

Independent Study Online Course Syllabus

Course Number: EDUC 913**Course Title: Engaging Students to Achieve Results**X Online ☐ Distance Learning**Instructor: Dr. Mabel W. Franks****Phone: 559.292.5315****Email: mabefranks@yahoo.mail****Units: 3****Grade Level: K-12**

Course Description

The course is based on Marzano's and Pickering's *The Highly Engaged Classroom* (2011). Teachers will analyze the role student engagement, motivation and effort play in learning, apply research and evaluate current practices to determine instructional gaps. Participants will exit the course with applied skills and a variety of instructional strategies designed to increase student participation, raise expectations and improve student academic performance for all students, including students of poverty and second language learners. The course, applicable across curriculums and grade levels, K-12, aligns with the new Common Core Standards (CCSS), NCTE and NETS standards and supports current research on factors that impact student learning, including emotional energy, social interactions, effort, attention and involvement.

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.

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). 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)

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

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.

Course Materials

The Highly Engaged Classroom (2011) R. Marzano and D. Pickering (*Students are required to purchase*)

Online Resources - Relevant online resources that support course content and encourage further investigation.

Technology Requirements:

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.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. 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 discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements

To successfully complete this course, participants must:

- Analyze and synthesize reading assignments
- Assess teaching and learning videos and other on-line resources
- Reflect and provide responses using a variety of written formats.
- Investigate engagement strategies to encourage student engagement, especially for at-risk students.
- Evaluate effectiveness of current and suggested practices
- Synthesize research to create new knowledge about the role emotions, motivation, effort, feedback and active participation play in student academic performance

- Create activities and assignments based on research and best practices
- Create a plan to engage all students in learning. Apply practices and evaluate effect. A template will be provided.
- See the “Schedule of Topics and Assignments” for more details on assignments.

National Standards

National Language Arts standards align with the National Council of Teachers of English (NCTE) to define what students should know and be able to do in English language arts. It is the belief that all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed and productive members of society. These standards encourage the development of curriculum and instruction that make productive use of innovation and creativity which are essential to teaching and learning. More information about the national standards is available at <http://www.ncte.org/>.

NCTE Standards that apply to this course are:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, (video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers 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.

This course references and integrates the English Language Arts Common Core Standards to:

- Create an understanding and acquire knowledge about the standards and how they apply to teaching and learning in the 21st Century
- Apply and assess a wide range of strategies aligned with the standards to comprehend, interpret, evaluate information to create new meaning.
- Conduct research and generate ideas related to the new Common Core Standards (CCSS) and to the College and Career Readiness Anchor Standards (CCR).

Common Core Language Arts (K-5) and Literacy Standards (6-12) addressed in course assignments include:

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Reading for Literature: RL 1, RL 2, RL 3, RL5, RL 6, RL 7, RL 9

Reading for Information: RI 1, RI 2, RI 3, RI 5, RI 7, RI 8

Writing: W 1, W 2, W 3, W 4, W 5

Speaking and Listening: SL 1, SL 2, SL 3, SL 4, SL 5

Language Standards: L 5, L 6

ELA Common Core Standards are available at <http://www.corestandards.org/> .

Learning Objectives / Outcomes

By the end of the course, students will learn and be able to:

- Synthesize and create new knowledge about the effects personal experiences, emotions, relationships, interest and relevance have on student academic performance
- Critically read a variety of materials to build background knowledge on factors that influence, encourage and sustain student engagement
- Discuss the role emotional energy, teacher relationships, and learning styles play in learning and student academic success, including second language learners and students of poverty
- Explain and apply research as it relates to feedback, effort, goal setting, and self-efficacy
- Reflect on prior teaching and learning experiences to make connections between student engagement, instructional decisions and learning
- Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related to motivation, student engagement, and effort
- Exhibit through writing an understanding of the factors that positively influence and support diversity in learning
- Demonstrate an understanding of the importance effort, willingness to achieve and feedback play in academic success and practice a range of strategies to apply learning skills
- Identify intersections between educational needs of digital learner, use of technology tools to create relevance and the impact technology has on education in the United States.

- Create and apply a classroom engagement plan to support integration of important concepts and new knowledge related to motivation, relationships, effort, emotions, energy and diversity in learning.

Schedule of Topics and Assignments

Module 1 Catching Students' Attention

Goals and Objectives:

- Examine relationships between attention, memory and learning
- Determine attention factors that influence engagement and student success

Activities and Assignments:

- Read Sprenger's *Reaching (excerpt)*
- Read *Part 2: Attention and Learning*
- View *Pt 1: Selective Attention* (video)
- View *Changing Brains: Attention* (video)
- View *Moving from Competence to Engagement* (power point)
- *Assignment:* Integrate research on engagement, memory and learning, especially as it relates to academic achievement of at-risk students. (10 points)
- *Assignment:* Relate current teaching and learning experiences with research on student engagement (10 points)

Module 2 Appealing to Emotions

Goals and Objectives:

- Determine relationship between attention, emotions, experiences, energy and learning
- Analyze differences between intrinsic vs extrinsic motivation

