



**Course #:** EDU 1257 – Kagan: Reading Between the Lines  
**Days/Unit:** 1 day; 1 unit  
**Dates:** Ongoing  
**Instructor:** Peggi Kriegbaum, MA  
**Phone:** 559-453-2043  
**Email:** peggi.kriegbaum@fresno.edu

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## Course Syllabus

### Course Description

**NOTE:** Students must register for the course with Kagan PRIOR TO registering for college credit through Fresno Pacific University.

### **Fresno Pacific University.**

Create full student engagement with Kagan Structures-simple yet powerful cooperative learning instructional strategies. Supported by a large body of scientific research, and proven effective in countless classrooms, schools, and districts, this revolutionary way to teach is transforming teaching and learning. Come experience the power of Kagan Structures. See how easy it is to use teamwork and pairs to create a greater level of engagement than you imagined possible, even for your reluctant learners. We're not talking about group work. We're talking the real deal, and knowing the difference is the difference between engaging some and engaging all students. When we engage all students, they all learn more. And because the structures are so cooperative and interactive, they work wonders for students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence. Come learn easy ways to use Kagan Structures as a part of every lesson, creating greater engagement, deeper understanding of the content, improved retention, and greater liking for class and content. Kagan will give you the Seven Keys to unlock the door to successful cooperative learning. If you want more fun in teaching, highly engaged students who love your classroom, and elevated test scores, this workshop is for you! For course related questions, please contact [Kagan](#).

### Learning Outcomes

- Participants will reflect on and implement concepts and structures learned during the workshop.
- Participants will design two lesson plans including structures and techniques learned during the workshop.

### Policy on Plagiarism

All participants 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 Catalog.

### Registration for credit

- Graduate-level units of credit are available as follows:
  - 1 unit for attending 1 day plus Responses 1a, 1b; 2a, 2b; 3a, 3b and 4a, 4b
- Drop Procedure: To drop your course, please email your request to [profdev@fresno.edu](mailto:profdev@fresno.edu)
- Refund Policy: Your registration date is considered your Start Date.
  - If you drop the course within the first four (4) weeks of your Start Date, you will receive a full refund minus a \$40 handling fee.
  - If you drop a course between four (4) and nine (9) weeks from your Start Date, you will receive a 50% refund minus a \$40 handling fee.
  - After nine (9) weeks from your Start Date, no refund will be issued.
- Please contact Yvonne Vogt if you have any questions regarding registration or grades.
  - [Yvonne.Vogt@fresno.edu](mailto:Yvonne.Vogt@fresno.edu) | 559-453-3673 or 1-800-372-5505

**Course Assignment: Due within four months of registering with FPU**

- Attend and actively participate in 1-5 days of workshop sessions/learning activities.
- Attend 1 day: design and discuss four lessons that include a Kagan Cooperative Learning Structure utilizing the planning/prediction templates provided for 1 unit.
- Attend 2 days: design and discuss two lessons that include a Kagan Cooperative learning Structure utilizing the planning/prediction templates provided for 1 unit, or attend 3 days with no extra assignment for 1 unit.
- Attend 3 days: design and discuss four lessons that include a Kagan Cooperative Learning Structure utilizing the planning/prediction templates provided for 2 units.
- Attend 4 days: design and discuss two lessons that include a Kagan Cooperative Learning Structure utilizing the planning/prediction templates provided for 2 units, or attend 5 days with no extra assignment for 2 units.
- Attend 5 days: design and discuss four lessons that include a Kagan Cooperative Learning Structure utilizing the planning/prediction templates provided for 3 units.
- Attendance at the workshop is required. Attendance will be worth 50%, and the Lesson Plans worth 50% of your grade. 80% is needed to earn credit, which is equal to a "B". Credit will be issued; no letter grades will be issued. Any coursework falling short of 80% will not receive credit.
- Coursework and Kagan Certificate is to be submitted electronically to [peggi.kriegbaum@fresno.edu](mailto:peggi.kriegbaum@fresno.edu)
- You will receive an email from Peggi Kriegbaum when your coursework has been evaluated and the grade submitted. You will be able to view your grade by logging in to the CE website at <https://ce.fresno.edu/> and clicking on My Account, then View my Courses and Final Grade Report.
- If assignments are not received within four months from the date of registration with FPU, a grade of No Credit will be issued.
- You will not receive a reminder of your due date.

