

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
CDPD 600	Understanding and Application of Principles & Practices of Curriculum Design & Program Development	<b>Prerequisite: CDPD 600</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Days/Times</b>		<b>Instructor:</b>	Joshua Hill MEd	<b>First day of classes:</b>	
<b>Tues</b>	8:15-11:00			FE600	Wed. Jan 8
<b>Wed</b>	8:15-11:30			SCMP600, CDPD600	Mon. Feb 10
<b>Thurs</b>	12:30-3:30			LTA700, CDPD700, SCMP700	Mon. Feb 24
				<b>Last Day of Classes (1<sup>st</sup> year)</b>	Mon. April 6
				<b>Last Day of classes (2<sup>nd</sup> year)</b>	Thurs. April 16
		<b>Email:</b>	Joshua.hill@ambrose.edu	<b>Last day to add/drop:</b>	
<b>Room:</b>	RE 132 RE110	<b>Phone:</b>		FE600	Fri. Jan 17
<b>Final exam (if applicable)</b>		<b>Office:</b>		CDPD 600, SCMP 600	Tues. Feb 18
		<b>Office Hours:</b>		CDPD 700, LTA 700, SCMP 700	Mon. Mar 2
				<b>Last day to withdraw:</b>	
				FE600	Fri. Jan 31
				CDPD 600, SCMP 600	Mon. Mar 23
				CDPD 700, LTA 700, SCMP 700	Fri .Apr 3

### Course Description

Building on the general principles of CDPD 500, students will use backwards design to build units of study across the various disciplines in the Alberta Program of Studies. Students will identify "big ideas" and "essential questions" in curriculum. They will make understanding and skill development visible through formative and summative assessments, create rubrics, design performance assessments, and practice reporting.

## Expected Learning Outcomes

### 1. Design learning over the course of a unit that explicitly considers student diversity and supports the learning of all students.

- a) I can design learning for students that is worthy of their time and attention, is personally relevant and is deeply connected to the world in which they live.
- b) I can design learning that explicitly considers student diversity and supports the learning experiences of all students.
- c) I can design learning that integrates the intentional development of literacy skills.
- d) I can design learning that integrates the intentional development of numeracy skills.
- e) I can design assessment that is clearly focused on improving student learning and guiding teaching decisions and actions.
- f) I can design opportunities for students to learn from Indigenous ways of knowing and coming to know.

### 2. Collaborate as a member of professional learning community

- a) I can co-design learning and collaborate in a professional learning community.
- b) I can reflect on my practice.

## TQS Competencies Addressed:

Demonstrating a Professional Body of Knowledge

Establishing Inclusive Learning Environments

Engaging in Career-Long Learning

Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

## Course Schedule

The following is an outline of the course **it will be adapted to meet the emerging needs and dynamics of the participants** in the course. The schedule of opportunities for peer and instructor feedback on assignments will be provided in class.

Date	Guiding Question	Resources	Reminders
Week 1 Feb 10-13	What do students need from the design of learning?  How can I draw on the Alberta programs of study, Alberta Ministerial Order on Student Learning and sound research on learning and teaching to design learning?	Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association. Retrieved from <a href="http://www.cea-ace.ca/publication/what-did-you-do-school-today-teaching-effectiveness-framework-and-rubric">http://www.cea-ace.ca/publication/what-did-you-do-school-today-teaching-effectiveness-framework-and-rubric</a>  Alberta Education: <i>Programs of Study</i> . <a href="https://education.alberta.ca/teachers/program/">https://education.alberta.ca/teachers/program/</a>	

Week 2 Feb 17-20	How can I draw on the perspectives of students and the context of the school, community and world to design learning?	Rocky View Schools Learning Design Process: <a href="http://schoolblogs.rockyview.ab.ca/makinglearninvisible/learning-design-toolkit/#process">http://schoolblogs.rockyview.ab.ca/makinglearninvisible/learning-design-toolkit/#process</a>  Real Time Whiteboard: <a href="https://realtimeboard.com/">https://realtimeboard.com/</a>	<b>Bi-Weekly Reflection:</b> <b>Feb 21st</b>
Week 3 Feb 24- Feb 27	How can I design the conditions for students to develop foundational literacy skills?	State Government of Victoria, Australia. (2018). Four Resources Model for Reading and Viewing. Available from <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingprac.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingprac.aspx</a>	<b>Assignment 1 Part A: Unit Overview</b> <b>Draft: Feb 28th</b>
Week 4 Mar 2-5	How can I design the conditions for students to develop foundational numeracy skills?	<a href="http://www.rockyview.ab.ca/21stC/teaching/literacy_numeracy/rvs-k-12-literacy-and-numeracy-framework-v.1">http://www.rockyview.ab.ca/21stC/teaching/literacy_numeracy/rvs-k-12-literacy-and-numeracy-framework-v.1</a>	<b>Bi-Weekly Reflection:</b> <b>Mar 6th</b>
Week 5 Mar 9-12	How can I design lesson plans to support students to engage in this learning?		<b>Assignment 1 Part B: Literacy Plans:</b> <b>Mar 12th</b>
Week 6 Mar 16-19	How can place land and Indigenous ways of knowing enrich the study?	Hill, J.T. (2019). Truth and Reconciliation in YOUR Classroom: <a href="https://www.edcan.ca/articles/truth-reconciliation-classroom/">https://www.edcan.ca/articles/truth-reconciliation-classroom/</a>	<b>Bi-Weekly Reflection:</b> <b>Mar 20th</b>  <b>March 17<sup>th</sup> Field trip to Blackfoot Crossing</b>  <b>Assignment 1 Part C: Numeracy Plans</b> <b>Mar 20th</b>
Week 7 Mar 23-26	How will I tell my design story?		<b>Assignment 1 Part A: Unit Overview</b> <b>Final due Mar 27</b>

