

**SHAW UNIVERSITY**  
**Department of Education**  
**EDU 250: Curriculum Development for a Community of Learners**  
**Spring 2009**  
**Internet Course**

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**Virtual Office Hours: Mondays from 7-7:30p.m**

**THE CONCEPTUAL FRAMEWORK THEME**

The theme/purpose of the conceptual framework undergirding the Education Department's program is: To produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teacher in a diverse world.

**Department of Education Mission Statement**

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)  
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in Fall 2006.]

**Department of Education/Program Goals**

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

**NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.**

**GENERAL COURSE DESCRIPTION:** This course investigates the role of the teacher as a facilitator and decision-maker who creates a classroom environment in which all learners can be successful. Students examine instructional practices and evaluation procedures that impact student learning. Classroom management, working with families, and the use of the NCSCOS are discussed and analyzed.

As a separate but related part of this course, a 30-hour field lab (EDU 251: Curriculum and Development Lab) is required. This 30-hour field lab provides students the opportunity to share in selected teaching duties with an emphasis on instructional methodology and teacher-student interaction.

**STUDENT LEARNING OUTCOMES:** Curriculum Development for a Community of Learners is designed to enable students to acquire relevant, minimum competencies as identified by DPI Standards and Indicators as well as the University’s conceptual framework. Demonstrate the ability to be critical thinkers and problem-solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.

Student Learning Outcomes	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to the North Carolina Teaching Standards and Indicators
At the completion of this course students will be able to:		
1) Demonstrate mastery of the basic skills required to be an effective teacher	Class Discussion, Peer and Instructor Feedback, Rubric, Research Paper, Exam	NC- T S 4
2) Be familiar with the educational structure and organization at the local, state and federal levels	Class Discussion, Exam, Journal Reviews	NC – T CS 1
3) Identify cognitive processes that affect student performance in achieving instructional objectives	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Rubric	NC-T CS 4
4) Identify effective strategies/practices for classroom management.	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Rubric	NC -TCS2
5) Describe how to plan to meet the needs of diverse population of students	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Lesson Plans, Rubric	NCT-CS2
6) Demonstrate a basic understanding of content knowledge, teaching methodology, and reflective practices	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Rubric	NC-T CS3, NC-T CS 4, NC-T CS 5
7) Demonstrate an understanding of	Class Discussion, Exam, Journal	NC-T CS 4, NC-T 5

educational assessment procedures.	Review, Research Paper, Simulation Activities, Rubric	
8) Recognize and analyze problems in the content area, identify possible solutions to problems, select problem-solving strategies, and evaluate problem-solving techniques	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric	NC-T CS5, NC-T CS4
9) Analyze emerging trends in the content areas; think critically, effectively and ethically how best meet the needs of all stakeholders	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric	NC-TCS1, NC-T C CS 4 CS 5
10) Demonstrate an understanding of the North Carolina Professional Teaching Standards and how they apply to prospective teachers	Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric	NC-T CS 3

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PROFESSIONAL TEACHING STANDARDS AND INDICATORS [www.ncptsc.org](http://www.ncptsc.org)**

**CORE STANDARDS**

**Core Standard 1.** Teachers demonstrate leadership

**Core Standard 2.** Teachers establish a respectful environment for a diverse population of students

**Core Standard 3.** Teachers know the content they teach.

**Core Standard 4.** Teachers facilitate learning for their students

**Core Standard 5.** Teachers reflect on their practice

**DIVERSITY STANDARDS**

**Diversity Standard 4.** Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

**Diversity Standard 6.** Teachers of diverse students are reflective practitioners who are committed to educational equity.

**TECHNOLOGY STANDARDS**

**Technology Standard 1.** Teachers demonstrate a sound understanding of technology operations and concepts.

**Technology Standard 3.** Teachers implement curricular plans that include methods and strategies for applying technology to maximize student learning.