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 1
- View *Changing Brains: Emotions and Learning* (video)
- View *Brain Power* (video)
- View *Whole Brain Teaching* (video)
- Read Dweck's *Praise, Motivation and Learning* (excerpt)
- Read Sprenger's *Emotions* (excerpts)
- *Assignment:* Compare the influence intrinsic and extrinsic motivation have on student engagement in learning (10 points)
- *Assignment:* Determine factors that negatively affect student academic success and emotional behaviors (10 points)

Module 3 Building Positive Relationships

- Explore impact of relationships on emotions, motivation and learning
- Evaluate teacher actions and interactions that impact student engagement and learning

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 2
- Read Jone's *Strengthening Student Engagement* (excerpt)
- Read Saphier's *Personal Relationship Building* (excerpts)
- View *Creating Positive Teacher-Student Relationships* (power point)
- View *Teacher Training Fuels the Future* (video)
- View *Students Weigh In* (video)
- *Assignment*: Discuss significant impact teacher-student relationships have on student engagement and student effort. (10 points)
- *Assignment*: Analyze processes and activities that encourage development and retention of positive classroom climate. (15 points)

Module 4 Creating Relevance for Learning

Goals and Objectives:

- Analyze use of graphic organizer to create relevancy
- Evaluate use of questions and games to increase student responses.

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 3
- View *HOT Questions* (video)
- View *Ken Robinson's Paperclips* (video)
- View *Any Questions?* (power point)
- Read *Nonlinguistic Representations* (excerpt)
- Read *Educational Games in the Classroom* (excerpt)
- *Assignment*: Explain student learning styles, influence of learning styles on student engagement and the unintended impact of teacher's learning style on student learning, (10 points)
- *Assignment*: Identify and describe classroom best practices that promote relevance for the digital, 21st Century learner. (15 points)

Module 5 Creating Relevance for Learning

Goals and Objectives:

- Analyze effects of learning styles and learning pathways on student engagement
- Explore interrelatedness between engagement, real world connections, personal experiences, and life ambitions for the digital native of the 21st Century

- Examine flipping instructional practices to create relevancy

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 4
- Read Asaro's *Active Engagement* (excerpts)
- Read *Active Learning through Simulations* (excerpt)
- View *Welcome to the Digital Generation* (video)
- View *Dr. Daggett: "Relevance"* (video)
- View *Learning Styles* (power point)
- View Gardner's *Multiple Intelligences* (video)
- *Assignment:* Explain student learning styles, influence of learning styles on student engagement and the unintended impact of teacher's learning style on student learning, (10 points)
- *Assignment:* Identify and describe classroom best practices that promote relevance for the digital, 21st Century learner. (15 points)
- *Assignment:* Explore 'flipping the classroom' and relationship of the instructional approach to 21st Century teaching and learning. (20 points)

Module 6: Collaborating to Make Connections

Goals and Objectives:

- Explore relationship between student peer interactions and learning
- Evaluate elements of effective student collaboration activities

Activities and Assignments:

- Read *Creating Collaborative Learning Environments* (excerpt)
- Brookhart's *Effective Feedback* (excerpts)
- Read Harmin's *Active Learning* (excerpts)
- Read Sprenger's *Reinforcing* (excerpts)
- View *Melton Shen on 21st Century Teaching* (video)
- View *Passionate* (video)
- View *Project-Based Learning* (video)
- View *Closed or Open, That Is the Question* (video)
- View *Problem Solving Groupwork* (video)
- View *7 Ways Games Reward the Brain* (video)
- View *Tim Bentley* (video)
- *Assignment:* Reflect on personal collaborative learning experiences (10 points)
- *Assignment:* Evaluate collaborative activities designed to deepen and broaden learning (20 points)

Module 7 Providing Effective Feedback

Goals and Objectives:

- Analyze the relationship between effort, self-efficacy and student success
- Evaluate feedback timing, form and strategies
- Determine level of effective feedback and self-assessment

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 5
- Read *Providing Effective Feedback* (excerpts)
- Read *Recognizing Effort* (excerpt)
- View *Descriptive Feedback, Pt 1 and 2* (video)
- View *Self-Assessment-Feedback* (video)
- View *Tim Bentley, Pt 2* (video)
- View *Classroom Experiment Lollipop Sticks* (video)
- *Assignment:* Discuss recognition of student effort as a motivation and engagement strategy. (10 points)
- *Assignment:* Analyze effective use of feedback to increase self-efficacy and increase student engagement in learning (20 points)

Module 8 Paving Pathways to Learning

Goals and Objectives:

- Analyze the role goal setting plays in development of self-efficacy and student learning
- Evaluate the use of technology to engage and motivate students

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 5, pp. 119-212
- Read Jordan's *Goal Setting* (excerpt)
- View *Action Research: Motivation and Technology* (video)
- View *Self-Assessment: Setting Learning Goals* (video)
- View *Be Sure To* – (video)
- Read *Making Kids Work on Goals*
- View *Brian Crosby's Back to the Future* (video)
- *Assignment:* Analyze goal setting as a method to strengthen self-efficacy and engage students in learning. (10 points)
- *Assignment:* Examine the use of technology as a 21st Century tool to encourage student engagement. (15 points)

