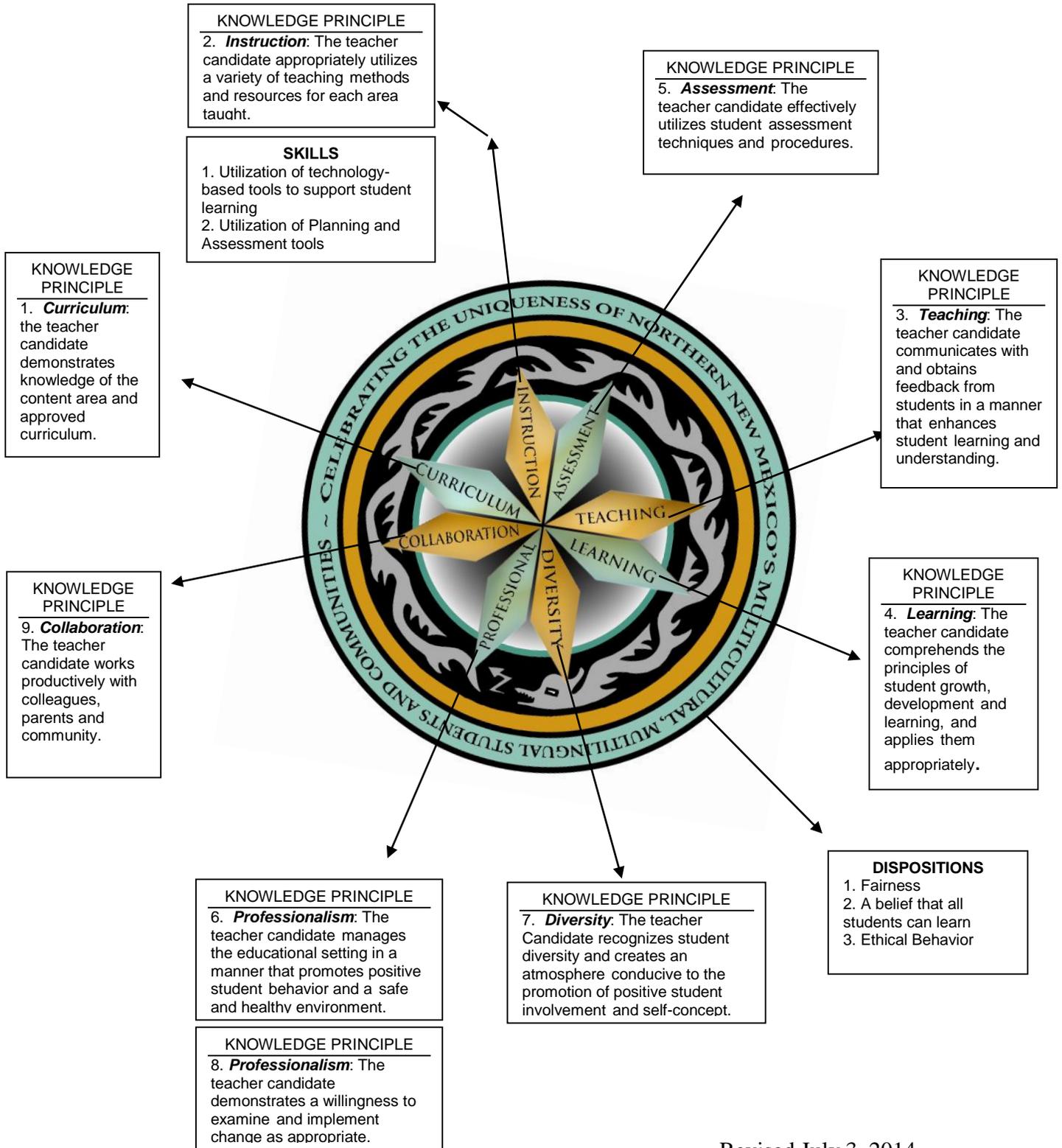




**Northern New Mexico College**  
**College of Education**  
**EDUCATION 450/452**  
**Semester: Spring 2016**



The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

- I. Credit Hours: 3
- II. Semester Taught: Spring 2016
- III. Course Time and Place: Hybrid online and face to face. Face to face meetings:
- IV. Instructor Information:

Instructor: Rose Chiovitti-Cavalcante	Communication Information: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> 747-5463	Office Hours: TU: 2:30-4 pm We 3:30-6pm TH- 2:30-4:00
--	---	--

V. Required Text:

Martinez, Michael (2010). Learning and Cognition: The Design of the Mind. Merrill (Pearson). ISBN: 978-0-205-50724-5

And

Armstrong, Thomas. Multiple Intelligences in the Classroom, 3<sup>rd</sup> E. ASCD. ISBN 978-1416-6078-9

- VI. Required Materials or Readings: Supplemental materials are provided online in blackboard.
- VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Note that faculty will not communicate with you through your personal email.

