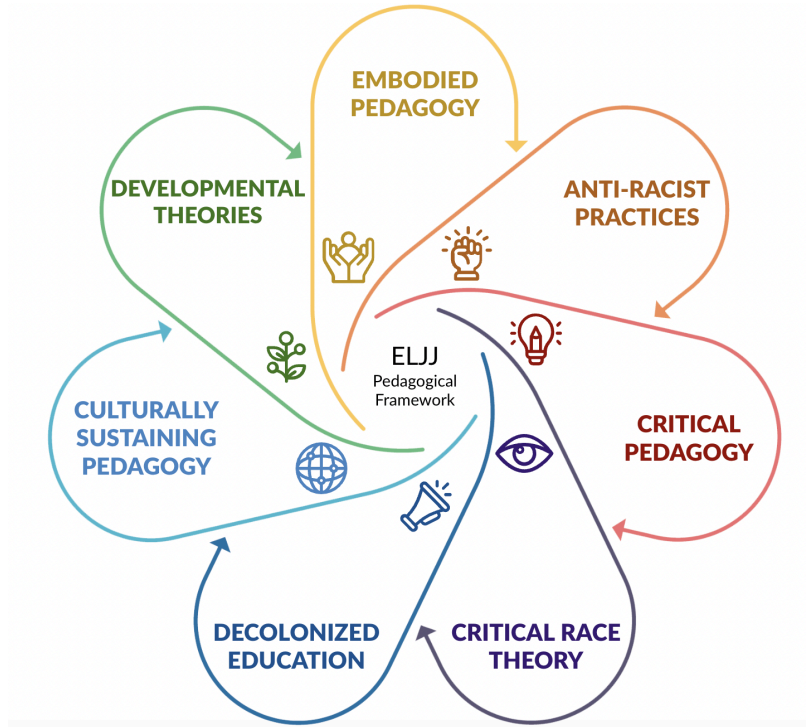


EDUT 6117

Curriculum & Instruction 3 – Multiple Subjects



SPRING SEMESTER

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

Credit: 2 Semester Hours

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Presents an overview of curriculum and instruction issues and concerns for elementary schoolteachers in “diverse” settings, with the aims of equity and social justice. Coordinates with the field experience to introduce the concepts and methodologies of curriculum and teaching in elementary schools. Emphasizes

continual growth and development in the teaching profession. The process of inquiry and reflective practice in teaching and teacher education provides a central framework for both the class sessions and the assignments. The course will address the following TPEs: 1.3, 1.4, 1.7, 3.1, 3.2, 4.3, 5.1, 5.2, 7.5, 7.9.

ELJJ Goals

We aim to prepare teachers who have the disposition and skills necessary to gather empirical evidence needed to examine and evaluate curricula, pedagogies, and assessment for justice, inclusion, transformation, and liberation. We also want to be sure that ELJJ teachers can build on their students' and their own assets to ensure that growth and learning is developmentally appropriate and healing. We expect teacher candidates in our program to identify ideologies and inequities from a critical perspective and work toward dismantling them and foster conditions that are fair and equitable. Finally, we see ourselves as a community who appreciates our shared experiences and vision to change education for the better and enjoys our collaborative work. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal 1. Safety, Wellbeing, and Care

- a. 1. Value and aim to ensure the safety and wellbeing of every student as well as colleagues in ELJJ (and other programs).
- b. 2. Actively create a space that welcomes, includes, nurtures, and appreciates students of all backgrounds.
- c. 3. Creates and maintains a safe working and community environment for students, colleagues, and self.
- d. 4. Recognize that teaching is inherently moral and guided by an ethic of care.



Goal 2. Culturally-sustaining, anti-racist teaching

- a. Recognize that one's positionality (i.e., gender, race, sexual orientation, socioeconomic background) and life experiences biases our lens in how we see others, particularly those who come from vastly different positions.
- b. Demonstrate interest in learning with and from others, especially those from historically marginalized communities and who are not in positions of power.
- c. Purposely seek out the perspectives of those from nondominant backgrounds (i.e., people of color, undocumented, materially privileged, LGBTQAI).
- d. Practice intentional listening, making space for marginalized voices, in classrooms and community settings.
- e. Focus on how (not if) privileged parts of one's identity shape life and teaching practice.

