INSTRUCTOR: David Jelinek  
djelinek@csus.edu  (916) 278-5520  
Course website: http://www.csus.edu/indiv/j/jelinekd

OFFICE HOURS: Eureka 412  
I will be available before and after each class session as well as online and/or  
via telephone

TIME and LOCATION: June 9-25  Tues/Wed/Thur  8:30 to 1 pm  
Mariposa Hall 1016  
Some components will be online.

CATALOG DESCRIPTION: This seminar focuses on analyzing various teaching strategies to identify teacher  
competencies and learning outcomes. Each strategy will be examined for its  
relationship to National Board Standards.

PROGRAM OUTCOME: Combined with the other core courses of the CSUS masters program and the  
series of electives, this course is designed to provide practicing teachers with the  
strategies necessary to successfully pursue National Board Certification.

STUDENT LEARNING OUTCOMES: Candidates will:  
• Learn and apply the “backward” unit designing process in making instructional  
decisions  
• Identify the “big ideas” in and across disciplines.  
• Master a range of assessment options, and have an understanding of the advantages  
of each method.  
• Design learning sequences with clearly articulated goals based on the teacher’s  
knowledge of his or her students’ abilities and interests, state and national  
standards, and the resources available.  
• Demonstrate a working understanding of a variety of differentiated teaching  
strategies and models of instruction  
• Relate evidence from their units and assignments to the National Board Lesson  
Components

TEXT:  
• Teaching the Science Class You Never Had, by David Jelinek. Applicable  
chapters related to this class are included electronically at no extra charge with the  
understanding that you will only download and print one copy for yourself. (This  
is the PDF version of the textbook that will be published by Allyn & Bacon in  
2010. All legal copyright issues apply.)

ACADEMIC REQUIREMENTS: Accepted to the CSUS Teacher Education Graduate Cohort for National Board  
Certification

PARTICIPATION:  
• This is an activity-based class, which means you will need to attend all class  
sessions  
• You should expect to spend the same amount of time to complete assignments  
outside of class as you will in-class, which is 4 1/2 hours per class session plus at  
least that amount again to complete assignments.
1. Submission of unit drafts & participation (20% of course grade)
   - On-time submission of Stage 1 for feedback: 5% (less 1% for each day late)
   - On-time submission of Stage 2 for feedback: 5% (less 1% for each day late)
   - On-time submission of Stage 3 for feedback: 5% (less 1% for each day late)
   - Complete all assignments, reading material and class participation: 5%

2. Unit Plan & Reflective Analysis (70% of course grade)
   - All students will be required to design a unit that incorporates knowledge of students, content in a specific domain, an assessment plan, and an instructional blueprint that incorporates logically sequenced lessons and activities. Additionally, write a 2 to 3 page, double-spaced reflective analysis that addresses the 5 prompts provided on the unit plan template.
   - Five rubric items have been developed to align with the unit plan and reflective analysis. Your instructor will use these rubrics to assign a rubric score of 1 to 4. To pass the assignment you must receive a minimum score of 3 on four of the five rubric items.
   - For grading purposes, 5 points is equivalent to 50%; 10 points is equivalent to 70%; 15 points is equivalent to 90%; and 20 points is equivalent to 100%.

3. PowerPoint Presentation (10% of course grade)
   - Create a PowerPoint presentation that summarizes the 5 prompts of your reflective analysis. This PowerPoint will be presented in the final class session.
   - On-time submission of PPT that addresses the criteria = 5%
   - Presentation of the PPT = 5%

**GRADING SCALE:**

- 93 to 100 = A
- 90-92 = A-
- 85-89 = B
- 80-84 = B-
- 76-79 = C+
- 70-75 = C
- 60-69 = D
- Below 60 = F

**COURSE & UNIVERSITY POLICIES:**

**Attendance:** Attendance is mandatory. Missing 2 class sessions drops overall grade by 10%; missing 3 session drops overall grade by 20%. Missing more than 3 class sessions causes withdrawal from class. 30 minute tardy or leaving early = ½ class session. Excused absences are allowed only in extreme cases, and according to university policy.

