

EDPD 5602: Curriculum and Instruction

Course Instructor:

Example Name

Example E-Mail

Office Hours: TBD

Class Hours: The course is entirely online and asynchronous. There will be regular conversations, activities, and/or assignments via Canvas, SUU's learning management system (LMS).

Dates: TBD

Classroom: Online Canvas Course

Credits: This is a 3 credit course and is anticipated to take approximately 45 hours of time over 7 weeks. There is one module consisting of readings, assignments, and discussions each week. The time commitment is approximately 6.5 hours per week.

Course Description and Outcomes

The purpose of this graduate-level course is to meet the required competencies for the Utah State Board of Education K-12 Literacy Endorsement Competency #2: Curriculum and Instruction.

Evaluate and lead the review, implementation, and evaluation of LEA/school-wide literacy curriculum and instructional practices.

Lead LEA/school-wide literacy curriculum efforts and analyze needs assessments resulting in an action plan and goals that provides for horizontal and vertical alignment, is comprehensive and evidence based, provides for ongoing evaluation, and is aligned with LEA and state standards.

Collaborate, lead, coach, and support LEA/school-wide literacy instructional efforts to develop, implement, and evaluate and ensure usage of evidence-based literacy practices and curriculum across classrooms and in academic disciplines, pre-K through grade 12.

Select, adapt, teach, implement, and evaluate evidence-based, supplemental, and intervention/extension approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

Advocate for and lead efforts in literacy initiatives that improve student learning, including the review of literacy curricula and instructional practices that are inclusive, differentiated, and socially, culturally, and linguistically responsive.

Develop, lead, and evaluate LEA/school-wide opportunities to differentiate instruction to meet the developmental needs of all learners; develop with colleagues programs that incorporate a variety of digital and print materials that engage and motivate all learners; create policy and support the appropriate, safe, and effective integration of digital technologies in literacy programs; foster a positive climate that supports a literacy rich learning environment.

Course Objectives: (Participants will...)

- Understand the meaning of relevant terminology
- Create a plan for collaborating with a teacher or a group of teachers for implementing evidence-based instructional practices in their classrooms. Determine how you will develop, implement, and evaluate the teachers' usage of the practices. Determine how coaching will ensure the ongoing usage of the instructional practices.
- Develop a needs assessment and action plan for a school or district adopting a new literacy program or reviewing existing literacy programs. The needs assessment will look for strengths and weaknesses in instructional tools based on state ELA standards. The action plan will develop how to address the weaknesses and meet the technological and instructional needs of the school or district for diverse populations and student needs.
- Create a plan for adopting a literacy curriculum for a school or a district. Include steps and processes that must be in place to get the process from researching curricula, choosing a product to implementation.
- Create a plan for adopting a literacy supplemental program for intervention or extension needs of a diverse population of students for small group instruction.

Required Text and Course Material

Canvas will be used to post additional suggested and required reading materials.

Assignments

Reading and Assignment Submissions	10% of grade
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Each module will include a variety of readings, videos, and reflective assignments.

Online Discussions	25% of grade
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Each module will include interactive discussions. Responses must be applicable to the question, well thought out, and respectful to the views of others.

Quizzes 5% of grade

Modules will include quizzes on reading and selected content.

Project 60% of grade

Four plans will be created to meet the requirements of the USBE competency #2.

* Detailed descriptions and rubrics for these assignments can be found on Canvas.

Late assignments

All assignments are due on the due date. The assignments will be accepted for up to 10 days after the due date at a 10% per day penalty. The assignment will be closed and no points given after 10 days. Pay attention to due dates in each module. Quizzes have a 24 hour grace period, but will not be available after that.

Other Grading Policies

Cheating: Please refer to the Academic Catalog or the Student Handbook for the University's statement on academic honesty. It is your job to know whether you are breaking the rules. If you have questions or concerns about the Policies and Procedures in the Student Handbook please ask! I will not tolerate plagiarism and cheating. Dishonest assignments will receive a zero on the first offense and repeat offenders will receive an F for their grade in the class. In addition, all cheaters and plagiarizers will be reported to the office of the dean of students regardless of whether it is your first offense.

Grading Scale

A 94-100%	A- 90-93.9%
B+ 87-89.9%	B 84-86.9%
B- 80-83.9%	C+ 77-79.9%
C 74-76.9%	C- 70-73.9%
D+ 67-69.9%	D 64-66.9%

This grading scale will be used to determine letter grades at the end of the semester. For major assignments, the percentage of the final grade designated for each assignment has been determined based upon the expected amount of effort and care required to complete the assignment.

It is your responsibility to regulate your learning. If something is unclear, it is up to you to take steps necessary to correct the situation. You must attend to the purposes of the assignments and activities. You must self-monitor your comprehension. You must identify and access resources that will clarify and strengthen your knowledge. Don't expect to simply absorb knowledge, you must

take the initiative and make the effort to incorporate new understandings into what you already know.