VIII. Attendance :

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to

make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom. This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

**\* BA Students!**

**The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.**

**X. Course Objectives:**

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:

A: 2, 3, 8A, 8B, 8D,8H; B: 1, 2,3,4,6, 7; C: 3,5; 7 E: 2d; F: 1,2; G: 2; H: 2,3,4,8,9,11; I: 1,2,3;

K: 2, 3, 9,14

Areas of the COE Conceptual Framework addressed in this course are:

Knowledge Principles: 1, 2,4,7, and 8

Skills: 1

Dispositions: 1,2, and 3

**NNMC College Wide Goals**

**1. Communication**

**NNMC 1.a** – Express ideas coherently and persuasively through oral and written communication.

**NNMC 1.b** - Speak coherently and appropriately for various audiences and situations.

**NNMC 1.c** – Present ideas and information effectively for specific purposes through written statements.

## 2. Critical Thought

**NNMC 2.a** – Analyze and synthesize information

**NNMC 2.d** – Function as independent thinkers and as members of collaborative groups.

## 3. Cultural Competence

**NNMC 3.a** - Understand and appreciate cultural diversity

## 4. Information Competency and Research

**NNMC 4.b** - Locate relevant information in printed and electronic form and credit it properly

**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

## XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

Date	Topic/ Text Chapter	NM Teacher Competency		Assignment to Demonstrate Meeting the Competency/ Due Date	Knowledge, Skill or Disposition # in the Conceptual Framework	NNMC Goals
<u>04/23/16</u>	IDEA disabilities and Inclusion	A 3, 8B, 8D B 2,3,4,6 C5 E 2d	F 1 H 2,3,9 I 2 K 9	Research Paper , Poster, and Power Point Presentation	K 2,4,6,7,8,9 S 1 D 1,2,3	1.a; 1.b; 1.c; 2.a; 2.d; 3.a; 4.b;4.e; 4.f
<u>05/07/16</u>	Diversity in the classroom	A, 2, 8A, 8B, 8D, 8H B1,2,3,4 ,6,7 C 3,5,7	F 1,2 H 9 I 1,2,3 K 3,9	Lesson Plan addressing one of Gardner's Multiple Intelligences	K 1,2,3,4,6,7,8 S 1.2 D 1,2,3	

## XII. Assignment Descriptions/ Assessment Criteria:

## 1) Research paper

### Directions

In groups of 2 or 3 students, you will write a 12 page , research paper , using APA style and academic references (journals and books) about one of the disabilities categories under IDEA (The Individual with Disabilities Act) and discuss the instructional strategies (accommodations and modifications) that regular education teachers should use to address the needs of these students in their classroom. The audience for your paper should be regular education teachers in K-12 classrooms.

**To learn more about APA go Purdue University's writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is <http://owl.english.purdue.edu/owl/>. The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.**

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

- 1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
- 2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?
- 3) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- In addition to the 12 page research paper, you will also prepare a power presentation on the topic and present it to your classmates on the scheduled date. For your presentation, you will **bring relevant hand-outs** for your classmates. **The hand outs should include, but should not be limited to, a list of your references** that you included in your paper.

A power point with guidelines on how to prepare an effective power point presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to ensure you are meeting the grading expectations.

**BA and ALP students** will submit to the instructor:

- a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper

rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

- c) Power point presentation with useful handouts for classmates (in addition to other materials , the hand out should include the citations on your paper).

### **BA STUDENTS:**

- BA students will be required to submit a rough draft of their papers stamped by the **Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).**

- In addition to the paper and power point presentation, you will also prepare a poster that will be displayed at the Annual NNMC Research and Creativity symposium. Guidelines on how to prepare the poster will be given to students at a later date in the course. **ALP students** who would like to do a poster are allowed to do it, but they are not required to.

The paper and the presentation will be graded according to a rubric provided in your on line course.

## **2) Assignment 1- Pros and Cons of Inclusion**

This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

Directions:

- Context: You are a special education director in a district trying to decide if you will recommend to the district's superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: "What does research say about the pros and cons of inclusion?" I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then **write a 3 page paper** establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read). This short paper does not have to be in APA style, however, **it needs to include a reference page and citations.**

The academic sources that you will use for this paper are being provided to you already. A list of academic articles pro and against inclusion is provided online. You will choose **at least 2** articles pro and **at least 2** articles against inclusion. These articles are on reserve at the NNMC library. **In addition to** the articles already provided by the instructor, you may add other articles of your choice to the paper.

## **3)Assignment 2 (for BA students only)– Annotated Bibliography**

Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class. **For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.**

#### **4) Assignment 3– MI Reflection I (for BA students only)**

**Write a 3 to 4 pages reflection** addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)

- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As a read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

#### **4) Assignment 4 – MI Reflection II**

**Write a 3 to 4 pages reflection** addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)

- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can use the (*fill in the blank with the intelligence you chose for your MI lesson*) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (*fill in the blank with the intelligence you chose for your MI lesson*) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (*fill in the blank with the intelligence you chose for your MI lesson*) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

**5) Multiple Intelligence” Lesson**

Individually or in groups of 2 or 3 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. \* You will not talk ABOUT your lesson but will actually teach the lesson.

