

## Independent Study Online Course Syllabus

**Course Number: EDUC 906**

**Course Title: Effective Strategies: Differentiating for Student Success**

☒ Online      ☐ Distance Learning

**Instructor:** Jeanne Janzen, Ed. D (ABD)  
**Phone number:** 559.453.5550  
**Cell:** 559.348.1485  
**Email:** [jjanzen@fresno.edu](mailto:jjanzen@fresno.edu)

**Units: 3**  
**Grade Level: K-12**

### Course Description

This is an introductory course that focuses on strategic methods of differentiating instruction for the success of all learners in curriculum design and implementation. Students will research some of the basics of human learning and what this means for the teaching process. Effective strategies for teaching to the diversity in today's classrooms (English learners, special populations) are identified and implemented. Various methods of assessment and effective feedback strategies are reviewed, with ongoing forums for reflecting on each candidate's teaching practice.

National Board for Professional Teaching Standards are aligned in this course with learning objectives as well as with the rubric for the mini-unit, the summative project.

### Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### Learning Objectives / Outcomes – students will be able to:

1. Apply the basic principles of brain biology to the design and implementation of the lesson planning process. (Prop. 1.3, 4.2)
2. Demonstrate growth in their ability to design, implement, and adapt differentiated curriculum to meet students at their level of interest and ability. (Prop. 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2)

---

Course Number and Title: EDUC 906 Effective Strategies: Differentiating for Student Success

Instructor: Jeanne Janzen Ed. D (ABD)

**Date of Revision** 6/8/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

3. Implement various methods of assessing student learning analyzing learner outcomes and possible next steps. (Prop. 3.3, 3.4)
4. Reflect on their own teaching practice through interactions with peers and with written responses. (Prop. 4.3, 5.1, 5.5)
5. Utilize appropriate software to organize methods of differentiating strategies for their students.

### **National Standards**

- National Board for Professional Teaching Standards
  - Prop. 1: Teachers are committed to students and learning.
  - Prop. 2: Teachers know the subjects they teach and how to teach those subjects to students.
  - Prop. 3: Teachers are responsible for managing and monitoring student learning.
  - Prop. 4: Teachers think systematically about their practice and learn from experience.

### **Course Materials**

Tomlinson, Carol Ann (2004) *The Differentiated Classroom: Responding to the Needs of All Learners*. Prentice Hall.

Articles, videos, websites noted in *References*.

### **Course Requirements**

#### **Participation (25 pts.)**

Interaction with your professor and peers is foundational for your learning and quality intellectual engagement with the issues will facilitate your success.

#### **Interactive Link Exploration (15 pts.)**

Explore the link *Tapping into Multiple Intelligences*, responding as directed.

#### **Focused Internet Search (20 pts.)**

Complete an internet search researching effective strategies for dealing with either 1) English language learners, 2) special needs students, or 3) gifted learners. Choose one.

#### **Class Composition Description (20 pts.)**

In this description you will compile information about the students in your classroom that will help you to differentiate your lessons & maximize each student's learning experience.

#### **Set of Connected Lessons (See lesson plan checkric.) (126pts.)**

- Designed around your chosen content area.
- Use information from the class composition description to differentiate for student success.
- Include as many of the following curricular areas as possible:

Literature, writing, math, science, and social studies.

- Utilize a variety of assessment strategies.
- Incorporate numerous modalities & intelligences.

**On-line Learning Forums (via Discussion Board) (text chapters = 15 pts. each x 4, articles = 10 pts. each x 4, videos = 15 pts. each x 3) (125 pts.)**

Write an entry for texts or articles read and videos viewed as assigned. Note concepts that interest you, questions perked & connections made.

- Incorporation of technology as it enhances learning.

### **Technology Requirements:**

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. In the event that you need technical support, please contact your Internet Service Provider.

