# Florida Gulf Coast University

**College of Education**

**Vision Statement**: “*Learners and Leaders of Today and Tomorrow*”

*We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.*

**SECTION 1: Course Information**

* 1. **Course Number and Title:** EDG 4260 Curriculum and Instruction
  2. **Course Reference Number:** 80795
  3. **Semester and Year:** Fall 2012
  4. **College/Department:** Education
  5. **Required or Elective:** Required for Education Minor, and Youth and Child Studies
  6. **Meeting Times/Location:** This is a virtual class; there are no on-campus meetings.
  7. **Format:** Virtual
  8. **Instructor Information:** Jeannine Sparkes, M Ed.

**Email:** jsparkles@fgcu.edu

**Office Hours or phone conferences:** By appointment – contact me by email. I will usually respond within 24 hours.

**SECTION 2: Course Outcomes and Expectations**

* 1. **Course Description:** This course provides an overview of instructional models and strategies. Emphasis is placed on principles of state standards, instructional methods, and lesson planning, and instruction. Students will develop knowledge of instructional models and lesson plan construction for effective implementation including the diverse student populations.
  2. **Required Resources:**

Estes, T. H., Mintz, S. L., & Gunter, M. A. (2011). *Instruction: A Models Approach* (6th ed.). Boston: Allyn & Bacon.

* 1. **College Expectations:**

**FEAPS associated with this course**

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| FEAP.A.1.a | Aligns instruction with state-adopted standards at the appropriate level of rigor |
| FEAP.A.1.b | Sequences lessons and concepts to ensure coherence and required prior knowledge |
| FEAP.A.1.c | Designs instruction for students to achieve mastery |
| FEAP.A.1.d | Selects appropriate formative assessments to monitor learning |
| FEAP.A.1.f | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. |
| FEAP.A.2.c | Conveys high expectations to all students |
| FEAP. A.2.f | Maintains a climate of openness, inquiry, fairness, and support |
| FEAP.A.2.h | Adapts the learning environment to accommodate the differing needs and diversity of students |
| FEAP.A.2.i | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. |
| FEAP.B.2.c | Design instruction using effective models and strategies that are equitable for all learners and encourage individual pursuit of learning |

**Standards**

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| **FL-FGCU-COE-2011-CI.2** | Social Justice - Use current research and professional literature to advocate for the use of best instructional practices, equal access to quality learning, and the well being of learners. |
| **FL-FGCU-COE-2011-CI.6** | Diversity - Demonstrate the ability to accommodate the needs of diverse learners. |
| **FL-FGCU-COE-2011-CI.7** | High Standards - Demonstrate ability to use subject matter knowledge, principles of inquiry, and diverse backgrounds of students to plan, facilitate, and assess student learning in a positive, engaging, and safe environment for all learners. |
| **FL-FGCU-COE-2011-DP.7** | High Standards - Believe that all people can achieve high standards. |
| **FL-FGCU-COE-2011-KSP.2** | Social Justice & Ethic of Care - Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. |
| **FL-FGCU-COE-2011-KSP.6** | Diversity - Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. |
| **FL-FGCU-COE-2011-KSP.7** | High Standards - Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards. |
| **NBPTS.1** | Teachers are committed to students and their learning. |
| **NBPTS.2** | Teachers know the subjects they teach and how to teach those subjects to students. |

* 1. **Critical Task Descriptions:**

Candidates will complete two critical tasks to demonstrate mastery of the skills and concepts listed in 2.3 above.

Candidates will create one **Lesson Plan** for an Inquiry-based Instructional Model studied in this course. **Lesson Plan** will include:

* ***Learning Outcomes –*** These include a Benchmark, Conceptual Goal, and Higher-Order Objective that clearly specify learning expectations.
* ***Procedures*** – This will provide a description of how to facilitate the lesson using the phases of that instructional model.

