

## EDUC-911: Rethinking Homework

### Independent Study Online Course Syllabus

**Instructor:** Bonnie E. Walker, EdD, NBCT  
**Email:** [bonnie.walker@fresno.edu](mailto:bonnie.walker@fresno.edu)  
**Contacts:** WhatsApp & Zoom Available

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** PK-12<sup>th</sup> Educators and Administrators  
**Course Access:** [ce-connect.fresno.edu](https://ce-connect.fresno.edu)

#### Course Description

Let's be pragmatic, you either love homework or hate homework. However, it is inevitable that homework is and always will be a part of our educational landscape. Whether you align yourself closer to the no-homework camp or to the pro-homework camp, the debate will continue to rage on for decades. It is the cause of more friction between administrators, teachers, and families than any other aspect of education. Research shows that homework controversies follow a cyclic process with outcries for more homework or less homework. This course will examine the role homework has played in the American culture of schooling and offer tools to end the battle and turn homework into an opportunity for cooperation in learning. Participants will analyze and discuss current research findings, best practices that support diverse needs, and contemporary policy guidelines. Participants will also learn variations in homework that can influence academic achievement and how the influences of parents affect the homework process. In addition, participants will learn to allot appropriate assignments for different grade levels; improve homework completion; implement homework strategies and support programs; and deemphasize the grading of homework. Finally, participants will draw conclusions from their research and develop a comprehensive district/school homework policy and become an agent of change in their own respective educational realm.

The format, materials, and activities in this course relate to the National Board for Professional Teaching Standards (NBPTS) core propositions (<http://www.nbpts.org/>) as well as the Common Core Standards (<http://www.corestandards.org/the-standards>). These national standards will undergird the format of the course which will rely heavily on online discussions, reflective journal responses, and the culminating project. The activities will require the participant to make connections between the course work and these standards and the standards of your state/district.

**Note:** Required books must be acquired separately.

#### Required Texts and Course Materials

##### Books:

- Cooper, H. (2007). *The Battle over Homework*. Thousand Oaks, PA: Corwin Press. (ISBN: 9781412937139. <https://www.amazon.com/Battle-Over-Homework-Administrators-Teachers/dp/1412937132>)
- Vatterott, C. (2018). *Rethinking Homework: Best Practices that Support Diverse Needs*, Ed 2. Alexandria, VA: ASCD; 2nd edition (September 25, 2018). ISBN-10 : 1416626565 | ISBN-13 : 978-1416626565.

**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 to save money. 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.

**Moodle:** Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). <https://moodle.org> // <https://moodle.org/demo> // <https://docs.moodle.org>

## 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](http://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**
C-SLO 1	Measure your past knowledge and experiences of homework and discover its impact on your definition and beliefs that form your philosophy of homework today.	NBPTS 1, 4	CE 4, 6
C-SLO 2	Identify the role homework has played in the culture of schooling over the years and effects of homework on student learning.	NBPTS 3, 5	CE 4
C-SLO 3	Clarify the connection between teacher-student relationships and parent-teacher relationships in correlation with homework and its process.	NBPTS 5	CE 3
C-SLO 4	Identify which teacher behaviors and attitudes reinforce good homework practices.	NBPTS 2	CE 1, 3, 5, 6
C-SLO 5	Analyze learning styles and teaching styles and how they affect homework management, and identify areas for change to improve homework completion.	NBPTS 1, 4	CE 3, 4

C-SLO 6	Explain the interconnectedness of curriculum, instruction, assessment, student achievement, and homework management.	NBPTS 1, 4	CE 1, 2, 4
C-SLO 7	Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning.	NBPTS 5	
C-SLO 8	Understand the interrelationship between different components of the inquiry project, specifically, topic/concern/problem, literature review, method, data collection, analysis, implementation, results, implications, and significance.	NBPTS 4, 5	
C-SLO 9	Explore both qualitative and quantitative research methods and be able to select the appropriate method to resolve a research problem.	NBPTS 4, 5	
C-SLO 10	Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions.	NBPTS 4, 5	
C-SLO 11	Be an agent of change in his/her school, district, and state.	NBPTS 5	