## **BIRTH-KINDERGARTEN STANDARDS**

**Standard 5.** Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

**Standard 6.** Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated and responsive environment.

**Standard 8.** Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

**Standard 10.** Birth-Kindergarten professionals function professionally.

## **ELEMENTARY EDUCATION STANDARDS**

**Standard 7.** Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

**Standard 14.** Elementary teachers develop strategies to address topics that are controversial to diverse groups.

## **ENGLISH EDUCATION**

**Standard 11.** Teachers foster in students awareness and appreciation of their own and others' cultures.

**Standard 12.** Teachers recognize commonalities and individual differences within the classroom.

**Standard 13.** Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.

## **MATHEMATICS EDUCATION**

**Standard 11.** To promote diversity as strength, teachers are knowledgeable about and sensitive toward various teaching/learning styles.

**COURSE PROCEDURES:** A variety of methods will be adopted, including lectures (PowerPoint notes), discussion and reflective questions on Blackboard, video clips from MyLabSchool, case studies, journal reviews, and research paper. etc.

### **Course Format:**

#### **Blackboard Discussion/Participation**

##### **1. Reading.**

Blackboard Discussion Questions will be posted each Sunday in the ASSIGNMENT SECTION. Blackboard Discussion Questions will be based on the required reading assignments, simulation activities, video clips and Power point notes. Students are encouraged to recommend additional readings they think would be helpful to their colleagues in understanding the concepts.

##### **2. Summation Reaction/Response Dialogue Participation**

Each student will prepare a one page (double spaced) SUMMARY/REACTION/RESPONSE to the Blackboard Discussion Questions. Remember when your S-R/R is read, your reader cannot see your facial expressions or your body language. Students will be required to post S-R/R in the Blackboard Topic Discussion Forum and engage in a Collaborative Learning process with other students on the topic of discussion. In an effort to facilitate dialogue, each student **must** react to at least one colleague's S-R/R by Saturday night, using the REPLY Button in Blackboard. Students are encouraged to do more than just agree or disagree with your peers. If you agree or disagree, state why or offer a different perspective. The objective is to engage in dialogue, not just to reply.

##### **3. Evaluation: Blackboard Discussion/Participation**

Reynolds/EDU 250 - Syllabus/Spring 2009

Students will receive a weekly participation grade based on the participation rubric located in the COURSE INFORMATION SECTION ON BLACKBOARD  
NC-T Standards 1, 2, 3, 4, 5

### ASSIGNMENTS

This course engages students in thinking about strategies to design and deliver instruction in all areas of the curriculum. All projects should be posted on Blackboard.

1. **Quizzes and Exams.** There will be two quizzes based on the readings, lectures and discussions. A mid-term exam and a final exam will also be given.  
NC-T Standards 1, 2, 3, 4, 5 Diversity Standards 4, 6 Technology Standards 1, 3, ELED Standards 7, BK Standards 5,

2. **Reflective Paper Due Date**

Write a one page reflective paper describing **YOUR** elementary and/or secondary school experience, to include your teacher(s)' teaching style, opportunities provided for the individual child, knowledge of content, professional dispositions, use of technology, opportunities to use critical thinking and problem-solving skills, care and concern for students, and professionalism.

NC-T Standards 1, 2, 5 Diversity Standard 6, Technology Standard 1

- 3 **Semester Research Paper: Due Date**

**THE RESEARCH TOPIC MUST COME FROM CHAPTERS 7-10 IN THE TEXTBOOK**

The research paper should follow APA format and must be **8-10 pages in length**. This should include the Title Page and Work Cited Page. The research paper must have no fewer than 5 references. (See APA format online at the following address: APA Website (<http://www.uwsp.edu/psych/apa4b.htm>).