**Extensions:** Under certain circumstances or emergency situations, a student may need to request an extension beyond the time allotted to complete the assignment. If an extension is needed, please email Peggi Kriegbaum ([peggi.kriegbaum@fresno.edu](mailto:peggi.kriegbaum@fresno.edu)) or Yvonne Vogt ([yvonne.vogt@fresno.edu](mailto:yvonne.vogt@fresno.edu)) with your request.

## **Kagan Structures: A practical approach**

Doug Bartsch, an FPU administrator who was an educator and administrator in California for many years, utilized the Kagan structures throughout his career, and shares the following insights:

“Through the experiences of my career I have come to hold many beliefs, convictions and values, Among them are:

- Good teaching is hard...really hard. Perhaps only teachers (and perhaps their close family and friends) realize this.
- Good teaching is a complex activity that requires high levels of teacher thinking and decision making.
- Good teaching requires thoughtful preparation. This means significant time outside of the instructional day.
- Teachers are people with professional and personal lives. They have only 24 hours in their day in which to fit everything.
- Teaching is a job that can be a “bottomless pit for time.” It is a job that potentially is never done. To avoid burn-out, effective teachers work hard but learn to establish appropriate boundaries with regard to time.
- We need to be realistic and practical in our approach to our work, making the most of the hours and minutes that we have.”

Kagan advocates:

- “Don’t do cooperative learning lessons; make cooperative learning part of the lessons that you already do.”
- “Don’t do a two hour or two week lesson” ... instead do a “two minute *Timed Pair Share* or a one minute *Rally Robin*.”

## **Structures – Planning a structure into a lesson**

1. Plan a lesson using one of the structures that you have learned at the Kagan Workshop. Some are simpler than others, so start with one that is less complex...often these are very universal and likely to be used often in your classroom, including:
 

|                                                                                        |                                                                                                                          |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Rally Robin</li> <li>• Rally Coach</li> </ul> | <ul style="list-style-type: none"> <li>• Round Robin</li> <li>• Talking Chips (pencils may be used as a chip)</li> </ul> |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
2. Select one engagement structure that you learned at the Workshop and plan to try with your students.
3. Complete Responses below:

## **Response 1a - Planning a structure into a lesson**

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

|                |                      |                        |                        |
|----------------|----------------------|------------------------|------------------------|
| Class-building | Communication Skills | Procedure Learning     | Thinking Skills        |
| Team-building  | Decision-Making      | Processing Information | Presenting Information |
| Social Skills  | Knowledge-building   |                        |                        |

5. Create the directions that you will give to students...please be specific:

**Response 1b** - Predicting Student Response - Getting ready to teach by anticipating student response. Effective teaching requires us to have a clear learning target, a plan for getting to our target, and imagining our students' responses to our lesson so that we might address potential barriers and challenges.

Discuss:

1. How you believe students will respond to this Structure and your directions
2. Barriers/challenges that you anticipate
3. Techniques/plans for overcoming barriers to help ensure success for all students

**Response 2a** - Planning another Structure into a lesson

Select another of the Kagan engagement Structures that you have learned. Use the guide below to create an activity plan for use with your students.

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

|                |                      |                        |                        |
|----------------|----------------------|------------------------|------------------------|
| Class-building | Communication Skills | Procedure Learning     | Thinking Skills        |
| Team-building  | Decision-Making      | Processing Information | Presenting Information |
| Social Skills  | Knowledge-building   |                        |                        |

5. Create the directions that you will give to students...please be specific:

**Response 2b** - Predicting Student Response - Getting ready to teach by anticipating how students may respond.

Discuss:

1. How you believe students will respond to this Structure and your directions

2. Barriers/challenges that you anticipate
3. Techniques/plans for overcoming barriers to help ensure success for all students

### **Response 3a** - Planning a structure into a lesson

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

|                |                      |                        |                        |
|----------------|----------------------|------------------------|------------------------|
| Class-building | Communication Skills | Procedure Learning     | Thinking Skills        |
| Team-building  | Decision-Making      | Processing Information | Presenting Information |
| Social Skills  | Knowledge-building   |                        |                        |

5. Create the directions that you will give to students...please be specific:

**Response 3b** - Predicting Student Response - Getting ready to teach by anticipating student response. Effective teaching requires us to have a clear learning target, a plan for getting to our target, and imagining our students' responses to our lesson so that we might address potential barriers and challenges.

