The University of South Dakota  
School of Education  
Division of Curriculum and Instruction  

ELED/SEED 773 -Based Methods in Curriculum and Instruction  
3 credits  
Summer 2017  

Instructor: Kris Reed, Ph.D.  
Office: Delzell Education Center, Rm 201E  
E-mail: Please use D2L Mail whenever possible. Sometimes D2L is unavailable, if you need to reach me during these times, my regular email is kristine.reed@usd.edu  
Office Hours: Online Monday-Thursday 9:00AM to 1:00PM. Otherwise, instructor will be checking D2L regularly and available for appointments, email to set a meeting time  

Class Day: This course is done on the student’s own time (June 12th to August 4th)  
Class Location and Hours: Internet through Desire2Learn (D2L)  

Course Description:  
The purpose of the course is to provide students with the current research and methodologies in teaching and learning. Emphasis will be placed on using research-based methods and engaging students in meaningful learning. The course is entirely online and designed to be completed in eight weeks.  

Rationale:  
*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice.  

Textbooks (required):  
<table>
<thead>
<tr>
<th>Course Objectives, Graduate Standards, Assessment:</th>
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<tbody>
<tr>
<td><strong>After completing the course, participants will be able to . . .</strong></td>
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| 1. explain and demonstrate current research on methodologies and strategies in curriculum and instruction. | SoE Advanced 1: Theoretical Foundations  
SoE Advanced 2: Professional Studies and Research | Research-Based Best Practices Scholarly Paper  
Discussions |
| 3. integrate best practices and identify teacher characteristics that enhance student learning | SoE Advanced 1: Theoretical Foundations  
SoE Advanced 2: Professional Studies and Research | Research-Based Best Practices Scholarly Paper  
Discussions |
| 4. describe ways to successfully integrate technology to enhance instruction. | SoE Advanced 4: Diversity and Exceptionality  
SoE Advanced 7: Technology | Unit Plan  
Discussions |
| 5. apply curricular designs and recognize impact on student learning | SoE Advanced 5: Professional Practice | Unit Plan  
Discussions |
| 6. demonstrate knowledge of research-based instructional strategies that optimize learning opportunities for all students within a population that is becoming increasingly more diverse | SoE Advanced 2: Professional Studies and Research  
SoE Advanced 6: Assessment | Diversity Plan & Discussion |
| 8. discuss issues that have influenced or have the potential to influence teaching and learning | SoE Advanced 2: Professional Studies and Research | Scholarly Research Paper  
Discussions |
| 9. identify strategies that lead to increased student engagement and achievement. | SoE Advanced 2: Professional Studies and Research | Book Review  
Discussions |

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<thead>
<tr>
<th>Course Schedule (subject to change)</th>
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<tbody>
<tr>
<td><strong>Date/ Module</strong></td>
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</table>
| June 12-18 Module 1 | 1. Familiar with classmates, course procedures & assessments  
2. Educational research & importance to classroom |
| June 19-25 Module 2 | 1. Goals, objectives, learning activities & assessments  
2. Understanding by Design-curriculum design |
| June 26-July 2 Module 3 | 1. Productive teaching practices & teacher characteristics  
2. Technology |
| July 3-9 Module 4 | 1. Researched issues/topics  
2. Student engagement & student achievement |
| July 10-16 Module 5 | 1. Student engagement & achievement  
2. Research-based strategies that increase achievement |
|-------------------|----------------------------------------------------------------------------------|
| July 17-23 Module 6 | 1. Research-based strategies that foster engagement that leads to student achievement  
2. Strategies for teaching creativity & applying knowledge |
| July 24-30 Module 7 | 1. Strategies that optimize student learning  
2. Methods to increase learning for diverse populations |
| July 31-Aug. 4 Module 8 | 1. Integration of research-based methods  
2. Research supporting effective classroom practice |

Activities:
Reading assignments and online discussions

Instructional Methods and Activities

Traditional Experiences
1. Readings and discussions  
2. Papers/Written Reflections

Course Delivery - D2L

As this course is delivered via internet using Desire2Learn (D2L) In case the Desire2Learn (D2L) at The University South Dakota should go down for any reason or you are having difficulty accessing Desire2Learn, please contact the Help Desk at USD (605) 658-6000. If for some reason Desire2Learn is unavailable, please contact the professor via USD email if necessary, to make alternative arrangements.