- How to write, using the APA style
- How to search the WEB to locate sources
- Printout of WEB sites that provide tips on writing research paper
- **(Resource-MyLabSchool, Course, Foundation/Intro to Teaching (CD), Research Navigator (FDRN) <http://www.researchnavigator.com>**

#### Standards

NC-T Standards 1, 2, 3, 4, 5

NC-T Diversity Standard 1

NC-T Technology Standard 1

4. **Journal Article Reviews: POST ON BLACKBOARD**

Read and report on two current journal articles using the following Shaw University Department of Education format: (Refer to the Blackboard Projects/Resources Section)

- A. Title of Article:
- B. Author(s):
- C. Journal:
- D. Synopsis: (summarize in your own words; at least ½ page in length)
- E. Subjects: (people involved in the study; ex. (50) ten year old boys)
- F. Instrument: (kind of test, survey, etc. used to collect data)
- G. Findings: (outcome)
- H. Implication/Application: (how will or can the information be used)
- I. Reaction: (your personal reaction to the article)
- J. NCDPI Standards/Goals and Indicators/Objectives (NCDPI standards and indicators that align with the article)

All journal reviews must be submitted with the actual article. Each part in the format (A-J) must be addressed.

Resource Site: Research Navigator <http://www.researchnavigator.com>

### **Standards**

**NC-T Standards 1, 2, 3, 4, 5**

**NC-T Core Diversity Standard 1**

**NC-T Core Technology Standard 1**

**REQUIRED TEXT:** Parkay, Forrest W. & Stanford, Beverly H. (2006). *Becoming a teacher with MyLabSchool Series*, (7th ed.). Boston: Allyn and Bacon Publishing Company. The textbook can be ordered online. . Go to: <http://www.ablongman.com> Cost \$109.33. The textbook is also available at Shaw's bookstore. Make sure your order the textbook with the MyLabSchool Series ISBN 10:020550873 . A MyLabSchool Student Access Card should be included. If a MyLabSchool access code is not included in your textbook you will need to purchase an access code.

Go to [www.MyLabSchool.com](http://www.MyLabSchool.com)

Enter your school's zip code 27601

Your Platform: MyLabSchool E BOOK VERSION

Textbook: Parkay, Forrest, *Becoming a Teacher*, 7<sup>th</sup> Edition, Allyn & Bacon Publisher

Cost: \$59.00

MyLabSchool Help Number 1-800-677-6337

Students must be proficient in the use of Blackboard

Students must have access to a computer that can run video clips/multi media presentations, power points, etc.

### **TEXTBOOK CONTENTS**

#### **1. The Teaching Profession**

- Teaching: Your Chosen Profession
- Learning to Teach

#### **2. Foundations of Teaching**

- Ideas and Events that Have Shaped Education in the United States
- Social Realities Confronting Today's Schools
- Struggles for Control of Schools in the United States
- Ethical and Legal Issues in Education in the United States

#### **3. The Art of Teaching**

- Teaching Diverse Learners
- Addressing Learners' Individual Needs
- Authentic Instruction and Curricula for Creating a Community of Learners
- Curriculum Standards, Assessment, and Student Learning
- Teaching with Technology

#### **4. Your Teaching Future**

- Teachers as Educational Leaders
- Your First Teaching Position

**TOPICAL COURSE OUTLINE**

Date	Topic	Class Activity/ Assignment Due
Week 1 January 19 – January 24	Introduction Overview; Get Acquainted Activity Read Chapter 1 - Textbook Teaching: Your Chosen Profession Lecture-PowerPoint Notes  Take Practice Quiz #1 Email Results, Send Text-Attached HTML	Read Syllabus North Carolina Standards and Indicators <a href="http://www.dpi.state.nc.us/curriculum">www.dpi.state.nc.us/curriculum</a>  North Carolina Professional Teaching Standards adopted 2008 <a href="http://www.ncptsc.org">http://www.ncptsc.org</a>  Homework Assignments posted in the Assignment Section on Blackboard
Week 2 January 25- January 31	Read Chapter 2 Learning to Teach Lecture-PowerPoint Notes  MyLabSchool Series Click- Textbook Click – Video Clips Click - Profession of Teaching Clip 1: Becoming a Teacher	Textbook Homework Page 17 Case Study Answer Questions 1, 2, 3. Submit Homework Assignment to the Digital Dropbox on Blackboard  Homework Assignments posted in the Assignment Section on Blackboard
Week 3 February 1- February 7	Read Chapter 3 Ideas & Events that Have Shaped Education in the US Lecture –PowerPoint Notes  MyLabSchool Series Click – Textbook Click – Video Clips Click – Profession of Teaching Clip 5 – Developing a Philosophy of Education	Reflective One Page Paper Due; submit paper in the Digital Dropbox on Blackboard, directives are in the Projects/Resources Sections on Blackboard  Homework Assignments posted in the Assignment Section on Blackboard
Week 4 February 8- February 14	Read Chapter 4 -Social Realities Confronting Today’s Schools Lecture-PowerPoint Notes  MyLabSchool Series Click – Textbook Click – Video Clips Click - “Working with Parents and the Community Video Clip 14: Involving Parents	-Quiz #1 Chapter 1, 2, 3 Blackboard - use Study Guide in the Resources Section on Blackboard.  <b>-Journal Article 1 due February 14</b>  <b>Focus:</b> Foundations of Education Topic must come from chapters 3, 4, 5, or 6 from the textbook. Follow the format listed on Blackboard Submit Journal Article 1 to the Digital Dropbox on Blackboard

