

**CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
TEACHERS' INSTITUTE
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SYLLABUS

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Course: **ED 569 - Introduction to the Strategic Instruction Model (SIM)**
Date- June 27 - July 1, 2011 - 8:30am-4:00pm

Course Description:

Designed to train teachers in more techniques for their pedagogy toolbox, this class will look at SIM from The University of Kansas - Center for Research on Learning (KU-CRL). Each of these tools has been designed and validated through numerous research studies to help make curriculum assessable to ALL students and to enable further classroom differentiation for various types of learners. Participants will be trained in several Content Enhancements (Unit Organizer, FRAME, LINC's, and Concept Mastery) and Learning Strategies (Sentence Writing and Paragraph Writing) for use in their classrooms.

Course Objectives:

At the conclusion of this course, participants will be able to

1. describe the on-going research conducted at The University of Kansas - Center for Research on Learning.
2. explain the purpose of research- based instructional strategies, including the impact on the learner, the teacher, and the importance of fidelity to model.
3. identify and explain the differences between Learning Strategies and Content Enhancements.
4. model the pedagogy of Content Enhancements, including the implementation of 'Cue, Do, Review'.
5. model the pedagogy of Learning Strategies, including the implementation of 'I do, We do, You do'.
6. develop sample routines for use in classroom.

7. implement specific Content Enhancements in their classrooms.
8. implement specific Learning Strategies in their classrooms.
9. integrate Content Enhancements and Learning Strategies appropriately into curriculum.
10. differentiate SIM tools for various types of learners

REQUIRED TEXTS

1. Ellis, Edwin S. *The FRAMing Routine*. Lawrence, KS: Edge Enterprises, 2000.
2. Ellis, Edwin S. *The Vocabulary LINCing Routine*. Lawrence, KS: Edge Enterprises, 2000.
3. Bulgren, Janis A., Jean B. Schumaker, and Donald D. Deshler. *The Concept Mastery Routine*. Lawrence, KS: Edge Enterprises, 2000.
4. Lenz, R. Keith. *The Unit Organizer*. Lawrence, KS: Edge Enterprises, 1994.
5. Schumaker, Jean B. *Fundamentals of Sentence Writing* (Instructor Manual). Lawrence, KS: The University of Kansas Center for Research on Learning, 1999.
6. Schumaker, Jean B. *Fundamentals of Sentence Writing* (Student Material). Lawrence, KS: Edge Enterprises, 2005.
7. Schumaker, Jean B. and Karen D. Lyster. *The Paragraph Writing Strategy* (Instructor Manual). Lawrence, KS: The University of Kansas Center for Research on Learning, 2000.
8. Lyster, Karen D. and Jean B. Schumaker. *The Paragraph Writing Strategy* (Student Materials). Lawrence, KS: Edge Enterprises, 2000.
9. USB Flash Drive with at least 2 GB of memory.

GRADING POLICY

<u>ASSIGNMENT</u>	<u>POINTS POSSIBLE</u>
Class/Activity Participation (40 points per day)	200
Quizzes (3/50 points each)	150
Reflection Paper	100
Exam	150
Graduate Project (Optional)	200
Totals	600 (800 graduate credit)

Grades will be assigned on the basis of a percentage of the total points earned.
 (A = 92-100%, A- 90-91%, B+ 88-89%, B 82-87%, B- 80-81%, C+ = 78, 79%, C = 72-77%, C- 70-71%, D+ 68-69%, D 62-67%, D- 60-61%, E = <60%)

GRADUATE PROJECT

In order to receive graduate credit, an additional project must be completed. The following are the minimum components required in this project.

1. Purpose of the project is to show how you will integrate SIM into your classroom.
2. Conference with the instructor to outline the parameters of the project.
3. Project portfolio must be electronically submitted within 2 weeks of course completion.
4. Portfolio must include at least three SIM Content Enhancements and/or Learning Strategies with a minimum of five examples of each.
5. Each example should include a short statement of
 - (a) the purpose of the example
 - (b) how/when/why the example will be used.

This statement should be written in notes section of the slide.

6. Draft of project can be submitted electronically at the end of week one of project term for instructor feedback.
7. Portfolio must be submitted to instructor's email by midnight, July 9, 2011.