Course Goals

1. **Ethical Responsibility and Care:** Equip teachers with an ethic of care to serve as change agents in urban elementary settings. Recognize and address ethical dilemmas inherent in promoting a positive classroom environment.
2. **Classroom Management and Pedagogy:** Analyze the advantages and disadvantages of various classroom management strategies and instructional practices. Understand and apply diverse pedagogical practices that are contextually relevant.
3. **Reflective Teaching Practices:** Foster an inquiry-driven approach to instruction, promoting questions about curriculum aspects. Evaluate instructional decisions based on comprehensive analyses of student work and performance.
4. **In-depth Knowledge of Students:** Begin all instructional decisions by understanding student backgrounds and capabilities. Design learning opportunities that promote self-construction of knowledge, emphasizing culturally relevant teaching.
5. **Subject Matter Proficiency:** Ensure deep understanding and construction of subject matter concepts, in line with the California State Standards and curriculum frameworks. Design lessons that facilitate understanding and differentiate instruction to cater to all learners.
6. **Collaboration and Professionalism:** Prepare educators to collaboratively work within teams, fostering collegial relationships. Develop skills to maintain professional relationships with peers, faculty, and students, emphasizing respect and openness to diverse perspectives.
7. **Integrated Literacy and Content Instruction:** Apply knowledge to design instruction that bridges academic content areas and student skill development. Enhance students' content knowledge by seamlessly integrating literacy across all subject areas.
8. **Real-world Application and Assessment:** Develop expertise in connecting academic content to real-life contexts, ensuring active learning experiences. Utilize varied developmentally appropriate instructional strategies, resources, and assistive technologies. Implement diverse assessment techniques in instruction.
9. **Respect and Professional Discourse:** Ensure all interactions, both written and verbal, uphold the highest standards of respect and professionalism. Prioritize person-first or identity-based language, encouraging students to engage in respectful, open discussions while recognizing and rectifying mistakes constructively.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7):

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

TPE Mapping:

Week 1:

Reading: Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. Framing ideologies and concepts: Disability studies in education and inclusive education

TPE 1.3, 1.4 (Introduced)

Workshop: "Culturally Responsive Teaching: Understanding and Incorporating Diverse Student Perspectives"

TPE 1.3, 1.4 (Introduced)

Assignment: [Virtual Disability-Centered Experience](#). Decision on book club text (starting phase for [Integrated Project: Book Club & Curriculum Design](#))

TPE 1.3, 1.4 (Introduced)

Week 2:

Reading: Dewey, J. (1938/1997). *Experience and education*. New York: Touchstone.

"To bell hooks & not being happy till we are all free" from Critical Legal Thinking site

TPE 1.3, 1.7 3.1, 3.2, 7.5 (Introduced)

Workshop: Connecting curriculum to real-life contexts, engage in role-play activities to understand the real-life application of subject matter.

TPE 1.3, 1.7 3.1, 3.2, 7.5 (Practiced)

Assignment: Continuation of [Curriculum Design Project](#). Group project check-in, sharing of ideas and feedback through peer-review sessions

TPE 1.3, 1.7, 3.1, 3.2 (Assessed)

Week 3:

Reading: Banks, J.A. (2005). Improving race relations in schools: From theory and research to practice. *Journal of Social Issues*, 60(1), 47-61. Biken & Burke (2006): "Presuming competence" Nusbaum, Maier, & Rodriguez (2013) Capacity or Deficit? An Examination of the Lens that Educators Use to View Student Disability

TPE 1.4, 3.2, 4.3 (Introduced)

Workshop: Implementing principles of equity and social justice in curriculum design. Breakout activities to brainstorm on improving equity in the draft lesson plans

TPE 1.4, 3.2, 4.3 (Practiced)

Assignment: [Accessible Learning Lesson Plan](#)

TPE 1.4, 3.2, 4.3 (Practiced/Assessed)

Week 4:

Reading: Zeichner, K. M., & Liston, D. P. (2014). Reflective teaching: An introduction. Routledge. "The Significance of Semantics: Person-First Language: Why It Matters" Blog entry from Autistichoya "Black Disabled Men Talk" (select readings and episodes)

TPE 3.1, 3.2, 4.3, 5.1, 5.2, 7.9 (Introduced)

Workshop: Development of professional teaching portfolio with breakout sessions. Sharing of reflection papers in a seminar-style discussion. Course wrap-up through group discussion and reflection activities

TPE 3.1, 3.2, 4.3, 5.1, 5.2, 7.5, 7.9 (Practiced)

Assignment: Final [Reflection Paper](#) and [Teaching Portfolio](#)

TPE 3.1, 3.2, 4.3, 5.1, 5.2, 7.5, 7.9 (Assessed)

Course Policies

Attendance and Participation: Given the interactive nature of this course, attendance and active participation are vital for your learning. Students are expected to attend all synchronous sessions and engage in asynchronous activities. If you cannot attend a synchronous session, please notify the instructor in advance.

Late Assignments: Late assignments will be accepted with a penalty of 10% per day late. No assignments will be accepted more than one week past the due date unless extenuating circumstances exist, and arrangements have been made with the instructor.

Academic Integrity: This course adheres strictly to the university's policy on academic integrity. Plagiarism, or any form of cheating, will not be tolerated and will result in a failing grade for the assignment or the course, and possible further disciplinary action.

Respect and Inclusivity: Our classroom is a place of learning and respectful dialogue. Demeaning, hostile, or inappropriate behavior will not be tolerated. It is important that we maintain an environment of respect and inclusivity where all voices can be heard and all perspectives valued.

Accessibility: If you need accommodations due to a disability, please contact the university's accessibility services as soon as possible. I am committed to providing an accessible learning environment for all students.

Communication: Please use your university email for all course-related communications and expect a response within 48 hours during weekdays. For urgent matters, please use the subject line "Urgent: [Your Name]".

Technology Use: In our hybrid course model, technology will be central. Please ensure you have reliable access to a computer and internet connection. If you face difficulties, inform your instructor as soon as possible. During synchronous sessions, please keep your microphone muted when not speaking and use the chat function for questions or comments, unless otherwise instructed.

Remember, course policies are designed to ensure a positive and productive learning environment for all students. Failure to adhere to these policies may impact your course grade.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female,

transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

This section provides an overview of the broad range of support services available to students at Northeastern University and Mills College at Northeastern University. Students have access to numerous services to ensure their successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. **Course Engagement (15%)**: This combines the concepts of both "Course Participation" and "Active Engagement and Participation". In this course, participation isn't just about attending but actively engaging. Define/describe your evaluation criteria based on your commitments, ongoing challenges, and the virtual nature of the course. This includes initiating/responding to discussion posts, respectful interactions, and meaningful contributions during both synchronous and asynchronous sessions.
2. **Discussion Boards & Reflective Journal (15%)**: Completion of the final two discussion boards on the syllabus (5% each; 10% total). A 5-7 page reflection paper at the end of the course, discussing your journey, understanding evolution, and connecting your learnings to future teaching practices (5%).
3. **Virtual Disability-Centered Experiences (10%)**: Attend/view/listen to two virtual experiences related to disability. Your response can be in varied formats like writing, audio, images, or screenshots. Reflect on: 1) Your learnings about the lived experience of disability. 2) How the experience challenged your assumptions. 3) What was unexpected. 4) How it supported your comfort in developing a disability-centered curriculum.
4. **Integrated Project: Book Club & Curriculum Design (30%)**: Overview of "Ability Profiling and School Failure" OR "Disability Visibility Book Club" (15%): Virtual presentation on main takeaways, engagement questions for peers, and how you might integrate the book into your teaching. Collaborative Curriculum Design focused on an elementary school subject grounded in social justice principles, with learning objectives, strategies, and assessment tools (15%).
5. **Accessible Learning & Lesson Planning (10%)**: Design lessons that include individualized student supports, demonstrate integration of multiple curricular contexts, reflect UDL principles, and utilize technology. Each area will contribute equally to this grade.
6. **Professional Teaching Portfolio (20%)**: A dynamic portfolio showcasing your growth as a teacher. This should include lesson plans, teaching materials, student work samples, and reflective narratives. Each artifact should be paired with commentary explaining its significance and its representation of your teaching abilities.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades	Assignment	Points
97-100 A	Course Engagement	15
93-96 A-	Discussion Boards & Reflective Journal	15
88-92 B+	Virtual Disability-Centered Experiences	10
83-87 B	Integrated Project	30
79-82 B-	Accessible Learning & Lesson Planning	10
76-78 C+	Teaching Portfolio	20
73-75 C		
70-72 C-		
	Total	100