### ***Moodle:***

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

### ***Moodle Site Login and passwords – (or other online course access information)***

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

### ***Getting Help with Moodle:***

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

## Schedule of Topics and Assignments

### Assignment Grid

Module 1  How the Brain Learns	Listen to Orientation (narrated slide show). Read syllabus. View <i>Common Miracles</i> video & respond. Read <i>Moving w/ the Brain in Mind</i> article & respond. Read <i>Brain Compatible Curriculum</i> article & respond.
Module 2 Dealing w/ Diversity	Complete Focused Internet Search & response. Explore <i>Tapping into MI</i> & respond. Read <i>Deciding to Teach Them All</i> & respond Complete a description or graph of your class composition.
Module 3 What is Differentiation?	Read chapters 1-6 in Tomlinson & respond. View <i>A Visit to a Differentiated Classroom</i> (part 1 & 2) & respond. Write up your Topic for set of lesson plans.
Module 4 How To's of Differentiation	Read chapters 7-9 in Tomlinson & respond. Read "How To's of Differentiation" & respond. View <i>A Visit to a Differentiated Classroom</i> (part 3 & 4) & respond.
Module 5 Designing Curriculum	Choose an assessment article, read & respond. Create a Web of Differentiation. View the Bloom's Taxonomy site, read <i>Guidelines for the Differentiated Lesson</i> and the <i>ChecBric</i> , then write up your first lesson plan.
Module 6 Putting it All Together	Write up your final 2 lesson plans. Complete an informal course evaluation.

### Evidence of Learning

- Course instructor observed evidence of understanding and proficiency in differentiating for student success as demonstrated through students' design of a set of connected lessons.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' completion of class assignments.

---

Course Number and Title: EDUC 906 Effective Strategies: Differentiating for Student Success

Instructor: Jeanne Janzen Ed. D (ABD)

Date of Revision 6/8/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

- Student demonstrated their understanding of assessment by planning for, implementing, and analyzing student learning in their lesson plans.



*We must not only give what we have; we must also give what we are*  
 -- Cardinal Joseph Mercier

*From the very beginning of his education, the child should experience the joy of discovery* -- Alfred North Whitehead

*Education is not received. It is achieved.* -- Anonymous

*Education means developing the mind, not stuffing the memory.*  
 -- Anonymous

### **Grading Policies and Rubrics**

- Grading Scale: A = 90% and above, B = 80% and above. Total of 331 possible.
- Students who enroll in this course for a letter grade will only earn credit for the course if they achieve a grade of “A” or “B.”
- Students who are taking the course for credit/no credit, must receive a minimum score of 320 points to pass.
- Rubric is attached for the development of differentiated lesson plan.

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

## **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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

## **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 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 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 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 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 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.

## **FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcomes Oral Communication:</b> 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.
<b>Written Communication:</b> 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.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> 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.
<b>Critical Thinking:</b> 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.

---

Course Number and Title: EDUC 906 Effective Strategies: Differentiating for Student Success

Instructor: Jeanne Janzen Ed. D (ABD)

Date of Revision 6/8/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

<b>Moral Reasoning:</b> 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 world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> 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.

## References

Concept to Classroom: Tapping into Multiple Intelligences

<http://www.thirteen.org/edonline/concept2class/mi/index.html>

Exceptional Lives, Exceptional Issues. Peter Jennings, ABC News/Prentice Hall Video Library.

FREE: Federal Resources for Educational Excellence, <http://www.free.ed.gov/>

Fresno Pacific University Electronic Databases

[http://prod.campuscruiser.com/PageServlet?pg=home\\_welcome&cx=22.25](http://prod.campuscruiser.com/PageServlet?pg=home_welcome&cx=22.25)

Inspiration Curriculum Resources, <http://www.inspiration.com/resources/index.cfm>

Janzen, Jeanne. "Curriculum & Teaching Resource Library"

<http://courses.fresno.edu/teach/resources.html>

Jensen, Eric. (2000, November). Moving with the brain in mind. *Educational Leadership*, 58(3), 34-37.

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005, November). Classroom Assessment: Minute by Minute, Day by Day. *Educational Leadership*, 63(3), 18-24.

Moodle Home Page for *Effective Strategies: Differentiating for Student Success*

<http://moodle.fresno.edu/moodle/login/index.php>

McTighe, Jay & O'Connor, Ken. (2005, November). Seven Practices for Effective Learning. *Educational Leadership*, 63(3), 10-17.

---

Course Number and Title: EDUC 906 Effective Strategies: Differentiating for Student Success

Instructor: Jeanne Janzen Ed. D (ABD)

Date of Revision 6/8/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Neyhart, David and Erin Karper. "APA Formatting & Style Guide." Purdue, 2007.  
<http://owl.english.purdue.edu/owl/resource/560/01/>

Tomlinson, Carol Ann. (2003, October). Deciding to Teach Them All.  
*Educational Leadership*, 6-11.

A Visit to a Differentiated Classroom (video). Judy Rex, Association for Supervision &  
Curriculum Development, 2001.

Westwater, A & Wolfe, P. (2000, November). The Brain-compatible Curriculum. *Educational Leadership*, 49-52.