		Homework Assignments posted in the Assignment Section on Blackboard
Week 5 February 15- February 21	<p>Read Chapter 5 Struggles for Control of Schools in the US Lecture- PowerPoint Notes</p> <p>Read Chapter 6 Ethical &amp; Legal Issues in Ed in the US Lecture – PowerPoint Notes</p> <p>MyLabSchool Series Click – Textbook Click – Lesson Plans/Portfolio Builder Focus: How to Write and Effective Lesson for Reading or Math</p>	<p>Lesson Plan #1 Due February 21</p> <p>Homework Assignments posted in the Assignment Section on Blackboard</p> <p>Becoming a Teacher – Online Resources Practice Quiz for Chapters 5 &amp; 6</p>
Week 6 February 22- February 28	<p>MyLabSchool Series Click – Textbook Click - Video Clips Click - Legal and Philosophical Issues Video Clip 3: PL 94-142</p>	<p>Mid Term Exam Chapters 1-6 Blackboard; review study guide on the resource section in Blackboard</p> <p>Homework Assignments posted in the Assignment Section on Blackboard</p>
Week 7 March 1 – March 7	<p>Read Chapter 7 Teaching Diverse Learners Lecture-PowerPoint Notes</p> <p>-Review 21<sup>st</sup> Century Teaching Strategies</p> <p>-MyLabSchool Series Click – Textbook Click – Video Clips Click - Multi-Cultural Education Video Clip 7: Ethic Diversity and Standards Planning</p>	<p>Homework Assignment posted in the Assignment Section on Blackboard</p> <p>Identify and Submit Research Topic to the Digital Dropbox Select a topic from Chapters 7, 8, 9 or 10 in the Textbook that you would like to research</p>
Week 8 March 8 – March 14	<p>Read Chapter 8 PP 282-309 Assessing Learners’ Individual Lecture –PowerPoint Notes</p>	<p>Homework Assignments posted in the Assignment Section on Blackboard</p>
Week 9 March 15 – March 21	<p>Read Chapter 8 PP309-321 Assessing Learners’ Individual Needs, MyLabSchool Series Click – Textbook Click - Video Clips Click - Inclusion</p>	<p>Homework Assignments posted in the Assignment Section on Blackboard</p>

