



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EDU 320A: Content: Instructional Strategies P-12**

5 Credits
Effective: Summer 2019

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course examines the basic principles of quality instructional design and delivery. Topics include personalized learning as well as instructional strategies that promote learning experiences and enable both teacher and student to monitor learning progress. Candidates develop foundational understandings of how to prepare to teach a class when they have their own classrooms.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills

COURSE OUTCOMES

In this course, learners:

- Establish alignment between a big idea and/or essential question, state standards, daily learning targets, learning tasks/activities and assessment.
- Engage in professional collaboration and peer review
- Develops processes needed to design effective unit plans.
- Integrate and synthesize the individual components of effective curriculum and instruction into quality classroom preparation/planning

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Big Ideas and Essential Questions
- Families as partners
- Instructional strategies and planning
- learning targets
- Learning Tasks
- Professional Writing
- Progression of Learning
- Reflective Practitioner
- State Standards
- Structuring Learning

- Student self-assessment

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Lesson Plan	25%
Critical Thinking Log	30%
Unit Plan	25%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Lesson Plan

Candidates will create a content-specific lesson plan (or unit) aligned with adopted state standards. The lesson plan (or unit) will include: student-centered instructional methods and techniques, a variety of aligned assessments, a logical sequence of activities designed to advance conceptual understanding, and a rationale for the learning tasks.

<i>Components</i>	<i>% of Grade</i>
Learning Target (LT)	20%
Assessment	20%
Logical Instructional Plan	20%
Student-Centered Instruction	20%
Rationale	20%
TOTAL	100%

Critical Thinking Log

This log serves to assess candidates' learning as it relates to the process of effective lesson and unit planning.

<i>Components</i>	<i>% of Grade</i>
Comprehension	30%
Critical Thinking	30%
Online Accountability	20%
Writing Quality	20%
TOTAL	100%

Unit Plan

Candidates will create a content-specific lesson plan (or unit) aligned with adopted state standards. The lesson plan (or unit) will include: student-centered instructional methods and techniques, a variety of aligned assessments, a logical sequence of activities designed to advance conceptual understanding, and a rationale for the learning tasks.

<i>Components</i>	<i>% of Grade</i>
Learning Target (LT)	20%
Assessment	20%
Logical Instructional Plan	20%
Student-Centered Instruction	20%
Rationale	20%
TOTAL	100%

Participation, Engagement, and Essential Dispositions

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

<i>Components</i>	<i>% of Grade</i>
Engagement	50%
Essential Dispositions	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Title IX Statement

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of your experience. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

To view CityU'S sexual misconduct policy and for resources, please visit the [Campus Safety and Title IX Page](#) in the my.cityu.edu portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.