Online Student Handbook in the USD Getting Started widget (D2L)

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the USD Getting Started widget. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Course Expectations

Participation. As a community of learners, your presence (virtual classroom discussions and timely submission of assignments), and input are most important to all of us. Your role in the course is critical, not only to your successful completion of this course, but your comments, ideas, and contributions are important to the academic achievement of your peers and the effectiveness of the instructional design. Should you have any special circumstance that keeps you from participating at particular times, please notify me in writing. Again, your input, participation in class exercises, along with your background of classroom and educational experiences are valued by the class and the professor. Additionally, assigned readings are the responsibility of each participant in the course.

Weekly Discussions and Activities. This course is an online graduate seminar. An effective seminar format requires every member to:
- Participate in academic discussions
- Question and challenge the perspectives and ideas encountered in course readings in a polite and professional manner
- Engage in academic scholarship (i.e., reading, research)
- Contribute to an environment which encourages critical thinking, open communication and cooperation
Resources for your Career. The course will promote the application of research-based methods and strategies with student developed unique plans for integration.

Library Resources: If you should need to use the I. D. Weeks Library on the USD campus and you need assistance please contact Steve Johnson, Distance Librarian at Stephen.Johnson@usd.edu or 1-800-299-5448.

APA Resource: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. The OWL resource (link) is revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. https://owl.english.purdue.edu/owl/resource/560/06

Feedback
Feedback for online discussions will be provided every week by Wednesday for the previous week and within 72 hours after an assignment deadline. If unforeseen circumstances should occur which prevent this, I will post a message on the D2L course Home Page or email you directly if there are just a few remaining assignments left before the end of the 72 hours.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>125</td>
<td>Online postings with peer discussions (5@25)</td>
</tr>
<tr>
<td>60</td>
<td>Scholarly Research Paper</td>
</tr>
<tr>
<td>50</td>
<td>Backward Curriculum Map</td>
</tr>
<tr>
<td>50</td>
<td>Book Review and Discussion</td>
</tr>
<tr>
<td>25</td>
<td>Diversity Plan and Discussion</td>
</tr>
<tr>
<td>60</td>
<td>Research-Based Best Practices Scholarly Paper</td>
</tr>
<tr>
<td>370</td>
<td>TOTAL POINTS</td>
</tr>
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Course Grading Scale
93 - 100% (344-370 pts.) = A - Excellent
84 - 92% (311-343 pts.) = B - Above average
75 - 83% (277-310 pts.) = C - Average
66 - 74% (241-276 pts.) = D - Low, but acceptable
65%/below (240 pts & lower) = F - Objectives not met
Incomplete=I - by approval only

Assignments:

Online postings with peer discussions (125 points=5 modules @ 25 pts). During 5 of the 8 modules, you are expected to complete reading assignments and report to the discussion forums in D2L Communications responding to each of the prompts or questions. After posting, you are encouraged to read all responses by your classmates. You MUST respond to two of your classmate’s postings to earn additional points. Your responses should occur within the module week delineated in the syllabus. Typically, discussion forums will end at midnight each Sunday evening with a new module starting Monday, 8:00AM. A 15 point rubric for posts plus an additional 10 points may be earned by responding to classmates in a meaningful way (questions, comments that extend the conversation).
Scholarly Research Paper (60 points) Select a research topic, issue, method or strategy that interests you, post on Discussion forum. Review the literature on the topic or issue you have selected relying on peer-reviewed professional journal articles and professional books to provide the content that will contribute to your scholarly paper. Typically, 5 sources beyond the texts. The scholarly paper will follow these guidelines: paper length of 5 – 6 pages, double spaced, 12 pt. font, Times New Roman, and follow the sixth edition APA format. Title page, in-text citations, reference page, page numbering and running head are required. Abstract is NOT required for this scholarly research assignment. Refer to the Scholarly Papers Rubric to assist you in preparing your papers for submission and that will be used to assign points.