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

See TPE Mapping on pg. 3		
Week # Date	Synchronous	Asynchronous
1	<u>Understanding Curriculum Design and Instruction for Diverse Settings</u> <ul style="list-style-type: none"> • Introduction to course, review of syllabus • Discussion & Workshop on understanding curriculum and instruction, focus on diversity and social justice in education through a case-study approach, 	Assigned Readings: <ul style="list-style-type: none"> • Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, 34(3), 159-165. • Framing ideologies and concepts: Disability studies

See TPE Mapping on pg. 3		
Week # Date	Synchronous	Asynchronous
	<ul style="list-style-type: none"> • Introduction to group project through brainstorming activities. 	<p>in education and inclusive education</p> <ul style="list-style-type: none"> • Virtual Disability-Centered Experience 1 (related to Virtual Disability-Centered Experiences) • Decision on book club text (starting phase for Integrated Project: Book Club & Curriculum Design).
2	<p><u>Connecting Curriculum and Instruction to Real-Life Contexts</u></p> <ul style="list-style-type: none"> • Discussion: Reflections on the week's readings and assignment • Workshop: Connecting curriculum to real-life contexts, engage in role-play activities to understand the real-life application of subject matter • Group project check-in, sharing of ideas and feedback through peer-review sessions. 	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Dewey, J. (1938/1997). Experience and education. New York: Touchstone. • "To bell hooks & not being happy till we are all free" from Critical Legal Thinking site • Virtual Disability-Centered Experience 2 (related to Virtual Disability-Centered Experiences).
3	<p><u>Implementing Equity and Social Justice in Curriculum Design</u></p> <ul style="list-style-type: none"> • Group presentations of curriculum design projects, feedback and discussions through round-table reviews • Workshop: Implementing principles of equity and social justice in curriculum design • Breakout activities to brainstorm on improving equity in the draft lesson plans. 	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Banks, J.A. (2005). Improving race relations in schools: From theory and research to practice. Journal of Social Issues, 60(1), 47-61. • Biken & Burke (2006): "Presuming competence" • Nusbaum, Maier, & Rodriguez (2013) Capacity or Deficit? An Examination of the Lens that Educators Use to View Student Disability • Accessible Learning Lesson Plan (related to Accessible Learning & Lesson Planning).
4	<u>Reflections and Teaching Portfolio</u>	Assigned Readings:

See TPE Mapping on pg. 3		
Week # Date	Synchronous	Asynchronous
	<ul style="list-style-type: none"> ● Development of professional teaching portfolio with breakout sessions (related to Professional Teaching Portfolio). ● Sharing of reflection papers seminar-style discussion (related to Discussion Boards & Reflective Journal). ● Course wrap-up through group discussion and reflection activities.. 	<ul style="list-style-type: none"> ● Zeichner, K. M., & Liston, D. P. (2014). Reflective teaching: An introduction. Routledge. ● Finalize reflection paper and teaching portfolio for final submission. ● Integrated Project ● The Significance of Semantics: Person-First Language: Why It Matters" Blog entry from Autistichoya "Black Disabled Men Talk" (select readings and episodes) ● Finalizing reflection paper and teaching portfolio for submission (related to Discussion Boards & Reflective Journal and Professional Teaching Portfolio). ● Integrated Project (related to Integrated Project: Book Club & Curriculum Design).