies designed to address the learning needs of all students, including English learners and students with special needs. In addition, the course will provide opportunities for you to learn about and practice the use of a variety of current and emerging technologies to facilitate learning.

21st Century Skills & Common Core State Standards

K-12 students are expected to learn 21st century skills in addition to the content standards. In preparing for the teaching profession it is important to understand how to teach in a method that incorporates 21st Century Skills (http://www.p21.org/). The introduction of the Common Core State Standards in English Language Arts and Mathematics (http://www.corestandards.org/) will require teachers to engage students in learning experiences that move far beyond the Remembering and Understanding levels of Bloom's taxonomy (http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm).

21st Century Skills involve students in Critical Thinking, Communication, Creativity and Collaboration. Since these skills are essential for what is expected of K12 students, it is expected that these skills will

be demonstrated by CI149 students throughout the course and activities.
(http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf)

Primary Learning Outcomes:

Students enrolled in CI149 will…

1. Identify important differences among initial, formative, summative assessment and demonstrate an understanding of the uses of each to inform instruction.

2. Explain differences among daily, unit, and long-term instructional planning.

3. Examine the California content standards for their subject area

4. Consider the implications of the Common Core State Standards on their subject area.

5. Incorporate appropriate differentiation, including SIOP, SDAIE, and UDL in their instructional planning.

6. Examine and reflect on the importance of 21st Century Skills in the secondary classroom.

7. Develop an effective classroom organization plan that addresses the needs of 1st & 2nd language learners and students with special needs.

8. Examine the relationship of research to decisions regarding planning, the use of pedagogical strategies, and assessment.

9. Analyze best practices and research on the use of technology and design lessons accordingly.

10. Analyze, compare and evaluate current and emerging technologies as effective tools of study and learning across the secondary curriculum.

11. Select and incorporate appropriate instructional materials, technologies, and teaching strategies to plan instruction and ensures access to content for specific groups of students based on their prior experiences, level of academic accomplishment, and knowledge of English.

12. Work closely with one or more colleagues to design effective, coordinated instruction.

13. Operate computer hardware and software as needed to complete assignments and troubleshoot basic issues.

14. Use multiple applications of technologies including research, analysis, communication and presentation applications to complete course assignments.

15. Model effective oral and written communication skills while completing course assignments, making class presentations, and presenting a portfolio.

Course Organization

Labeling Assignments: All assignments should include the student's last name, first name (or initial), and a meaningful title (specifically the one given by teacher if one is assigned).

Turning in Assignments: All work must be neatly organized on Digital Portfolio in order to be assessed. Work should be embedded within the web page. Links to external sites for the purpose of evidence of objectives achieved should be avoided. When work cannot be embedded in the page, in

addition to the link to external site sufficient screenshots and/or screencasts should be embedded on the page. While Google Sites has the ability to attach files at the bottom of the page, the instructor will not download attachments to evaluate work unless there are no other methods to share the work. For example, a Word document should be converted to a Google Document and embedded within the page. Files such as .mp3 are not easily embedded on the Google Sites page and are acceptable to just attach.

In addition to neatly organizing all work on the digital portfolio, links to the direct page of the Digital Portfolio that contains the evidence must be submitted to the digital turn in form.

Assignment Objectives: Students are provided with a list of quests for both methods and EdTech. Students are encouraged to demonstrate multiple methods and/or EdTech objectives in one project.

Badges: In addition to the course quests, students are asked to demonstrate their going above and beyond to prepare themselves to be a teacher, prepare to be a connected educator and/or to contribute positively and significantly to the course and students. Badges should be above the normal assignment requirements. Badges are listed in the quest list.

EdTech: In addition to demonstrating a basic understanding of teaching methods, students must demonstrate proficiency with a variety of technology. The use of technology should always be in the context of how it can be used for teaching or by students for learning. Edtech quests can be paired with methods quests.

Attendance: Students are required to attend class, be on time and leave on time. Students must record their attendance via the electronic course sign in immediately upon entering class. Failure to sign in within the first five minutes of class may result in students not receiving credit for attendance.

Students need to verify their email address before submitting. The instructor typically sends out a response to the sign in that will be emailed out as a newsletter. Announcements, reminders and clarifications are posted in the newsletter. Archives of the newsletter are kept on the class website (http://alicekeeler.com/ci149). Archives: http://goo.gl/gGWBgO.

Online and Blended: Portions of this course will involve classes that do not require students to be physically present. Students will engage in online activities, including live collaboration with classmates. For online classes students should check the class webpage and Google + Community.

Online course are synchronous, meaning they occur during the same hours as class time. This is not a flexible time. Students should sign in on time and participate throughout the class period as directed in the daily agenda.