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

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

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	• Course Syllabus	
	• Chat with the “Prof” Option	
<b>Module 0 – Orientation &amp; Introductions</b>	• 0.1 Submit Orientation Assignment	3
	• 0.2 APA Style References Formatting Activity	5
	• 0.3 Class Introduction: “I Am” Poem	5
<b>Module 1 – Action Research</b>	• 1.1 RJ/2QTP – Understanding AR	5
	• 1.2 Brainstorming an AR Focus	5
<b>Module 2 – Foundations: Attitudes</b>	• 2.1 DF: Your Personal Experience of Homework.	6
	• 2.2 RJ: Your Definition / Policy of Homework	5
<b>Module 3 – Foundations: Your Attitudes</b>	• 3.1 RJ/2QTP: Dig Deeper into the Readings	5
	• 3.2 DF: Pros and Cons of Homework	6
<b>Module 4 – The History of Homework</b>	• 4.1 RJ/2QTP Code of Belief	5
	• 4.2 DF: 10 Tenets about Learning & Homework	6
<b>Module 5 – The Homework Assignment</b>	• 5.1 RJ/2QTP Seven Content Assignment Issues	5
	• 5.2 DF Feedback and Grading of Homework Forum	6
<b>Module 6 – Homework in Context</b>	• 6.1 RJ/2QTP: Five Student Scenarios	5
	• 6.2 DF Parents and the Homework Process	6
<b>Module 7 – Effective Homework Practices</b>	• 7.1 KC: Lesson Plan w/ an Effective Homework Component	30
	• 7.2 DF: Completion Strategies	6

Module Title	Module Assignments and Activities	Points Possible
<b>Module 8 – The Comprehensive Homework Policy</b>	• 8.1 DF: Your School’s / District’s Policy	6
	• 8.2 KC: Create-a-Survey	35
<b>Module 9 – The Reflective Practitioner</b>	• 9.1 RJ/2QTP: Looking at Other Policies	5
	• 9.2 DF: Reflective Practitioners	6
<b>Module 10 - Homework Tips for Parents, Teachers, and Students</b>	• 10.1 RJ: Revisit / Improve Your Homework Policy	5
	• 10.2 DF: Your New Homework Policy	6
<b>Module 11- Synthesizing the Modules</b>	• 11.1 AR: Phase 1 – Decide on a Focus	20
	• 11.2 AR: Phase 2 – Design a Plan	10
	• 11.3 AR: Phase 3 – Examine the Data / Literature Review	25
	• 11.4 AR Phase 4: Make Sense of the Experience	20
	• 11.5 AR Phase 4: Reference List	10
	• 11.6 AR Phase 4: Appendix & Artifacts	10
<b>Module 12 - Reporting Your Findings</b>	• 12.1 AR Phase 5: Report on What You Have Learned	35
	• 12.2 Technology Component Assignment	18
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
<b>TOTAL POINTS</b>		<b>323 points</b>

**Key:** Reflective Journal (RJ) / Reflective Journal with a 2QTP (RJ/2QTP) / Discussion Forum (DJ) / Action Research Project (AR) / Knowledge Check (KC)

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.

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.
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### 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). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. 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/students/academic-support/services-students-disabilities>.

## 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.

**Moodle:** This course will be delivered totally online at <https://ce-connect.fresno.edu>. Moodle is a learning management system that provides students access to online resources, documents, assignments, knowledge checks, forums, etc. Moodle is easy to learn and has a friendly user interface. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

**Moodle Login and Passwords:** Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password 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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm (pacific) or email them at [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu).

**Getting Help with Moodle:** If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Fri 8:00 am to 5:00 pm (pacific) or by filling out a "Request Services" form at <https://col.fresno.edu/contact/request-services>. If asked, please identify that you are with the "School = Continuing Education".

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## 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/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<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.
FPU-SLO 2	<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.
FPU-SLO 3	<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.
FPU-SLO 4	<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.
FPU-SLO 5	<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.
FPU-SLO 6	<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 worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<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.
FPU-SLO 9	<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.
FPU-SLO 10	<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.