

## EDUC-913: Engage Students to Achieve Results

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K-12<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### 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.

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

#### Required Texts and Course Materials

**Book:** *The Highly Engaged Classroom* (2010) by R. Marzano and D. Pickering ISBN-13: 978-0982259245. <https://www.amazon.com/Highly-Engaged-Classroom-Strategies-Generating/dp/0982259247>

**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, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators.

**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.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## 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

### National Language Arts standards align with the National Council of Teachers of English (NCTE) (<http://www.ncte.org/>)

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.

### 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 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. |

## Student Learning Outcomes (SLOs) for This Course

| <b>Student Learning Outcomes for This Course</b><br>By the end of this course student will be able to:   | <b>National Standards Addressed in This Course*</b> | <b>Continuing Education Program Student Learning Outcomes Addressed**</b> |
|--|---|---|
| 1. Synthesize and create new knowledge about the effects personal experiences, emotions, relationships, interest and relevance have on student academic performance                        | NBPTS 1, 2, 3                                       | CE 2, 3, 4, 6   |
| 2. Critically read a variety of materials to build background knowledge on factors that that influence, encourage and sustain student engagement   | NBPTS 1,2, 3  | CE 2, 4, 5  |
| 3. 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 | NBPTS 1, 3, 4                                       | CE 4, 5   |
| 4. Explain and apply research as it relates to feedback, effort, goal setting, and self-efficacy   | NBPTS 2, 3, 4                                       | CE 1, 2, 4, 6   |
| 5. Reflect on prior teaching and learning experiences to make connections between student engagement, instructional decisions and learning   | NBPTS 3, 4, 5                                       | CE 2, 3, 5  |
| 6. Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related   | NBPTS 2, 4<br>NETS-T 5                              | CE 1, 4, 6  |

|     |  |                        |                  |
|-----|--|------------------------|------------------|
|     | to motivation, student engagement, and effort  |                        |                  |
| 7.  | Exhibit through writing an understanding of the factors that positively influence and support diversity in learning  | NBPTS 1, 4, 5, 7       | 1, 2, 4, 5, 6    |
| 8.  | Demonstrate an understanding of the importance effort, willingness to achieve feedback play in academic success and practice a range of strategies to apply learning skills  | NBPTS 1, 3, 4, 5, 6, 7 | 1, 2, 3, 6       |
| 9.  | 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  | NBPTS 1, 4, 5, 7       | 2, 4, 5, 6       |
| 10. | Evaluate current practices, create a plan, apply strategies and evaluate effectiveness of changes intended to build and sustain relationships, relevance, rigor and motivation and differentiates approaches to learning to meet the needs of individual students. | NBPTS 1, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6 |

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

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

## Topics, Assignments, and Activities

| Module<br>Module Title                                 | Module Assignments and Activities   | Points<br>Possible<br>for Each<br>Assignment |
|--|---|--|
| <b>Welcome Module</b>                                  | <ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Introduce Yourself Forum</li> </ul>   |  |
| <b>Module 1 –<br/>Catching Students’<br/>Attention</b> | <ul style="list-style-type: none"> <li>• Read Sprenger’s Reaching (excerpt)</li> <li>• Read Part 2: Attention and Learning</li> <li>• View Pt 1: Selective Attention (video)</li> <li>• View Changing Brains: Attention (video)</li> <li>• View Moving from Competence to Engagement (power point)</li> <li>• Assignment: Integrate research on engagement, memory and learning, especially as it relates to academic achievement of at-risk students.</li> <li>• Assignment: Relate current teaching and learning experiences with research on student engagement</li> </ul> | <p>10 pts</p> <p>10 pts</p>                  |
| <b>Module 2 –<br/>Appealing to<br/>Emotions</b>        | <ul style="list-style-type: none"> <li>• Read Marzano’s Engaged Classroom, Chapter 1</li> <li>• View Changing Brains: Emotions and Learning (video)</li> <li>• View Brain Power (video)</li> </ul>  |  |

| Module<br>Module Title                                    | Module Assignments and Activities   | Points<br>Possible<br>for Each<br>Assignment |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>View Whole Brain Teaching (video)</li> <li>Read Dweck's Praise, Motivation and Learning (excerpt)</li> <li>Read Sprenger's Emotions (excerpts)</li> <li>Assignment: Compare the influence intrinsic and extrinsic motivation have on student engagement in learning</li> <li>Assignment: Determine factors that negatively affect student academic success and emotional behaviors</li> </ul>  | 10 pts<br><br>10 pts                         |
| <b>Module 3 –<br/>Building Positive<br/>Relationships</b> | <ul style="list-style-type: none"> <li>Read Marzano's Engaged Classroom, Chapter 2</li> <li>Read Jone's Strengthening Student Engagement (excerpt)</li> <li>Read Saphier's Personal Relationship Building (excerpts)</li> <li>View Creating Positive Teacher-Student Relationships (power point )</li> <li>View Teacher Training Fuels the Future (video)</li> <li>View Students Weigh In (video)</li> <li>Assignment: Discuss significant impact teacher-student relationships have on student engagement and student effort.</li> <li>Assignment: Analyze processes and activities that encourage development and retention of positive classroom climate.</li> </ul> | 10 pts<br><br>15 pts                         |
| <b>Module 4 –<br/>Creating Relevance<br/>for Learning</b> | <ul style="list-style-type: none"> <li>Read Marzano's Engaged Classroom, Chapter 3</li> <li>View HOT Questions (video)</li> <li>View Ken Robinson's Paperclips (video)</li> <li>View Any Questions? (power point)</li> <li>Read Nonlinguistic Representations (excerpt)</li> <li>Read Educational Games in the Classroom (excerpt)</li> <li>Assignment: Explain student learning styles, influence of learning styles on student engagement and the unintended impact of teacher's learning style on student learning,</li> <li>Assignment: Identify and describe classroom best practices that promote relevance for the digital, 21st Century learner.</li> </ul>     | 10 pts<br><br>15 pts                         |
| <b>Module 5 –<br/>Creating Relevance<br/>for Learning</b> | <ul style="list-style-type: none"> <li>Read Marzano's Engaged Classroom, Chapter 4</li> <li>Read Asaro's Active Engagement (excerpts)</li> <li>Read Active Learning through Simulations (excerpt)</li> <li>View Welcome to the Digital Generation (video)</li> <li>View Dr. Daggett: "Relevance" (video)</li> <li>View Learning Styles (power point)</li> <li>View Gardner's Multiple Intelligences (video)</li> <li>Assignment: Explain student learning styles, influence</li> </ul>  |  |

