

EDU-924: Instructional Strategies to Inspire Learning

Independent Study Online Course Syllabus

Instructor: Sharon Owyang, M.S.
Phone: (559) 281-8507
Email: sharon.owyang@fresno.edu

Number of Graduate Semester Units: 3 units
Target Audience: K - 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Instructional Strategies to Inspire Learning is a course for teachers from all disciplines from grades K–12. This course will focus on practical teaching applications linking Robert Marzano’s research-based work to enhance student achievement. The nine strategies have a high probability of enhancing student achievement at all grade levels.

This course organizes the 2010 study of evidence-based strategies into a significant framework geared toward instructional planning. In our diverse and linguistically rich classrooms the strategies are effective tools for students to apply for learning.

This course will engage the teacher with hands-on strategies and videos of classrooms applying the strategies. The assignments guide teachers in pairing the strategies with your course content.

This course aligns with the Common Core State Standards in English Language Arts and the National Board for Professional Teaching Standards (NBPTS). If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify your instructor. Reasonable efforts will be made to accommodate your special needs.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:

- Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E. (2001). *Classroom Instruction that Works Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development and McREL. ISBN: 0-87120-504-1.
<https://www.amazon.com/Classroom-Instruction-That-Works-Research-Based/dp/0871205041>
- Dean, Ceri B., Hubbell, Elizabeth Ross, Pitler, Howard, and Stone, BJ. (2012). *Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement* (2nd ed.). Association for Supervision and Curriculum Development, and McREL. ISBN: 978-1-4166-1362-6. <https://www.amazon.com/Classroom-Instruction-That-Works-Research-Based/dp/1416613625>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12

- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. The student will be able to identify the nine instructional strategies that can be implemented in the on-going classroom.	NBPTS Proposition 2 and 3	CE 1, 2
2. Demonstrate through written summaries and reflections an understanding of the categories of instructional strategies that can affect student achievement.	NBPTS Propositions 1 and 4	CE 1,2,4,5
3. The student will be able to propose how their students will be informed of and apply instructional strategies to improve student achievement.	NBPTS Proposition 4	CE 1,2,4,5,6
4. The student will be able to organize and enter classroom observations on the response journal	NBPTS Proposition 3 and 4	CE 1,2,4,6
5. The student will design and implement a classroom lesson by applying a chosen	NBPTS Proposition 2 and 5	CE 1,2,3,4,5,6

instructional strategy. The components include the planning process, teaching and reflection. The student will be able to apply the guidance from text, Chapter 10 to the categories for instructional planning		
---	--	--

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	- Welcome Video - Course Syllabus - Introduce Yourself Forum	5 pts
Module 1 – Introduction, Texts, CCSS	Introduction, Goals and Objectives Preview the Textbooks and Common Core State Standards Video 1.0 Robert Marzano His Career in Research Assignment 1.1 Achievement Scores Report Assignment 1.2 Common Core State Standards - Video 1.2a A Vision for the Common Core State Standards - Video 1.2b How to Read and Unpack Common Core State Standards	15 pts 15 pts
Module 2 – Instructional Strategies	Instructional Strategies, Goals and Objectives Assignment 2.1 1 st Edition Text, Chapter 1 Applying the Research on Instruction Assignment 2.2 2nd Edition Text, Forward, Acknowledgements and Introduction Assignment 2.3 Response Journal Template - Resource 2.3a Categories of Instructional Strategies - Resource 2.3b 2010 and 1998 Categories of Instructional Strategies - Video 2.3c. What Makes a Great Teacher?	15 pts 15 pts 20 pts
Module 3 – Identifying Similarities and Differences	Identifying Similarities and Differences, Goals and Objectives Assignment 3.1 1 st and 2nd Edition text, Identifying Similarities and Differences - Video 3.1a Identifying Critical Content Similarities and Differences - Video 3.1b Analyzing Similarities and Differences between Insects and Spiders	30 pts
Module 4 – Summarizing and Note Taking	Summarizing and Note Taking, Goals and Objectives Assignment 4.1 1 st Edition Text and 2nd Edition text, Summarizing and Note Taking - Video 4.1a Summarizing and Note Taking - Video 4.1b Summarization I, Establish a Learning Focus	30 pts
Module 5 – Reinforcing Effort and Providing Recognition	Reinforcing Effort and Providing Recognition, Goals and Objectives Assignment 5.1 1st and 2nd Edition text Reinforcing Effort and Providing Recognition	30 pts

Module Title	Module Assignments and Activities	Points Possible
	• Video 5.1a CITW Reinforcing Effort and Providing Recognition • Video 5.1b Reinforcing Effort and Providing Instruction Assignment Response Journal 5.2 and 5.3 – The goal to develop a Response Journal representing two of the three instructional strategies from Module 5. • 5.2 Response Journal • 5.3 Response Journal • 5.4 Discussion Forum: 5.4a Post and 5.4b Reply	20 pts 20 pts 15 pts
Module 6 – Homework and Practice	Homework and Practice, Goals and Objectives • Assignment 6.1 1st Edition and 2nd Edition text, Reading, Homework and Practice • Video 6.1a Teacher Tips, Homework Compacting • Video 6.1b Best Practices Homework	30 pts
Module 7 – Nonlinguistic Representations	Nonlinguistic Representations, Goals and Objectives Assignment 7.1 1st Edition and 2nd Edition text, Nonlinguistic Representations • Video 7.1a Draw It So You Know It • Video 7.1b How to Teach Vocabulary Acquisition-Teach Like This	30 pts
Module 8 – Cooperative Learning	Cooperative Learning, Goals and Objectives Assignment 8.1 1st Edition and 2nd Edition Text, Cooperative Learning • Video 8.1a Cooperative Learning in Elementary School • Video 8.1b Collaborative Learning builds deeper Understanding • Video 8.1c An Introduction to Technology Integration Assignment 8.2 and 8.3 A Response Journal representing two of the three instructional strategies. • 8.2 Response Journal • 8.3 Response Journal • 8.4 Discussion Forum, 8.4a Post and 8.4b Reply	30 pts 20 pts 20 pts 15 pts
Module 9 – Setting Objectives and Providing Feedback	Setting Objectives and Providing Feedback, Goals and Objectives Assignment 9.1 1st Edition Text and /2nd Edition Text Setting Objectives and Providing Feedback • Video 9.1a Marzano's Instructional Strategies: The Movie • Video 9.1b Elementary Setting Objectives	30 pts
Module 10- Generating and Testing Hypotheses	Generating and Testing Hypotheses, Goals and Objectives Assignment 10.1 1st/ Edition Text and 2nd Edition Text Generating and Testing Hypotheses • Video 10.1a The Real Coke Challenge • Video 10.1b Marzano, Engaging Students in Cognitive Complex Tasks Involving Hypotheses Generating and Testing	30 pts

NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.
----	-----------	--------------	--

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.