Week 9	Video Clip 8: The Inclusion Classroom	
Week 10 March 22- March 28	Read Chapter 9 PP 324-344 Authentic Instruction and Curricula for Creating a Community of Learners Lecture – PowerPoint Notes  -MyLabSchool Series Click – Textbook Click – Video Clips Click - Managing Behavior Problems Clip 9: Classroom Management	Homework Assignments posted in the Assignment Section on Blackboard
Week 11 March 29 – April 4	Read Chapter 9 PP 345-364 Continuation Authentic Instruction and Curricula for Creating a Community of Learners Lecture- PowerPoint Notes  MyLabSchool Series Click - Textbook Click – Lesson Plans/Portfolio Builder Focus: How to Write an Effective Lesson Plan for <b><u>Reading or Math</u></b> .	Homework assignment posted on Blackboard Lesson Plan #2 Due  Homework Assignments posted in the Assignment Section on Blackboard
Week 12 April 5 – April 11	Read Chapter 10 PP 366-388 Curriculum Standards, Assessment, and Student Learning Lecture – PowerPoint Notes  -MyLabSchool Series - Simulation Activity Click – Textbook Click - Resources Click - Simulation Archive Click - Classroom Assessment (You will need to read the transcript)	Quiz # 2 Chapters 7, 8, 9  Homework Assignments posted in the Assignment Section on Blackboard  Journal Article 2 Due <b>Focus:</b> Art of Teaching Topic must come from chapters 7, 8, 9, 10 in the Textbook Submit to the Digital Dropbox on Blackboard
Week 13 April 12 – April 18	Read Chapter 10 PP 383-399 Continuation Curriculum Standards, Assessment, and Student Learning  MyLabSchool Series Simulation Activity Click – Textbook Click - Resources Click Simulation Archive Click – Content Standards (You will need to read the transcript)  Read Chapter 11 Teaching with Technology Lecture – PowerPoint Notes	Research Paper Due Focus: Art of Teaching Chapters 6, 7, 8, 9, 10 Submit to Digital Dropbox on Blackboard  Homework Assignments posted in the Assignment Section on Blackboard
Week 14 April 19 – April	Read Chapter 12 Teachers as Educational Leaders Lecture – PowerPoint Notes	Homework assignments posted in the Assignment Section on Blackboard

25	Read Chapter 13 Your First Teaching Position Lecture – PowerPoint Notes	
Week 15 April 26 – May 2	Review Online Study Guide for Final Exam Final Exam	Final Exam (Cumulative) Chapter 1-13 Blackboard

**REVISION OF SYLLABUS IS SUBJECT TO THE DISCRETION OF THE INSTRUCTOR**

**COURSE EVALUATION:**

1. **Homework/Projects:** Homework and semester projects are due on the date listed on the syllabus. Assignments not turned in on time will result in a recorded grade of zero.
2. **Tests/Quizzes.** Tests/Quizzes will be announced in advance. Students who fail to take the tests within the time allotted on Blackboard will receive a grade of zero.
3. Grading Scale:
  - A = 100-90 (Target)
  - B = 89-80 (Acceptable)
  - C = 79-70 (Acceptable)
  - D = 69-60 (Unacceptable)
  - F = below 60 – failing (Unacceptable)

**Rubrics.** Common rubrics will be used to assess performance on assignments.

4. Grading: for the purpose of determining your final grade:
 

Homework	5%
Projects	45%
Mid Term Exam / Quizzes	20%
Final Exam	15%
Participation (Blackboard Discussions, Virtual Classroom Discussions)	15%

**Writing expectations and comments.**

1. You must use word-processing all work turned in for a grade (except in the case of in-class exams).
2. Writing is both an important tool for thinking and an essential form of expression for teachers and all professionals. Think about it. *As a parent, how confident would you be in your child's instruction if his/her teacher couldn't write well?* Take seriously what you write for this class. Read and reread your work. DO NOT rely solely on spell and grammar check functions to check your work! Read it yourself and ask others to read it. Your papers must demonstrate effective use of language, sentence integrity, and clarity of ideas, logical development of themes, and accurate spelling and grammar. If you need help, get it from a friend or from the Learning Center.
3. **All assignments must be submitted using MICROSOFT WORD.**

**CLASS ATTENDANCE POLICY**

Students will be required to login on Blackboard on the assignment tab before 9:00p.m. on Mondays beginning January 19. This is how attendance will be kept. Students will also be expected to check Blackboard daily for announcements and updates.

## Classroom Rules/Expectations:

### 1 Policy on Plagiarism

**DO NOT DOWNLOAD SECTIONS FROM THE INTERNET AND SUBMIT THEM AS YOUR OWN WORK. THAT IS CALLED PLAGIARISM AND WILL RESULT IN YOUR RECEIVING NO CREDIT FOR THE ASSIGNMENT**

Plagiarism is presenting other people's work as your own. Using another person's idea, words, or work is theft. As members of the academic community, students must be mindful of other people's property. Failure to respect such property rights is considered a serious and punishable violation of appropriate conduct at Shaw University.