| Module<br>Module Title                                    | Module Assignments and Activities   | Points<br>Possible<br>for Each<br>Assignment |
|---|---|--|
|   | <p>of learning styles on student engagement and the unintended impact of teacher's learning style on student learning, (10 points)</p> <ul style="list-style-type: none"> <li>• Assignment: Identify and describe classroom best practices that promote relevance for the digital, 21st Century learner. (15 points)</li> <li>• Assignment: Explore 'flipping the classroom' and relationship of the instructional approach to 21st Century teaching and learning</li> </ul>  | <p>10 pts</p> <p>15 pts</p> <p>20 pts</p>    |
| <b>Module 6 –</b><br>Collaborating to<br>Make Connections | <ul style="list-style-type: none"> <li>• Read Creating Collaborative Learning Environments (excerpt)</li> <li>• Brookhart's Effective Feedback (excerpts)</li> <li>• Read Harmin's Active Learning (excerpts)</li> <li>• Read Sprenger's Reinforcing (excerpts)</li> <li>• View Melton Shen on 21st Century Teaching (video)</li> <li>• View Passionate (video)</li> <li>• View Project-Based Learning (video)</li> <li>• View Closed or Open, That Is the Question (video)</li> <li>• View Problem Solving Groupwork (video)</li> <li>• View 7 Ways Games Reward the Brain (video)</li> <li>• View Tim Bentley (video)</li> <li>• Assignment: Reflect on personal collaborative learning experiences</li> <li>• Assignment: Evaluate collaborative activities designed to deepen and broaden learning</li> </ul> | <p>10 pts</p> <p>20 pts</p>                  |
| <b>Module 7 –</b><br>Providing Effective<br>Feedback      | <ul style="list-style-type: none"> <li>• Read Marzano's Engaged Classroom, Chapter 5</li> <li>• Read Providing Effective Feedback (excerpts)</li> <li>• Read Recognizing Effort (excerpt)</li> <li>• View Descriptive Feedback, Pt 1 and 2 (video)</li> <li>• View Self-Assessment-Feedback (video)</li> <li>• View Tim Bentley, Pt 2 (video)</li> <li>• View Classroom Experiment Lollipop Sticks (video)</li> <li>• Assignment: Discuss recognition of student effort as a motivation and engagement strategy.</li> <li>• Assignment: Analyze effective use of feedback to increase self-efficacy and increase student engagement in learning</li> </ul>  | <p>10 pts</p> <p>20 pts</p>                  |
| <b>Module 8 –</b><br>Paving Pathways to<br>Learning       | <ul style="list-style-type: none"> <li>• Read Marzano's Engaged Classroom, Chapter 5, pp. 119-212</li> <li>• Read Jordan's Goal Setting (excerpt)</li> <li>• View Action Research: Motivation and Technology (video)</li> <li>• View Self-Assessment: Setting Learning Goals (video)</li> <li>• View Be Sure To – (video)</li> <li>• Read Making Kids Work on Goals</li> </ul>  |  |



| <b>Module<br/>Module Title</b>                         | <b>Module Assignments and Activities</b>  | <b>Points<br/>Possible<br/>for Each<br/>Assignment</b> |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>View Brian Crosby's Back to the Future( video)</li> <li>Assignment: Analyze goal setting as a method to strengthen self-efficacy and engage students</li> <li>Assignment: Examine the use of technology as a 21st Century tool to encourage student engagement.</li> </ul>   | 10 pts<br><br>15 pts                                   |
| <b>Module 9 –<br/>Planning for High<br/>Engagement</b> | <ul style="list-style-type: none"> <li>Read Marzano's Engaged Classroom, Chapter 6</li> <li>Read Black's Engaging the Disengaged (excerpt)</li> <li>Read How to Keep Kids Engaged</li> <li>View Hammond's Becoming Internationally Competitive (video)</li> <li>Assignment: Evaluate instructional practices to determine engagement effectiveness and plan for improvement using Marzano's planning outline</li> <li>Assignment: Identify engagement best practice strategy</li> </ul> | 75 pts<br><br>10 pts                                   |
| <b>Course Wrap-up –<br/>Grading and<br/>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>305 points</b>                                      |

## 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

| <b>Grade</b> | <b>Percentage</b> | <b>Description</b> | <b>Rubric</b>   |
|--------------|-------------------|--------------------|---|
| 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. |
|----|-----------|--------------|--|

### 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. Include 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. Include 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 organization 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.

### Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and 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.

## **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.

## **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. 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). 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/departments/disability-access-education>.

## **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 - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants require Internet access, email service, simple management of files in a word processing program, and basic Internet skills. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Mon-Fri 8:00 am to 7:00 pm.

## **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/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

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| <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.   |
| <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 <i>share</i> that information. |