Candidates will also conduct a **Lesson Plan Analysis** which compares and contrasts the structure and impact of Didactic and Inquiry-based models of instruction. The analysis will examine a text-book lesson to determine:

* ***Theoretical foundations –*** Discussion of the theoretical foundations of both Didactic and Inquiry-based instruction.
* ***Analysis of Specific Lesson –*** Identification of distinguishing attributes and structure of Didactic and Inquiry-based instruction to determine if a specific lesson is primarily one or the other.

Specific information and rubrics will be provided in Angel as the semester progresses.

**2.5 Course Outline (tentative):**

All assignments are due before 11:59 PM on the Sunday after they are assigned unless otherwise specified. Initial discussion posts are due by 11:59 PM on the Thursday of the week they are assigned unless otherwise indicated.

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| **Week** | **Chapter Readings**  (check weekly folder for additional readings) | **Topic** | **Date Due** |
| Week 1 – 8/20 | Preface  Chapter 1 | **Self-Introduction**  **Introduction to Teaching and Learning** | Aug. 26 |
| Week 2 – 8/27 | Chapters 2 & 3 | **Planning for Instruction: Objectives, Standards, and Lesson Plans**  **Discussion and**  **Benchmark/objective assignment** | Sept. 2 |
| Week 3 – 9/3 | Chapters 4 | **Direct Instruction** | Sept. 9 |
| Week 4- 9/10 | Chapter 5 | **Concept Attainment** | Sept. 16 |
| Week 5 – 9/17 | Chapter 6 | **Concept Development**  **Compare/Contrast CA and CD models** | Sept. 23 |
| Week 6 – 9/24 | Chapters 7 | **Problem-Centered Inquiry** | Sept. 30 |
| Week 7 – 10/1 | Chapter 8 | **The Synectics Model** | Oct. 7 |
| Week 8 – 10/8 | Chapter 9 | **The Cause and Effect Model** | Oct. 14 |
| Week 9 – 10/15 |  | **Critical Task 1 – Lesson Plan Analysis** | **Oct. 21** |
| Week 10 – 10/22 | Chapter 10 | **Socratic Seminar** | Oct. 28 |
| Week 11 – 10/29 | Chapter 11 | **Vocabulary Acquisition Model** | Nov. 4 |
| Week 12 – 11/5 |  | **Developing a Lesson Plan** | Nov. 11 |
| Week 13 – 11/12 | Chapter 12 Chapter 13 | **The Integrative Model**  **Cooperative Learning** | Nov. 18 |
| Week 14 – 11/19 |  | **Happy Thanksgiving!**  **Work on Critical task** |  |
| Week 15 – 11/26 | Chapter 17 | **Creating a Positive Learning Environment** |  |
| Week 16 – 12/3 |  | **Critical Task 2 – Lesson Plan due in Angel and LIVETEXT (if you are required to have a LIVETEXT account)** | **Dec. 10** |

* 1. **Primary Methods of Instruction:**
* Web-based activities
  1. **Required Assignments:**

**The text for this course is an important resource.** It will be necessary for you to read the assigned chapters along with any supplemental resources posted in Angelin order to successfully complete the required coursework.

**Professionalism (10%):** Professionalism grade will be based on fulfillment of professionalism expectations (**as described in Section 2.10 of this syllabus)** in individual performance as well aswhen interacting with classmates and course instructor.

**Learning Tasks (40%):** Learning tasks may include discussion forum postings, assignments, reflections, or other forms of assessment (e.g. quiz). Details will be presented in weekly Angel folders.

**Lesson Plan (25%):** Candidates will create a **Lesson Plan** for **ONE** of the Inquiry Models studied in this course. **Lesson Plans** will include:

* ***Learning Outcomes –*** These include a Benchmark, Conceptual Goal, and Higher-Order Objective that clearly specify learning expectations.
* ***Procedures*** – This will provide a description of how to facilitate the lesson using the phases of that instructional model.
* ***Plan for Assessment*** – This will include a description of the measures planned to determine if intended learning outcomes were met.
* ***Plan for Addressing the Needs of Diverse Learners*** – This section will describe the methods or strategies included in the lesson to support different types of learners.