Discuss:

1. How you believe students will respond to this Structure and your directions
2. Barriers/challenges that you anticipate
3. Techniques/plans for overcoming barriers to help ensure success for all students

### **Response 4a** - Planning another Structure into a lesson

Select another of the Kagan engagement Structures that you have learned. Use the guide below to create an activity plan for use with your students.

1. Which Structure will you use:
2. What will students learn? (academic objective, social skill, etc.):
3. Number of students in each group:
4. Function (Identify specifically the purpose of using this structure):

|                |                      |                        |                        |
|----------------|----------------------|------------------------|------------------------|
| Class-building | Communication Skills | Procedure Learning     | Thinking Skills        |
| Team-building  | Decision-Making      | Processing Information | Presenting Information |
| Social Skills  | Knowledge-building   |                        |                        |

5. Create the directions that you will give to students...please be specific:

**Response 4b** - Predicting Student Response - Getting ready to teach by anticipating student response. Effective teaching requires us to have a clear learning target, a plan for getting to our target, and imagining our students' responses to our lesson so that we might address potential barriers and challenges.

Discuss:

1. How you believe students will respond to this Structure and your directions
2. Barriers/challenges that you anticipate
3. Techniques/plans for overcoming barriers to help ensure success for all students

### **Scoring Guide**

The following criteria will be used to assess quality and completeness of each Response

|          | 4                                                                                                             | 3                                                                                                       | 2                                                                                            | 1                                                                                        |  |
|----------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--|
| Accuracy | Response thoroughly addresses topic and reflects understanding and personal connection with assigned material | Response addresses topic and reflects some understanding and personal connection with assigned material | Response reflects limited understanding of and/or personal connection with assigned material | Response does not reflect understanding of or personal connection with assigned material |  |
| Format   | Typed, clearly referencing the appropriate Response sheet number, formatted clearly and professionally        | Typed, clearly referencing the appropriate Response sheet number, formatted somewhat                    | Typed, clearly referencing the appropriate Response sheet number                             | Typed, unclear referencing of the Response and no formatting                             |  |



From: Registrar  
 Re: **Description of the Fresno Pacific University  
 Center for Professional Development Workshops**

The following statements describe the Center for Professional Development workshops. Further inquiries may be directed to the Center for Professional office at 1-800/372-5505, 559/453-2043, or 559/453-3673.

### **FRESNO PACIFIC UNIVERSITY CENTER FOR PROFESSIONAL DEVELOPMENT**

Fresno Pacific University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and colleges and authorized to offer course work through the Fresno Pacific University, Center for Professional Development. The Center for Professional Development courses serve a distinct audience consisting of practicing pre-school through twelfth grade teachers and administrators. The primary goal of the Center is to meet the needs of school districts and provide courses that will strengthen the teachers, the school district, and the students they serve.

#### ***POLICY STATEMENT***

### ***1000 Series – Professional Development Workshops and Summits***

The Fresno Pacific University Center for Professional Development offers professional development workshops and summits that are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. These courses are post-baccalaureate, professional development units that are not part of a degree program, but are designed in collaboration with school districts to meet specific staff development needs. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. The FPU transcript legend reads as follows for workshops:

| <b>Course Number</b> | <b>Course Category</b>                                                                                                                                   |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1000 - 1999          | Graduate-level university credit offered through the Center for Professional Development for workshops and conferences, and not part of a degree program |

#### **ENROLLMENT PROCEDURES**

**Enrollment:** Enrollment in workshops for which Fresno Pacific University Center for Professional Development units are offered is possible during the first two class sessions. Students must complete a Registration Form and return it along with payment, to either the course instructor or directly to FPU/CPD, whichever is applicable.

**Refunds:** A full refund for tuition, less a \$20 handling fee, will be granted if a course is dropped before the course is 50% completed. After the halfway point, a 50% refund will be granted; after the course is completed, no tuition refund will be issued.

**Grades:** A grade of **Credit/No Credit (CR or NC)** will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued. Login/create an account on the CE website at [ce.fresno.edu](http://ce.fresno.edu); click on My Account, then on View My Classes and/or Final Grade Report.

**Transcripts:** Official Transcripts may be obtained **AFTER** you have viewed your grade online. Login/create an account on our CE website at [ce.fresno.edu](http://ce.fresno.edu); click on My Account, then on Order Transcripts.