

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**CIED 9400
Review of Academic Discipline and Pedagogy Literature
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Curriculum and Instruction GaPSC Certification Program Standards

(*identify those that apply to the course)

1.0000 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

an, implement, and evaluate instruction to facilitate student learning.

*3.0000 Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.

4.0000 Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

5.0000 Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession.

6.0000 Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

*7.0000 Professional Practices. Program completers will demonstrate high standards for professional practice.

COURSE DESCRIPTION

Advanced analysis and synthesis of pedagogy and the literature of the academic discipline applying the conventions of academic writing using the *Publication Manual of the American Psychological Association*.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Publication Manual of the American Psychological Association. (6thed.).(2009). Washington DC: American Psychological Association.

Harris, R. A. (2011). *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism* (3rd ed.). Glendale, CA: Pyczak Publishing.

Additional instructor identified readings and resources provided in course learning module

Student identified articles

Additional Required Resources

Georgia Professional Standards Commission, *Educator Ethics Division* website
<http://www.gapsc.com/ethics/index.asp>

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Candidates will identify articles as empirical research, determine type of research and ask questions to facilitate an understanding of the studies. (GaPSC 5.0200, 7.0100; Themes: [Area of Focus] A-EDL 1.1 A-EDL 2.1, [Discipline-based Literature Review] A-EDL 2.1; A-CPL 1.1)
2. Candidates will evaluate exemplary curricular and instructional practices described in the professional literature. (GaPSC 3.0100, 3.0200; A-EDL_{1.1} A-EDL_{2.1})
3. Candidates will articulate the relationships within the discipline between theory, research, and practice. (GaPSC 3.0200, 5.0100)
4. Candidates will use a variety of research tools, including electronic resources, to investigate instructional design and technology research. (GaPSC 5.0100; A-TL_{1.1}, A-TL_{1.2}, A-EDL_{1.2})
5. Candidates will analyze and summarize research studies. (GaPSC 5.0200; Themes: [Area of Focus] A-EDL_{1.2})
6. Candidates will apply current research and data as they demonstrate content knowledge and identify appropriate resources to promote student success. (GaPSC C.3.0100; A-EDL_{1.2})
7. Candidates will exhibit sufficient pedagogical content knowledge to plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit diverse students. (GaPSC 3.0200; A-DL_{1.2}, A-EDL_{1.2}, A-CPL_{3.1})

8. Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. (GaPSC 7.0100; A-EDL_{1,2})
9. Candidates will participate in and/or lead professional learning experiences to promote effective practices. (GaPSC 7.0200; A-EDL_{3,1} A-EDL_{2,1})
10. Candidates will advocate for the profession by modeling collaboration, leadership, and professionalism. (GaPSC 7.030; A-EDL_{1,2})
11. Candidates will demonstrate clear competence in written communication and comprehension. (GaPSC 7.0100; A-EDL_{1,2})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Discussion (Course objectives 2, 3, 6, 8-11); and Academic Research and Writing (Course objectives 1, 4, 5, 6, 7-11) Revision by Expert, Peer and Self (Course objectives 1, 4, 5, 6, 7-11).

COURSE EVALUATION

A. Area of Focus Assignment (25% of course grade)

You will identify an area of focus based on an educational concern/problem/issue regarding teaching and/or learning. You will then construct a search strategy to identify and evaluate 15 peer reviewed journal articles to support your area of focus. Each article will then be annotated and referenced. Detailed instructions and criteria will be provided in the CIED 9400 Learning Module. (Course Objectives 1-7, 9, 11)

B. APA Skills Assessment Module (10% of course grade)

You will complete a skills assessment module based on the *Publication Manual of the American Psychological Association*. (Course Objectives 8, 10-11)

C. Using Sources Effectively Module (20% of course grade)

You will complete readings and assessments from the following text:

Harris, R. A. (2011). *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism* (3rd ed.). Glendale, CA: Pyczak Publishing.

(Course Objectives 8, 10-11)

D. Discipline-based Literature Review (45% of course grade)

You will produce a short Literature Review

- 10 page minimum/12 page maximum (excluding reference list and title page)
- Double-spaced
- 15-20 references
- APA format

The first draft of the Discipline-based Literature Review will be assessed for 20% of the course grade. The final draft of the Discipline-based Literature Review will be assessed for 30% of the course grade. The first and final drafts combine for a total of 50% of the course grade. Detailed instructions and criteria are provided in the ITED CIED 9300 Learning Module. (Course Objectives 1-11)

A-EDL3a-This course contains a required Key Course Assessment. Course Evaluations should not be modified or removed from this course without the approval of the program faculty.

E. Program Portfolio Submission – Required for C&I Majors (S/U)

1. Detailed instructions for using the Program Portfolio LiveText shell will be provided in the C&I Advising BlazeVIEW shell.
2. Upload the designated or selected artifact into the LiveText Program Portfolio shell.
3. Prepare a reflective caption that details the standards which have been demonstrated in the artifact.
4. Upload the reflective caption into the LiveText Program Portfolio shell.
5. Notify your course instructor that the artifact and caption have been submitted.
6. Make revisions to the reflective caption based on instructor feedback.
7. Repeat steps 2 through 5 until all artifacts and captions have been completed.

(Course Objectives 1-11)

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Work will be considered late if it is submitted after the due date and time. Late work will be penalized 10% for each 24 hours after the due date and time that it is submitted. For example, an assignment submitted 3 hours late will be penalized 10%.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following

instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.