Backward Curriculum Map (50 points) Consider a unit of instruction that you are preparing to teach this fall. Relying on the “Backward Curriculum Map template” found in D2L Content, Module 2, create a unit of no less than 2 weeks (10 days) of instruction. (If block scheduling is planned, determine equivalent time to 2 weeks of 40 to 45 minutes of daily instruction.) Details are required for this map. Important to this design is careful consideration to assessments.

Book Review/Discussions (50 points) Read The Active Learning Classroom: Strategies for Practical Educators by Creekmore and Deaton (2015). Reflect on the book relying on the following questions to guide your review of the book. Write your review of the book include 1) Introduction (title, authors, and main theme), 2) Summary of Content (brief summary), 3) Analysis and Evaluation (organized into paragraphs and depending on the points you want to make) you can organize your paragraphs by themes or methods. Book Reviews, 3 – 4 pages, will be uploaded to D2L Assessment Dropbox and to specific small group Discussion Book Review Forum before midnight on Sunday.

Diversity Plan/Discussion (25 points) Develop a plan to meet the needs of an increasingly diverse student population in your school or classroom. Present your plan in the discussion forum. Address each of the following questions in your plan:

- What has been your experience with multicultural education?
- What, if any, challenges have you faced with meeting the needs of a diverse population of students?
- What strategies of multicultural education do you plan to include in your plan and why?
- In Tkatchov and Pollnow’s article regarding strategies for ensuring that all students are being held to high expectations, what strategies do you plan to incorporate or continue using? (You may list new strategies you plan to use from the article as well as those that you already use from the article and any additional strategies that you have used and experienced good results.)
- If your plan includes a growth mind-set, explain how it is already incorporated in your teaching or how it will fit in your future practice?
- What strategies do you use or will you add to your practice to do culturally responsive teaching?
- What challenges have you had or do you foresee with culturally responsive teaching?
- To kick off the coming school year and show your commitment, include in your plan the first strategy that you will use that reflects meeting the needs of an increasingly diverse population.

Research-Based Best Practices Scholarly Paper (60 points). Three options are available for this assessment. Select the option that is most appropriate for your professional goals: 1) plan for integrating into your own practice, 2) plan for providing professional development or, 3) research a particular best practice specific to a content area, grade level or population (details in Module 4). The scholarly paper will follow these guidelines: paper length of 5 – 6 pages, double spaced, 12 pt. font, Times New Roman, and follow the sixth edition APA format. Title page, in-text citations, (typically, no less than 5 sources) reference page, page numbering and running head are required. Abstract is NOT required for this scholarly research assignment. Refer to the Scholarly Papers Rubric to assist you in preparing your papers for submission.
Rubrics

**Rubric for Scholarly Papers**

The *Criteria for Scholarly Papers* rubric provides descriptions of expectations for your papers that will assist you in preparing your papers for submission and that will be used to assign points. Papers will be graded within one week of submission—all grades and feedback will be conveyed to you through D2L.

<table>
<thead>
<tr>
<th>Criteria Total Points</th>
<th>Excellent</th>
<th>Achieves</th>
<th>Falls Short</th>
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<tbody>
<tr>
<td><strong>Content (60%)</strong></td>
<td>Meets “achieves” criteria and extends by using additional resources (beyond required texts)</td>
<td>Uses all assigned readings, includes text and figure/table of data as appropriate, cites source for statements, information is accurate, all components of the assignment are included and complete.</td>
<td>Fall short of “achieves” in any respect.</td>
</tr>
<tr>
<td><strong>Tone (10%)</strong></td>
<td>Consistently professional and in an appropriate academic voice.</td>
<td>Generally professional and appropriate.</td>
<td>Not consistently professional or appropriate.</td>
</tr>
<tr>
<td><strong>Grammar, Spelling, Writing Mechanics, sentence structure, word choice (10%)</strong></td>
<td>Essentially free of grammatical errors; the writing is free or almost free of errors. Sentences well-phrased and varied. Word choice is consistently precise and accurate.</td>
<td>A few grammatical errors; there are occasional errors, but they don’t represent a major distraction. Sentences are correct with minor variety. Word choice is generally good.</td>
<td>Several grammatical errors; the writing has many errors, and the reader is distracted by them. Some sentences awkwardly constructed. Word choice is adequate.</td>
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<tr>
<td><strong>Reference Quality (10%)</strong></td>
<td>References are primarily peer reviewed professional journals or other approved sources; demonstrates extensive, in-depth research.</td>
<td>Although most of the references are professionally legitimate, a few are questionable (e.g., web sources, popular magazines)</td>
<td>Most of the references are from sources that are not peer reviewed and have uncertain reliability; some facts not referenced; displays minimal effort in selecting quality sources.</td>
</tr>
<tr>
<td><strong>APA Format (10%)</strong></td>
<td>APA format is used accurately and consistently in the paper and on the “References” page. The references in the list match the in-text citations and all were properly encoded in APA.</td>
<td>APA format is used with minor errors. Some formatting problems exist, or some components are missing.</td>
<td>There are several errors in APA format. References or Works Cited list were not cited in text.</td>
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Discussion Rubrics for Original Discussion Posts

