EDUC 911– Rethinking Homework

Independent Study Online Course Syllabus

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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 thus becoming 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 textbooks must be acquired separately.

Required Texts and Course Materials

Textbooks:
- 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. (2009). *Rethinking Homework: Best Practices that Support Diverse Needs*. Alexandria, VA: ASCD. ISBN-13:978-1-4166-0825-7 https://www.amazon.com/Rethinking-Homework-Practices-Support-Diverse/dp/1416608257

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 (for example): http://books.nettop20.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)

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

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
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	
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	
3. Clarify the connection between teacher-student relationships and parent-teacher relationships in correlation with homework and its process.	NBPTS 5	
4. Identify which teacher behaviors and attitudes reinforce good homework practices.	NBPTS 2	

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	
6. Explain the interconnectedness of curriculum, instruction, assessment, student achievement, and homework management	NBPTS 1, 4	
7. Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning.	NBPTS 5	
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	
9. Explore both qualitative and quantitative research methods and be able to select the appropriate method to resolve a research problem.	NBPTS 4, 5	
10. Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions.	NBPTS 4, 5	
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 Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum • Moodle Online Tutorial	
Module 1 – Action Research	• Reflective Journal Entry: An introduction to Action Research and its connection with the homework debate. • Action Research Project: Thinking about a specific concern you have about homework	
Module 2 – Foundations: Attitudes	• Discussion Forum: Your personal experience of homework. • Reflective Journal Entry: Your current philosophy and your purpose of homework.	

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 3 – Foundations: Your Attitudes	• Discussion Forum: The pros and cons of homework.	
Module 4 – The History of Homework	• Reflective Journal Entry: Unexamined beliefs about children and learning. • Discussion Forum: Tenets about learning that directly affects the practices of homework	
Module 5 – The Homework Assignment	• Reflective Journal Entry: Issues related to the content of assignments. • Discussion Forum: Responses of teachers when homework assignments are brought back to school.	
Module 6 – Homework in Context	• Reflective Journal Entry: Scenarios of the learning disabled/socio-economic disadvantaged students • Discussion Forum: How the family and/or community fit into the homework process.	
Module 7 – Effective Homework Practices	• Lesson Plan: An effective homework assignment. • Discussion Forum: Homework completion strategies and support programs	
Module 8 – The Comprehensive Homework Policy	• Discussion Forum: Your district/school's homework policy. • Create-A-Survey: A Homework survey.	
Module 9 – The Reflective Practitioner	• Reflective Journal Entry: Other districts/school policies. • Discussion Forum: The evolving professional and what it means to be a reflective practitioner.	
Module 10- Homework Tips for Parents, Teachers, and Students	• Reflective Journal Entry: Your definition/homework policy. • Discussion Forum: Your ideal homework policy. • Technology Component: An online Homework Resource	
Module 11- Synthesizing the Modules	• The Final Project -- Action Research: Assembling all artifacts, research, and findings into a PowerPoint Presentation for colleague critique/sharing.	
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies and Rubrics
• 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.)
• Students must earn a minimum of 80% to received credit for the assignment.

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed to receive a 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.

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. 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 - https://www.fresno.edu/students/registrars-office/academic-catalogs

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. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Site Login and Passwords: Students will need to have internet access to log onto https://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 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. or email them at 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-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at https://col.fresno.edu/contact/request-services. 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

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.