Other Course Requirements and Expectations

- a. Attendance is very important. Since the nature of this class includes creating and demonstrating new teach techniques, points will be awarded (up to 20 in the morning and 20 in the afternoon for participation in these activities. If the student is unable to attend a class, please email the instructor as soon as possible before the class.
- b. **READING THE TEXT IS IMPERATIVE.** Students cannot master the content of the course without reading the text. Class serves the purpose of clarifying and expanding the concepts found in the text. The subject matter is clarified in class activities, materials and explanations.
- c. All Goucher College honor board policies will be enforced in this class. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a full description of the code and what constitutes a violation of the code, refer to the Goucher Handbook or to www.goucher.edu/x1292.xml. The instructor expects to be notified in advance of problems students may be having with assignments or work. **All final work products are to be the independent work of each student.**
- d. Students are encouraged to ask questions whenever information needs clarifying. **Please** ask questions. There are no dumb questions in research.
- e. When contacting instructors via email, make sure to put in the subject line, ED 569. so that your email is not treated as spam.

Expectations of the Instructor

- a. Instructor will respond to all your e-mails within 24 hours.

- b. Instructor will monitor the reflective discussions, but will allow you the freedom to carry the conversation.
- c. Instructor will give you feedback and grade all assignments within 24 hours, with the exception of the graduate project, which will take approximately 1 week.

Suggested computer & technology requirements are:

- . A Pentium 4 or later Windows computer with Windows XP or Vista
- a. An Apple PowerPC G4 or later Apple computer with Mac OS X 10.3 - Panther or later
- b. 1 GB of RAM is highly recommended
- c. Portable Pin Drive
- d. The latest version of Java: can be downloaded at: <http://www.java.com/en/>
- e. The latest version of QuickTime: can be downloaded at: <http://www.apple.com/quicktime/win.html>
- f. Current word processing software.
- g. Use Internet Explorer or Firefox on a PC
- h. Use Firefox on a MAC
- i. Broadband Internet connection is required. Examples of broadband Internet connection are high-speed DSL or a Cable modem.
- j. If you get a message that you cannot open a file, you need to turn your pop-up blocker for that file.

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 ED 569 - Introduction to the Strategic Instruction Model
 June 27 - July 1, 2011

Date	Topics	Assignments	Course Objectives
Monday	<ul style="list-style-type: none"> - Overview of KU-CRL - What is a Content Enhancement? - The FRAME Routine 	<ul style="list-style-type: none"> - Examples of FRAMES - Activities - 40 pts 	<ol style="list-style-type: none"> 1. Describe the on-going research conducted at The University of Kansas - Center for Research on Learning. 2. Explain the purpose of research- based instructional strategies, including the impact on the learner, the teacher, and the importance of fidelity to model. 3. Identify and explain he differences between Learning Strategies and Content Enhancements. 4. Model the use of Content Enhancements, including the implementation of 'Cue, Do, Review'. 5. Model the use of Learning Strategies, including the implementation of 'I do, We do, You do'. 6. Develop sample routines for use in classroom. 7. Implement specific Content Enhancements in their classrooms. 8. Implement specific Learning Strategies in their classrooms. 9. Integrate Content Enhancements and Learning Strategies in curriculum appropriately. 10. Differentiate SIM tools for various types of learners
Tuesday	<ul style="list-style-type: none"> -The Vocabulary LINCing Routine - Concept Mastery 	<ul style="list-style-type: none"> - Quiz - 50 pts - Examples of LINCS & Concept Mastery - Activities - 40 pts 	
Wednesday	<ul style="list-style-type: none"> - Unit Organizer - How do the Content Enhancements work together? 	<ul style="list-style-type: none"> - Quiz - 50 pts - Examples of Unit Organizers - Activities - 40 pts 	
Thursday	<ul style="list-style-type: none"> - What is a Learning Strategy? - Fundamentals of Sentence Writing 	<ul style="list-style-type: none"> - Quiz - 50 points - Activities - 40 pts 	
Friday	<ul style="list-style-type: none"> - Paragraph Writing - Putting it all together 	<ul style="list-style-type: none"> - Activities - 40 pts - Reflection Paper Due - 100 pts - Exam - 150 pts 	
Follow-up	<ul style="list-style-type: none"> - Graduate Credit Project 	<ul style="list-style-type: none"> - 200 pts 	

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher website (mygoucher) and follow the prompts to receive your grade. If you have misplaced your password, please contact the help desk and they will walk you through this procedure (410-337-6322).

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at

*Goucher College, SAS
1021 Dulaney Valley Road
Baltimore, MD 21204*

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>