<p>Week 8 Mar 30-2</p>	<p>What will I take away from this design experience?</p>		<p><b>Assignment 1 Part D: Lesson Plans Due Apr 3rd</b></p> <p><b>Assignment 3 Learning Story Due Apr 6th</b></p>
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## Outcomes Based Assessment

Outcomes-based assessment is when student learning is assessed and understood against an outcome. Pragmatically, it means that evidence of learning is collected and organized by outcomes rather than learning tasks. In this course the instructor will draw on a range of evidence for each outcome that will include instructor observations, student reflections and products. The instructor will use professional judgement and consider both recent performance and the consistent demonstration of understanding to determine a final grade.

## Learning Outcomes

1. I can design learning.
  - a) I can design learning for students that is worthy of their time and attention, is personally relevant and is deeply connected to the world in which they live.
  - b) I can design learning that explicitly considers student diversity and supports the learning experiences of all students.
  - c) I can design learning that integrates the intentional development of literacy skills.
  - d) I can design learning that integrates the intentional development of numeracy skills.
  - e) I can design assessment that is clearly focused on improving student learning and guiding teaching decisions and actions.
  - f) I can design opportunities for students to learn from Indigenous ways of knowing and coming to know.
  
2. I can think and work as a collaborative and reflective teacher.
  - a) I can co-design learning and collaborate in a professional learning community.
  - b) I can reflect on my practice.

## Assignments

### 1) Unit Design Project (4 component parts)- Group

You will design an interdisciplinary unit design to engage students in worthwhile work that fosters big ideas from the Alberta Programs of Study and the development of literacy and numeracy skills. You will consider how place, land and Indigenous ways of knowing can support student learning. You will weave assessment into the fabric of the study and design scaffolding to support all learners to thrive. You will work in a group of 2 to 3 to complete all 4 parts of this project.

**a) Unit Overview (Outcomes assessed: 1a; 1b; 1e; 1f;) Draft Due Feb 28<sup>th</sup>; Final Due Mar 27<sup>th</sup>**

Your group will create a pitch for your unit including: curriculum connections; authenticity; assessment; literacy, numeracy and Indigenous ways of knowing connections.

**b) Literacy Plans (Outcomes assessed: 1a; 1b; 1c; 1e) Due Mar 12<sup>th</sup>**

Your group will create a centre based plan to build literacy skills.

**c) Numeracy Plans (Outcomes assessed: 1a; 1b; 1d; 1e) Due Mar 20<sup>th</sup>**

Your group will create a centre based plan to build numeracy skills.

**d) Lesson Plans (Outcomes assessed: 1a; 1b; 1c; 1d; 1e; 1f; 2b) Due Apr 3<sup>rd</sup>**

Your group will create a series of lesson plans that brings your unit concept to students. You will build into the plans foundational routines of the project to support diverse learners, reflection and formative assessment.

**2) Bi-Weekly Reflections (Outcomes assessed: 2a; 2b) Due Feb 21<sup>st</sup>, Mar 6<sup>th</sup>, Mar 20<sup>th</sup> - Individual**

You will create bi-weekly reflections in Voice Thread. You will be provided with reflection prompts and class time to develop your reflections.

**3) Learning Story (Outcomes assessed: 1a; 1b; 1c; 1d; 1e; 1f; 2b) Due Apr 3<sup>rd</sup> – Individual**

You will create a digital story to chronicle your journey, synthesize your reflections and make your learning visible.

The following steps will support you to accomplish this task:

- Develop a story treatment and documentation plan in advance of your design work. <sup>[1]</sup><sub>[SEP]</sub>
- Review your documentation and create a storyboard to guide the production process. <sup>[1]</sup><sub>[SEP]</sub>
- Create a first draft of your story. <sup>[1]</sup><sub>[SEP]</sub>
- Post your storyboard and draft for critique and revision

**Participation and Attendance**

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. The instructor will work with you to determine how you can catch up on what you have missed.

**Group work**

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively the instructor may re-assign members to different groups or assign individual work for completion.

**Late submissions**

Late submissions will not be accepted without consultation with the Instructor prior to the due date. If you are having trouble with completing an assignment, you must let the Instructor know in advance of the due date to negotiate an extension.

**Grade Summary:**

A+	
A	Mastery – Superior performance showing mastery understanding of I can statement.
A-	
B+	
B	Progressing - clearly above average performance of I can statement.
B-	
C+	
C	Emerging - basic performance of I can statement.
C-	
D+	
D	Beginning- marginal performance of I can statement.
F	Limited- Cannot demonstrate performance of I can statement.

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.