

Syllabus Assignment

EDU 301

You will create a course syllabus and curriculum map that reflects a curriculum that supports learner development. See the performance indicators in the rubric under **InTASC # 1:**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Your course syllabus must include the following elements:

1. Course title, grade level(s), and instructor name/contact information; where class meets and when
2. Course Description (including why it's important, whether it's required or not, etc.)
3. Content Standards (also: affective, psychomotor, cognitive objectives - *optional*)
4. Bibliography of resources that will be read/used by students
5. Other required materials including technologies you will use (must incorporate at least three different forms of technology and describe how/why the technology will be used)
6. General expectations and course policies (including statements on academic dishonesty and behavioral/learning expectations; attendance; late work; etc.)
7. Grading schema (what does an "A" mean? Percentage? What are the components that will be graded? How will these be weighted?)
8. Assignment descriptions (brief)
9. Any other information relevant to the course (field trips, guest speakers, etc.)
10. Course calendar
 - a. Breakdown of each unit you will cover with any major assessments
 - b. Approximate length of the unit
 - c. Include general topic or activity
 - d. Due dates of major assignments

Finally, your syllabus should be developmentally appropriate for your students. It should be approachable, inviting, and written in terms that they (and their parents) will understand.

Please review the appropriate textbook chapters for each element to ensure you are exhibiting what we consider to be "best practices". Chapters 4, 6, 10, and 11 are particularly relevant.

	Unmet (1)	Basic (2)	Proficient (3)	Distinguished (4)
Assessment	The syllabus shows little evidence that the teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development and scaffolds the next level of development.	The syllabus shows some evidence that the teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development and scaffolds the next level of development.	The syllabus shows evidence that the teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development and scaffolds the next level of development.	The syllabus shows ample evidence that the teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development and scaffolds the next level of development.
Instruction	The syllabus does not indicate developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	The syllabus indicates somewhat developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	The syllabus indicates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	The syllabus consistently indicates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
Collaboration	The syllabus indicates no opportunities to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.	The syllabus indicates few opportunities to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development, and/or opportunities may be treated superficially.	The syllabus indicates some opportunities to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.	The syllabus indicates ample opportunities to intentionally and authentically collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