**Participation:** This is an activity-based class, which means you will need to attend all class sessions. You should expect to spend the same amount of time to complete assignments outside of class as you will in-class.

**Late Work** Assignments are due on the date indicated in the course syllabus, unless changes to the due dates are announced in class and/or provided on the course website. For each 24 hour period (including weekends) work is handed in late, the overall grade for that assignment will be deducted by 10%. No late work will be accepted later than 5 days from the due date.

**Academic Honesty:** The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual [here](http://www.csus.edu/umanual/index.htm).

**Plagiarism:** Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and results in failing the class and possible removal from the program. Consult the Library's Plagiarism Website [here](http://library.csus.edu/content2.asp?pageID=353).

**Reasonable Accommodation Policy:** If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website [here](http://www.csus.edu/sswd/).

**Incomplete** - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 60 days or the incomplete will revert to the grade that the student would have earned.
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<thead>
<tr>
<th>Date</th>
<th>Major Topic</th>
<th>Reading Due</th>
<th>Assignments Due/In Class Activities</th>
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</thead>
<tbody>
<tr>
<td>Tue</td>
<td>Course introduction and overview of unit designing process</td>
<td>• Read Jelinek Ch 5, pp 1-6 (Stage 1)</td>
<td>• Bring resources related to your students &amp; unit content</td>
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<td>June 9</td>
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<td>• We will begin working on student learning profiles and the unit planning process</td>
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<td>Wed</td>
<td>Student learning profiles/context (Stage 1) + start onstage 2</td>
<td>• Read Jelinek Ch 1 and Ch 5, pp 6-10 (Stage 2)</td>
<td>• Be familiar with Student Learning Profiles prompts and be prepared to discuss these relative to your most recent class of students.</td>
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<td>June 10</td>
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<td>• Identify standards for your unit</td>
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<td>Thur</td>
<td>Standards &amp; Big Ideas (Stage 2)</td>
<td>• Read Jelinek Ch 2, pp 5-8 (Big Ideas)</td>
<td>• Submit rough draft of Stage 1 via email by tonight, June 10</td>
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<td>June 11</td>
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<td>• Read UbD, pp.1-21 and pp.35-81</td>
<td>• In class activities will center around generating Big Ideas &amp; working on Stage 2</td>
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<td>• Submit Stage 2 draft via email by Sunday night, June 14</td>
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<td>Tues</td>
<td>Outcomes &amp; Assessment (Stage 3)</td>
<td>• Read UbD, p. 146-171</td>
<td>• In class activities will center on your assessment plan and Stage 3</td>
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<td>June 16</td>
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<td>• Read Jelinek, Ch 4 and Ch 5, pp 10-13 (Stg 3)</td>
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<td>Wed</td>
<td>Instructional Blueprint (Stage 4)</td>
<td>• Read Jelinek Ch 5, pp 13-21 (Stage 4)</td>
<td>• Be prepared to discuss each of the prompts related to the instructional blueprint</td>
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<td>June 17</td>
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<td>• Read UbD, p. 105-125</td>
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<td>Thur</td>
<td>Inquiry, the 5 Es</td>
<td>• Jelinek Ch 3</td>
<td>• Be prepared to discuss the “5 Es” &amp; implications for differentiating instruction</td>
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<td>June 18</td>
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<td>• Submit Stage 3 draft via email by Sunday night, June 21</td>
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<td>Tues</td>
<td>Models of Instruction &amp; differentiating instruction for all learners</td>
<td>• Read Jelinek Ch 6 (Models of Instruction)</td>
<td>• In-class activities will focus on tying everything together from the unit and lesson plans, differentiated strategies and models of instruction.</td>
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<td>June 23</td>
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<td>• Prep for tomorrow`s PPT presentations</td>
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<td>Wed</td>
<td>Wrap up, evaluation &amp; PPT presentations</td>
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<td>• Submit and present PowerPoint presentations.</td>
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<td>June 24</td>
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<td>Sun</td>
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<td>• Submit full unit plan (all 4 stages) and reflection (5 prompts) via email by Sunday night, June 28</td>
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