Major Assignments
Individual Lesson Plan

Students will prepare and deliver a lesson plan in their specific content area demonstrating application of the major concepts of the course, including satisfactory construction of (1) Learning Objectives; (2) Common Core State Standards & 21st Century Skills addressed; (2b) Webbs Depth of Knowledge (3)

Rationale for Learning; (4) Anticipatory Set; (5) Procedures; (6) Formative Assessment; (7) Differentiation Strategies; and (8) Closure.

Students will also complete a peer evaluation of classmates' lesson plans.

Students will also complete a meaningful reflection on both the lesson plan and the experience of teaching it to their peers.

Integrative (Collaborative) Lesson Plan

Students will collaborate in small groups to design a lesson plan that integrates content from their content areas. This lesson plan will include all of the components addressed in the Individual Lesson Plan, plus (9) Community building.

Students will also complete a peer evaluation of classmates' lesson plans.

Students will also complete a meaningful reflection on the lesson plan.

Blog

Students will complete a daily blog, including these components: notes on class activities, including summary of the content explored; and a daily reflection on the relevance of content to teaching and learning.

Quests

Students will record completion of learning Quests, including technology and methods teaching skills. Most class sessions will provide opportunities for achievement of multiple Quest skills.

Digital Portfolio

Students are expected to maintain a digital portfolio that neatly organizes their work for the course. The site must be visible to visitors with the link. Students may choose to not have a visible site, but must work with the instructor to ensure the instructor has access to the site. Documents posted on the digital portfolio must be visible to anyone with the link. Students who do not want their work publicly displayed must work with the instructor for accommodations. Students are required to test all of their page posts on the digital portfolio in a Chrome incognito window or another browser to check that the components of the page are visible to visitors.

All assignments or posts on the digital portfolio must be accompanied by a 300 word minimum reflection. A reflection is not a description or summary, but rather a demonstration of critical analysis and evaluation of learning and application of that learning to curricular and instructional decision-making.

Evidence submitted in the portfolio should be correlated to specific course Learning Objectives and 21st Century Skills.

Digital Portfolio Presentation

Students are required to complete a satisfactory Digital Portfolio presentation. Course work should be completed by the Digital Portfolio presentation appointment. Student will follow the [Digital Portfolio guidelines](http://goo.gl/g3HqfY) in preparing their presentation. http://goo.gl/g3HqfY. Students will have no more than 30 minutes to present their work and receive feedback. Work quality should be examined prior to the presentation, if significant portions of the portfolio are missing or require more feedback than can be offered in a 30 minute appointment, those elements will not receive feedback and will not be considered for inclusion in the final assessment.

Following the required Digital Portfolio presentation, if corrections to the Digital Portfolio and course work are required the student will be able to show their corrections during the week of finals.

Finals

This course does not have an exam final. The students should complete coursework by the Digital Portfolio appointment. The week of finals is only used to have students complete a required final self-evaluation. The self evaluation should be completed either on the assigned day of the Final as determined by the university or can be completed during the regular class day and time during the corrections demonstrations.

Corrections Demonstrations

Students who had recommendations on their Digital Portfolios and course work will come to the classroom at the normal day and time of class. Students will have up to 3 minutes to show they have made the corrections based on feedback from the Digital Portfolio appointment. Students whose Digital Portfolio appointment was satisfactory and did not require corrections will only need to fill out the online self evaluation.

Work that was not discussed and anticipated to be demonstrated at the corrections demonstration will not be considered in the assessment of the students work.

Book Group Video

Students will collaborate to prepare a video presentation demonstrating the major components of one of the models of instruction examined in the text Strategies and Models for Teachers. The video should demonstrate the model, include annotations explaining the various critical components and phases of the model, and present the advantages/disadvantages, appropriateness/inappropriateness of the model. In addition, students should prepare an assessment of learning from the video, administer the assessment to classmates, and conduct an analysis of the results. Students will also complete a peer evaluation of all book group videos.

The assignment should also include a meaningful reflection.

Study Expectations

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6-8 hours

outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center, in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

Grading

Students will complete self and peer evaluations on the major assignments in the course. It is expected that students respond to instructor feedback on major assignments and make revisions for satisfactory completion of Learning Outcomes.
Final grades will be determined through instructor and self-analysis of achievement of Learning Outcomes using the Grading Spreadsheet.

Course Policies & Safety Issues

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Look in the Google + Community and in your email for messages about changes to the class schedule.

Attendance

Please schedule other obligations so they do not conflict with class time. Come to class with your materials, ready to work, and with a positive, cooperative attitude. Please understand that if for some reason you are late to class or must miss class, the experiences missed cannot be duplicated. If you must miss a class you are responsible for getting notes and any materials from another class member. It is highly recommended that each student arrange with another to be "class buddies" who can be contacted in case of absence or questions.