The **Criteria for Discussion Posts and Responses**: rubrics provide descriptions of expectations for your discussion participation that will assist you in preparing your discussion posts and responses and that will be used to assign points.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>0-4</td>
<td>Original post is short, responds several days after the initial discussion, and does not make a consistent effort to participate in the online discussion learning community.</td>
</tr>
<tr>
<td>5-9</td>
<td>Original post is included several days after the initial discussion, short post that offers little to further the insight of the online discussion topic, demonstrates knowledge of the topic but has not applied it or reflected on the learning in the current module.</td>
</tr>
<tr>
<td>10</td>
<td>Original post demonstrates a clear connection to the topic materials and the reading; interacts freely with group members in discussions about the topic demonstrate critical thinking, reflection, application of learning and knowledge about the topic.</td>
</tr>
<tr>
<td>15</td>
<td>Consistently posts and cites additional references related to own experience and/or additional research, websites, relevant tweets, videos, articles and resources. Original post demonstrates critical thinking and reflection about the topic and adds depth to the professional discussion.</td>
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Discussion Rubric for Responses to Peers

<table>
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<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Minimal or no response to peers, does not make a consistent effort to participate in the online discussion within the current module. Response merely agrees with what someone else has written or repeated someone’s response. Posting is outside the timeline.</td>
</tr>
<tr>
<td>3-5</td>
<td>Response is brief, offers little to further the discussion topic and falls short of creating a sense of community. Responses meet the timelines.</td>
</tr>
<tr>
<td>6-8</td>
<td>Meaningful responses to peers, responses meet deadlines and demonstrates a sense of community.</td>
</tr>
<tr>
<td>9-10</td>
<td>Thoughtful and reflective response that extends the quality of the discussion. Responses meet timelines and is relevant to creating extended inquiry and learning.</td>
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Class Policies

It is very important that students read and are familiar with these policies.

1. **Academic Honesty**—Consistent with the rules and regulations of the University of South Dakota all written work by students should be the result of the individual student's research, thought, preparation, and writing efforts. Plagiarism and work that is prepared by others outside of the enrolled class and submitted as original work by the student is reason for punitive actions which may include dismissal and other serious actions by the University.

   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.
2. Turnaround time—Students who email a problem to the instructor will be answered as soon as possible, usually within 48 hours. Please email within Desire2Learn whenever possible. If Desire2Learn is down, email to the instructor’s regular USD email account at kreed@usd.edu

3. Participation-- Students are expected to take part in critical reflection and discussion about course topics. The nature of the online environment enables students to address the course requirements in a way to mesh with their schedules. Still, it is realized that unexpected events take place in one’s life that make addressing the weekly requirements difficult. Communicate in writing with the instructor about your needs when those situations arise. Please do so at the earliest possible time.

4. Late Assignment Policy--The expectation of this course is that each student will complete the work on the date specified. If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late discussions or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by instructor on a case-by-case basis.

Library Resources: If you should need to use the I. D. Weeks Library on the USD campus and you need assistance please contact Steve Johnson, Distance Librarian at skjohnson@usd.edu or 1-800-299-5448.

Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services as early as possible in the semester.

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
http://www.usd.edu/academics/disability-services
Bibliography: The knowledge bases that support course content include:

**A. Contemporary References (1990-2015)**


**B. Classic References**