Tentative Schedule (Check Canvas for updates)

Date	Topic	Assignments and Reading
Week 1 Module 1	<ul style="list-style-type: none"> • Relevant Terminology • John Hattie meta-analysis 101 • Evidence-based vs. Research-based i.e. evidence informed • <i>The Literacy Specialist</i>, Chapter 6: “Coaching: Improving Classroom and School Literacy Instruction” 	Assignment 1--Definition of Terminology Discussion--Introduction Discussion 1--Chapter 6 Quiz 1
Week 2 Module 2	<ul style="list-style-type: none"> • Coaching Literacy: • The instructional role of the literacy coach • Improving literacy instruction through coaching • <i>The Literacy Specialist</i>, Chapter 7: Coaching Individual Teachers to Improve Literacy Teaching and Learning 	Discussion 2--Chapter 7 Quiz 2 Assignment 2--Collaboration Plan Due
Week 3 Module 3	<ul style="list-style-type: none"> • Coaching individual teachers to improve literacy instruction • Individual coaching vs. large group PD • PD and coaching integration • <i>The Literacy Specialist</i>, Chapter 2: An Overview of the Instructional Role 	Assignment 3--Needs Assessment Discussion 3--Chapter 2 Discussion--Group PD vs. Individual Coaching
Week 4 Module 4	<ul style="list-style-type: none"> • Developing a needs assessment • Implementing a needs assessment • Creating a literacy plan based upon a needs assessment • How to meet the needs of diverse populations 	Assignment 4--Action plan Discussion 4 Quiz 4
Week 5 Module 5	<ul style="list-style-type: none"> • Planning for the adoption of a literacy curriculum • Creating the steps to an adoption process 	Assignment 5--Curriculum Adoption Plan Discussion 5

		Quiz 4
Week 6 Module 6	<ul style="list-style-type: none"> • Researching literacy curricula • Weighing the pros and cons of literacy curricula • Using teachers in the literacy adoption process 	Discussion 6
Week 7 Module 7	<ul style="list-style-type: none"> • Adopting literacy supplemental programs from needs assessment to implementation 	Discussion 7 Assignment 6--Creating a plan for adopting a literacy supplemental program

Course Policies

Statements Required in Course Syllabi

Per SUU [Policy 6.36](#)

COVID Website: <https://www.suu.edu/coronavirus/>

Thriving Thunderbirds: If you find yourself struggling with mental health issues, please visit <https://www.suu.edu/mentalhealth> for resources.

(optional) ZOOM ETIQUETTE: If your instructor utilizes the Zoom online conference system, you will need to have a way to communicate (a webcam, a microphone, a smartphone/landline, or using chat within the Zoom app). We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, please:

- Join the course in a quiet, distraction free location;
- Be aware of your background if you have video enabled;
- Mute your microphone or phone unless you are speaking;
- Close browser tabs and software not required for participating in class; and
- Remember that SUU classes are in the Mountain Time zone.

The success of this class will depend on the same commitment to learning we all typically bring to the physical classroom.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent (see [SUU Policy 6.33](#)). You are expected to have read and understood the current SUU student conduct code ([SUU Policy 11.2](#)) regarding student responsibilities and rights, the intellectual property policy ([SUU Policy 5.52](#)), information about procedures, and what constitutes acceptable behavior.

Please Note: The use of websites or services that sell or generate essays is a violation of these policies; likewise, the use of websites or services that provide answers to assignments, quizzes, or tests is also a violation of these policies.

ADA STATEMENT: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the [Disability Resource Center](#), located in Room 206F of the Sharwan Smith Center or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services.

If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

EMERGENCY MANAGEMENT STATEMENT: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>.

HEOA COMPLIANCE STATEMENT: For a full set of Higher Education Opportunity Act (HEOA) compliance statements, please visit <https://www.suu.edu/heoa>. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law; additional information can be found at <https://my.suu.edu/help/article/1096/heoa-compliance-plan>. You are also expected to comply with policies regarding intellectual property ([SUU Policy 5.52](#)) and copyright ([SUU Policy 5.54](#)).

DISCLAIMER STATEMENT: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

(optional) SUUSA STATEMENT: As a student at SUU, you have representation from the SUU Student Association (SUUSA) which advocates for student interests and helps work as a liaison between the students and the university administration. You can submit T-Bird Squawks feedback by going to <https://www.suu.edu/suusa/voice>. Likewise, you can learn more about SUUSA's Executive Council at <https://www.suu.edu/suusa/executive-council> and about all of SUUSA's Student Senators at <https://www.suu.edu/suusa/senate>. If you have any specific concerns regarding any of your courses, please contact the SUUSA VP of Academics at: suusa_academicsvp@suu.edu.

(optional) Thriving Thunderbirds: If you find yourself struggling with mental health issues, please visit <https://www.suu.edu/mentalhealth> for access to valuable resources.

Mental health is essential for your academic success. SUU provides resources, support, and services to address mental health issues at every level of concern. We are committed to helping all [Thunderbirds Thrive](#).

If you need assistance navigating any of the resources, please contact [Counseling and Psychological Services](#), the [Dean of Students' Office](#), or the [Health and Wellness Center](#).

Note: This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor(s) may modify it at any time with reasonable notice to students. The instructor(s) may also modify the schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor(s) for clarification.