A student who plagiarizes an assignment can expect that he or she will receive a zero for the assignment and that the plagiarism incident will be reported to the Vice President for Academic Affairs.

A second incident of plagiarism by the same student in the same class will result in automatic expulsion from the class and a grade of "F" in the course. The reason for the "F" will be documented in the grade report to the Registrar. A record of students expelled from classes will be forwarded to the Vice President for Academic Affairs at the end of each semester.

Three incidents of plagiarism in a student's college career will be cause for additional disciplinary action by the Vice President for Academic Affairs up to and including suspension.

- 2 Students must have an email account in order to facilitate communications (I often send announcements and reminders via email.)

### **Statement of non-discrimination.**

Shaw's policy is not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, please contact me and/or the Disabilities Services office. Please notify me during the first week of class if you have any special needs or concerns.

## **SUPPLEMENTARY MATERIALS**

American Psychologist

American Educational Research Journal

Black Issues in Higher Education

Bulletin of the National Association of Secondary School Principals (NASSP)

Elementary School Journal

Encyclopedia of Educational Research

Educational Leadership

Journal of Educational Psychology

Journal of Educational Research

Journal of Experimental Educational Training Program

Journal of School Psychology

Multicultural Review

Phi Delta Kappan

Psychological Review

Review of Educational Research

School Board Journal

APA Website: (<http://www.uwsp.edu/psych/apa4b.htm>)

Relevant internet sources (e.g. [www.schoolreport.com](http://www.schoolreport.com))

\*Department of Public Instruction ([www.ncpublicschools.gov](http://www.ncpublicschools.gov))  
U.S. Department of Education Home Page (<http://www.ed.gov/>)  
\* **K-12 Teaching and Learning from the University of North Carolina School of Education**  
([www.learnnc.org](http://www.learnnc.org))  
**ERIC Clearinghouse on Assessment and Evaluation** (<http://ericae.net/ftlib.htm>)  
**Assessment Training Institute** (<http://www.assessmentinst.com>)  
\***Standard Course of Study** – <http://www.dpi.state.nc.us/curriculum>  
African American Academy 2003. Retrieved from [www.seattleschools.org/schools/aaa/](http://www.seattleschools.org/schools/aaa/)  
\***North Carolina Professional Teaching Standards** [www.ncptsc.org](http://www.ncptsc.org)

## **BIBLIOGRAPHY**

- Bennett, C. I. (2003) Comprehensive multicultural education: Theory and Practices, 5<sup>th</sup> ed. Boston: Allyn and Bacon
- Bitter., G. G., and Pierson, M. E. (2005) Using Technology in the Classroom, 6<sup>th</sup> ed. Boston: Allyn and Bacon
- Bloom, B. S. (1981) All our Children Learning: A primer for parents, teachers, and other educators. New York: McGraw-Hill
- Glasser, W. R. (1998a) Quality Schools, 3<sup>rd</sup> ed. New York: Harper Perennial.
- Garner, H (1999). Multiple Intelligences: The Theory in Practice. New York: Basic Books
- Routman, R. (2005) Writing Essentials: Raising Expectations and Results While Simplifying Teaching. Portsmouth, NH: Heinemann.

Assignments	% of Total Grade	Due Date	Submitted	Grade
Quiz #1 Chapters 1-3	20% 5%	Feb. 11		
Quiz #2 Chapters 7,8, 9	5%	April 8		
<b>Mid Term Exam</b> Chapter 1-6	10%	Feb. 25		
Final Exam Cumulative Chapters 1-12	15%	Apr 27		
Projects	45%			
Research Paper	20%	April 18		
Reflective Paper	10%	Feb. 7		
Journal Article Reviews (2)	10%	Feb.14 April 11		
Lesson Plans (2)	5%	Feb 21 April 4		
Assignments	5%	Weekly		
Participation –Blackboard Discussions	15%	Weekly		

**This assignment sheet is designed to help you keep up with course requirements, grades and due dates, and should allow you to monitor your own progress in the course.**

**This syllabus is subject to change at the discretion of the instructor**