This lesson plan will compose one of the Critical Tasks for this course and must be completed satisfactorily to demonstrate mastery of the course content. Additional information will be provided in Angel.

**Lesson Plan Analysis (25%):** Candidates will analyze a textbook lesson to demonstrate understanding of course concepts. This task will compose one of the Critical Tasks for this course and must be completed satisfactorily to demonstrate mastery of the course content. Details will be provided in Angel.

* 1. **Grading Criteria:** Course grade will be calculated based on the completion of all assignments and the quality of the assignments submitted for evaluation and performance. **All assignments must be submitted to earn a passing grade for this course.** Final course grade will be based on the following scale:

A 93 – 100% C+ 77 – 79%

A- 90 – 92% C 73 – 76%

B+ 87 – 89% C- 70 – 72%

B 83 – 86% F 69% or less

B- 80 – 82%

* 1. **Attendance Policy:**

This course is a virtual course; therefore, there is no attendance policy.

* 1. **Professionalism:**

In addition to following the University Student Code of Conduct as defined in the Student Guidebook (<http://studentservices.fgcu.edu/judicialaffairs/conduct.html>), and the Florida Department of Education Code of Ethics and Principles of Professional Conduct (<http://coe.fgcu.edu/certificates/files/COECodeofEthics-2008.pdf>), it is expected that the teacher candidate will treat fellow teacher candidates, faculty, educators, and students with respect. Respect may be manifested in many ways including both verbal and non-verbal communications. Negative or disruptive comments, usurping authority in class, physical intimidation, inappropriately aggressive behavior or comments will not be tolerated.

* 1. **Assignment Expectations:**

Educators are expected to be proficient in their use of oral and written standard English. All written assignments and projects are expected to reflect standard English grammar, spelling, punctuation, appropriate vocabulary, and sentence structure. All written assignments are expected to be of graduate level quality. ***Unless otherwise specified***, written assignments must be typed, font of 12, double-spaced, and follow all guidelines provided for the assignment.

***All assignments must be completed to a satisfactory degree according to assignment directions and submitted in order to receive a passing final grade for the course.*** However, compliance with this requirement does not guarantee a passing grade. Assignments are to be submitted on or before the due date. Late assignments will be accepted for **partial credit** at instructor’s discretion.

Incompletes will not be granted except in rare cases of an extreme nature. Please refer to the university policy on incomplete grades in the syllabus (above) and also in the FGCU catalogue.

* 1. **Technology Expectations:**

1. All email communication regarding this course will be made via Angel.
2. All written assignments are to be submitted as a **Microsoft Word document or Rich Text Format** and submitted via Angel as indicated in specific assignment instructions, unless otherwise specified.
3. Assignments for each week are due to the appropriate dropbox in Angel by 11:59 P.M. the Sunday after they are assigned unless otherwise specified. Late assignments will be accepted for **partial credit** at instructor’s discretion.
4. Teacher candidates are responsible for confirming assignments have been submitted successfully in the appropriate Angel dropbox, discussion forum, etc. To confirm successful submission, (a.) exit the assignment folder, (b.) re-enter the assignment folder, (c.) access and open the uploaded file. If you are able to access and open your file, your submission has been successful.
5. Teacher candidates without access to the technology required may use any of the open FGCU labs when they are on campus. Allow time to complete your work on campus if necessary. Computer and internet malfunctions are not acceptable excuses for submitting late assignments.

**SECTION 3: College and University Statements**

* 1. **Academic Behavior Standards and Academic Dishonesty:**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

* 1. **Disability Accommodations Services:**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

* 1. **Student Observance of Religious Holidays:**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

* 1. **Incomplete Grade:**

A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

* 1. **FGCU Writing Center:**

The FGCU Writing Center assists student writers through free, accessible, learning-based writing consultations.  <http://www.fgcu.edu/WritingCenter/index.html>

* 1. **Online Tutorials:**

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support>