**6) Weekly On-Line Discussions**

Each week you will read a certain number of assigned chapters in your textbooks and will answer the “questions of the week”. You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

**A.) Required Professional Competency-Based Artifact**

Research Paper and Multiple Intelligence Lesson

**Field Lab Experiences:** Not Applicable

**B.) Required Professional Competency-Based Artifact Rubric**

Multiple Intelligence Lesson - Rubric

<b>Criteria</b>	<b>No Credit (0)</b>	<b>Meets Standards (1)</b>	<b>Exceeds Standards (2)</b>	<b>POINTS</b>
<b>Content Standards</b>	Content standards are not addressed or do not align to the activities of the lesson	Lesson plan demonstrates knowledge of state standards.	Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.	
<b>Goals</b>	Goals are not included or do not align with the objectives and content of the lesson.	Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.	Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.	
<b>Objectives</b>	Objectives are not included or do not	Lesson plan lists objectives and aligns objectives to the	Lesson plan lists objectives. Objectives are aligned to the	

	align with the goals or content of the lesson.	state standards, goals or content of the lesson.	teaching strategies and content of the lesson.	
<b>Materials</b>	Materials necessary to teach the lesson are not included.	Most of the materials required to teach the lesson are included in the lesson plan.	All materials required to teach the lesson are included in the lesson plan.	
<b>Teaching Strategies</b>	Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is attempting to address.	Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.	Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers, teacher script, etc. that are coherent with the target intelligences.	
<b>Assessment</b>	Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.	Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.	Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.	
<b>Content</b>	Content of the lesson demonstrates a lack of understanding of the content area.	Content of the lesson indicates understanding of the content area.	Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.	
<b>Diversity</b>	Lesson lacks consideration for students' diversity.	Lesson connects instruction with students' lives, interests and instructional needs.	Lesson plan clearly and explicitly connects to students' lives, interests and instructional needs.	
<b>LESSON PRESENTATION</b>				Semi-Total =
<b>Instruction</b>	The instructional techniques used are not consistent with the type of intelligence it attempts to address.	Most of the instructional techniques used are consistent with the target intelligence.	The instructional techniques used are consistent with the target intelligence.	
<b>Materials</b>	The materials used by the teacher for the lesson are neither interesting nor consistent with the target intelligence.	The majority of the materials used by the teacher for the lesson are interesting/motivating and consistent with the target intelligence.	The materials used by the teacher for the lesson are interesting and motivating for the students and consistent with the target intelligence.	
				SEMI TOTAL =
				TOTAL =

Research Paper and Power Point Presentation – Rubric

<b>PAPER</b>	Excellent – 3 points	Competent -2 points	Needs Improvement-1 point	TOTAL
KNOWLEDGE/CONTENT	Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has	Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of	Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms.	

	researched relevant sources of information.	information are somewhat reliable.	The information sources are not reliable.	
ORGANIZATION/WRITING	The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.	The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.	The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.	
ENGLISH	No spelling /grammar errors.	A few spelling/grammar errors.	Several/many spelling /grammarerrors.	
<b>PRESENTATION</b>	Excellent – 3 points	Competent – 2 points	Needs improvement – 1 point	<b>TOTAL</b>
KNOWLEDGE/CONTENT	The student demonstrated sound knowledge of content being presented.	The students demonstrated reasonable knowledge of content being presented.	Students does not demonstrate knowledge/or little knowledge of content being presented.	
ORGANIZATION	The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.	The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.	The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings hand outs with non relevant/not helpful content.	
PRESENTATION	The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation.	The student uses visual aids that are reasonably dome and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little.	The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues	
				Total =

**XIII. Internet sites or databases**

**XIV. Late Work:**

Your work is due on the date indicated on the syllabus.

a)Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

**XV. Special Needs:**

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Coordinator of Accessibility and Resource Center at 505-747-2152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you. You are responsible to communicate your need for accommodations in the beginning of the semester to ensure you are successful in this course.

**XVI. NNMC Incomplete Policy:**

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**XVII. Personal Responsibility:**

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

**XVIII. Grading Scale:**

**Grades will be distributed as follows:**

**BA students:**

- 1) **Weekly on line discussions - 20%**
- 2) **Final Research paper and power point presentation – 20%**
- 3) **MI Lesson and presentation – 20%**
- 4) **Assignment 1 – pros and cons of inclusion – 10%**
- 5) **Assignment 2- Annotated bibliography- 10%**
- 6) **Assignment 3- MI lesson -reflection I – 10%**
- 7) **Assignment 4- MI lesson reflection II – 10%**

**ALP students:**

- 1) Weekly on line discussions - 30%
- 2) Final Research paper and power point presentation – 25%
- 3) MI Lesson and presentation – 25%
- 4) Assignment 1 – pros and cons of inclusion – 10%
- 5) Assignment 4- MI lesson reflection II – 10%

**A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%**

#### **XIX. Academic Ethics:**

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources; 2) presenting an author's ideas as though they were your own original ideas; or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

- XX.** Students are responsible to refer to the Student Handbook for specific policies and procedures.

#### **XXI. Online discussions guidelines**

The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to "vent" your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

#### **XXII. Complaints policy**

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see student handbook for how to handle harassment situations).