If you are absent from class, it is your responsibility to check on the class website while you were away. Check for posts in the Google + Community. Students can partially make up assignments to the best of their ability. In class blog posts demonstrating what was learned, work samples and reflection will be challenging to make up if student was not in attendance. Student may look up topics and create substitute projects and post those.

Disruptive behavior may result in being asked to leave class and will count against attendance.

Submission of Assignments

All assignments are submitted via the Digital Turn-in Link on the class website. It is the student's responsibility to ensure that all digital submissions are accessible to the instructors and peers for evaluation.

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 the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the CSU Fresno 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 you are going to use this statement, include it here.

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 (http://www.fresnostate.edu/adminserv/technology/) or the University

Bookstore. 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://libguides.csufresno.edu/copyright).

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Tentative Schedule

Week	Date	Face to Face or Virtual	Topics	Reading Assignment	Assignment Due
1	1/20/2014	F2F	Welcome to the class Create a Name Sign Get To Know The Class Game	Tucker Chapter 1	Initial Digital Portfolio Google Plus Profile Personal Quest

			Go over syllabus		*Sheet and Daily Blog and Digital Turn In of Quests*
			Set up Digital Portfolio		
			Set up Personal Quest Sheet		
			Look at Course Grading Criteria		
			Profile on Google Plus		
			Google Drive and Google Docs		
			Know Your Learners Lesson Plan		
2	1/27/2014	F2F	*Create a Mini Lesson* *PLN - Professional Learning Network* *Electronic Discussion of Teaching and Learning.* *Set up Group Projects* *Intentional Inclusion of Technology* *SAMR model* *Common Core State Standards* *4 C's* *Learning Outcomes* *Plagiarism Quiz* *Screenshots* *Model Release*	*Tucker Ch 2* *Eggen Ch 1*	*Know Your Learners Lesson Plan* *Name Sign* *Reached Level X in the Class Game* *Plagiarism Quiz and Daily Blog and Digital Turn In of Quests*
3	2/3/2014	F2F	*Presentation of Mini Lesson* *Peer & Self Evaluation* *Methods with Fred* *Training Vs. Learning* *Elements of a Lesson Plan* *Differentiation* *Good Ol Blooms & Webbs Depth of Knowledge* *Types of Assessment* *Individual Lesson Plan Assigned*	*Tucker Ch 3*	*Mini Lesson and Daily Blog and Digital Turn In of Quests*
4	2/10/2014	F2F	*Creating a Presentation* *Digital Citizenship* *Sample Lesson Plans* *Daily Unit & Long Term Lesson Planning*	*Tucker Ch 4* *Eggen Ch 3*	*and Daily Blog and Digital Turn In of Quests*

			SIOP, SDAIE and UDL		
5	2/17/2014	V	Monday Holiday Mid Semester Student Conferences Digital Citizenship Presentations Peer & Self Evaluation		Digital Citizenship Presentations and Daily Blog and Digital Turn In of Quests
6	2/24/2014	V	Mid Semester Student Conferences Book Group Video Production		Individual Lesson Plans and Daily Blog and Digital Turn In of Quests
7	3/3/2014	F2F	Instructional Uses of YouTube Google Forms Analyzing Data		and Daily Blog and Digital Turn In of Quests
8	3/10/2014	F2F	Spreadsheets		and Daily Blog and Digital Turn In of Quests
9	3/17/2014	V	Video Conferencing for the Classroom Peer & Self Evaluation Evaluation of Individual Lesson Plans		Individual Lesson Plans and Daily Blog and Digital Turn In of Quests
10	3/24/2014	F2F	Collaborative Lesson Plans		Must meet with Book Group on this day to produce video. and Daily Blog and Digital Turn In of Quests
11	3/31/2014	F2F	Community Building Classroom Management Student Teaching Expectations Teacher Theorizing Learning Theories	Eggen Ch 2	and Daily Blog and Digital Turn In of Quests
12	4/7/2014	V	Book Group Peer Evaluations		BOOK GROUP VIDEO DUE! and Daily Blog and Digital Turn In of Quests
13	4/14/2014		Spring Break		and Daily Blog and Digital Turn In of Quests
14	4/21/2014	F2F	Peer & Self Evaluation of		Collaborative

			Collaborative Lesson Plans		Lesson Plan
					Book Group Video Analysis and Daily Blog and Digital Turn In of Quests
15	4/28/2014	V	Portfolio Presentation Conferences		Digital Portfolio, quests, badges and course requirements. and Daily Blog and Digital Turn In of Quests
16	5/5/2014	V	Portfolio Presentation Conferences		and Daily Blog and Digital Turn In of Quests
17	5/12/2014	F2F	Finals (Regular Class Time)		

*Dates are listed for the Monday class. Tuesday class will be due on Tuesday