Module 9: Planning for High Engagement

Goals and Objectives:

- Evaluate current practices and create plan to engage all students in learning, including students of poverty, second language learners and the disengaged, or reluctant learner
- Reflect on learning and engagement strategies

Activities and Assignments:

- Read Marzano's *Engaged Classroom*, Chapter 6
- Read *Black's Engaging the Disengaged* (excerpt)
- Read *How to Keep Kids Engaged*
- View Hammond's *Becoming Internationally Competitive* (video)
- View *Common Core State Standards: A New Foundation* (video)
- *Assignment:* Evaluate instructional practices to determine engagement effectiveness and plan for improvement using Marzano's planning outline (75 points)
- *Assignment:* Identify engagement best practice strategy (10 points)

Evidence of Learning

Course instructors will observe evidence of students' understanding of course objectives as demonstrated through:

- Reflective writing assignments and responses to prompts, some of which require specific answers.
- Responses that require thinking as a process to deepen student understanding of important concepts, extend learning, transfer information, and develop self-learning skills.
- Responses that demonstrate understanding of formative assessments to measure comprehension, including questions, oral language, writing, and technology.
- Self-selected expository reading text and applied learned strategies demonstrate the ability to use research to evaluate effective practices.
- Responses that demonstrate the ability to apply formative assessment strategies using an integrated approach to learning.
- Project that requires development and application of assessment strategies to plan and evaluate progress of learning.
- Consistently applied research.

Grading Policies and Rubrics

Total points possible	305 points
Total points required to earn an A	274 points
Total points required to earn a B or Credit Grade	244 points
No Credit Grade Below	244 points

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (See grading rubric).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with

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further instructions.

- All assignments must be completed in order to receive a letter or credit grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

- | | |
|---------------------------|-----------|
| • Assignment/Forum | 10 points |
| • Reflections | 10 points |
| • Analysis of practices | 15 points |
| • Evaluation of practices | 20 points |
| • Final Project | 75 points |
| • Final Reflection | 10 points |

Students will participate in discussion forums as they progress through the course. Each forum is considered an assignment and participation in the forum will be graded as an assignment.

Rubric for Evaluating Assignments

Course assignments are graded with the use of a Scoring Rubric. See attached *Engaging Students to Achieve Results* grading rubric.

Instructor/Student Contact

A number of contacts are built into the course:

1. Initial on-line contact will be made by the instructor within two weeks of registering for the course.
2. A rubric will be included and will be used to score assignments.
3. Coaching/communication with student is available throughout the course by phone or email, as needed.
4. Each assignment is to be submitted by student to the instructor at the completion of the assignment to check for understanding. Instructor will contact students to provide individual feedback on completed assignments. Support will be provided as needed.
5. If a student does not meet the course requirements when final assignments are submitted, the student will be notified by phone and/or email. Suggestions for improvement will be provided and the instructor will provide assistance to encourage satisfactory completion.

Online Courses: Students will communicate with the instructor and classmates on a regular basis during the course through the use of asynchronous discussion forums. A Virtual Office is available for course questions and students are provided with instructor contact information in the event students need to make phone or email contact. In addition, students are encouraged to email the instructor at any time.

References/ Resources

Below are references and additional suggested resources to expand the course content, including web sites for accessing the National Standards for the Teaching Profession, and State content standards.

Asaro, J. (2011) Active, Engaged Learning. *Inquiring Teacher*

Black, S. (2003, January 1) Engaging the Disengaged.

Brookhurst, S. (2008) How to Give Effective Feedback to Your Students

Common Core Standards. Available at <http://www.corestandards.org/>

Daggett, W. (2008). Rigor and Relevance: From Concept to Reality.

Dweck, Carol (2007). *Early Intervention at Every Age 65(2)*. Available at <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>

English language Arts Common Core Standards. Available at <http://www.corestandards.org>. Accessed November 2010.

Fisher, D. and Frey, N. (2007). Understanding by Design. Check for Understanding

Frey, N., Fisher, D. & Everlove, S., (2009) Productive Group Work

Harmin, M. and Toth, M. (2006). Inspiring DESCA: Active Learning.

Jones, R.D (2008). *International Center for Leadership in Education*.

Marzano, R. D. Pickering, D. and J. Pollock, J. (2001). *What Works in the Classroom*

Marzano, R. D. and Pickering, D. (2011). The Highly Engaged Classroom

Marzano, R. (2010) Using Games to Enhance Student Achievement

National Council of Teachers of English available at <http://www.ncte.org/>. Accessed September 2010.

National Standards for the Teaching Profession available at <http://www.nbpts.org/>. Accessed September 2010.

Active Learning through Simulation (2010). Northwest Regional Educational Laboratory

Saphier, J. and Grower, R. (1997). Skillful Teacher: Research for Better Teaching

Sprenger, M. (2005). How to Teach So Students Remember.

State Content Standards (listed by state) available at
<http://www.educationworld.com/standards/state/toc/index.shtml> Accessed Sept. 2010.

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

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.
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.
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.
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.
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.
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 world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
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.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
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.