

CSUP Graduate Education Course Syllabus

The Way Students Learn

ED 501 CLDE

Catalog Description:

This course will explore the four learning styles: Concrete, Sequential, Random and Abstract. The combinations of learning styles are presented in depth to explain the learning preferences of each style and the gaps in their instruction they may have. Teachers will utilize the Concrete through Abstract learning progression and examine how this helps students understand and remember best. Educators will also review various recommendations from the book and develop plans for understanding these issues as they apply to instructional methods. Educators will research the topic of learning progression theory and design a lessons or activity and writings for classroom instruction and schools (1 credit)

Credit Hours: ED 501: This two-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 87.5 hours of student effort as shown in the Course requirements section as well.

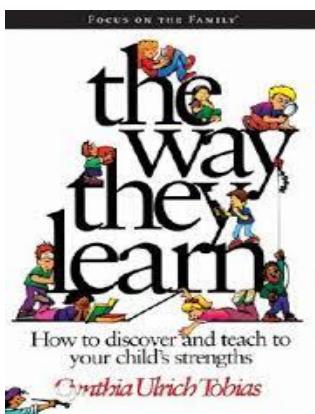
Course Format: Distance learning, independent Study Grad Course for working teacher license renewals.

Instructor: Joseph C'deBaca MAED joseph@teacherslearningcenter.com phone 727-273-4852

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Required Text: The Way They Learn: How to Discover and Teach to Your Child's Strengths by Cynthia Tobias. (1993) Colorado Springs: Focus on the Family. 162 pages.



Course Objectives:

1. Teachers will remember the basic theories and concepts of Concrete-Sequential (CS) and Random Abstract (RA) teaching and learning style preferences of K-12 learners and students.
2. Educators will understand how the dominant age appropriate Concrete-Sequential learning style and dominant Concrete-Random teaching style and the learning characteristics of new topics learning.
3. Students will analyze the dominant Abstract-Sequential learning style and the Abstract-Random learning styles and describes why these learners have age appropriate understanding preferences.
4. Educators will be presented with theories and explanations about how students concentrate, remember material, and evaluate how teachers may be more random-abstract at this stage of life.
5. Teachers will examine numerous charts and diagrams that categorize and explain the various learning teaching style preferences and how to apply the information for instructional purposes in classrooms.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignments and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for students learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Read the book The Way they Learn by Cynthia Tabias. Write chapter Reviews/Reflections for each of the chapters in the book. Reflect on how you might think and teach in Random-Abstract ways at this stage of life and how your instruction and vocabulary may be to advanced for younger students. Then develop a Lesson/Unit plan or a Project/Activity using concepts in the book. Or you can write a two-page Final Application Essay linking key concepts from the book. Focus your writings and activities on the information and strategies from the book and related assignments. Show how you can apply them to your school environment, teaching methods and instruction. Assignment Rubrics below. Utilize SLO's in writings.

Course Requirements:

1. Chapter reviews/reflections	2. Research Article Review	3. Lesson or Activity
4. Final Application Essay		

Student contact Hours Course Work Time 1 credit.

Requirement	Points	Student (hours)
Reading Textbook (162 total pages)	25	17.5
Write Chapter Reviews/Reflections	25	20.0
Design Lesson Plan or Activity/Project	15	15
Write Research Article Reviews	20	15
Final Application Essay	15	20
Total	100	87.5

Attendance/Participation:

Educators will choose and order their course/s at the CSUP website or www.teacherslearning.com and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2nd to May 15th **Summer** – May 16th **September** 15th **Fall** – September 16th – December 31st

Grading: Grades automatically revert to an "F" is the course is not completed within a year.

Percentage	Grade Level	GPA
100% to 90%	A	4.0
89% to 80%	B	3.0
Not Allowed	No "C" grades	
Assignment	One Redo	

Chapter Review/Reflections: Write several paragraphs summarizing the main ideas or information you thought was significant from 12 chapters in the book of your choosing. Paragraph bullet points of main issues are acceptable. See rubrics below for guidelines. Utilize above SLO's in your writings

Introduction

1. What is a Learning Style?	2. What Style Are You?
3. The Dominant Concrete Sequential	4. The Dominant Abstract Sequential
5. The Dominant Abstract Random	6. The Dominant Concrete Random
7. How Do We Concentrate?	8. How Do We Remember?
9. How Do We Understand?	10. How Many Ways Can We Be
11. Putting It All Together	12. Difference LS & Learning Disability

Writing Format Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

Email Assignments to: josephc@teacherslearningcenter.com in 1 or 2 Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

Grading

Chapter Reviews & Reflections	40	90 - 100 = A
Research Article Reviews	20	80 - 89 = B
Lesson or Project or Activity	20	70 - 79 = C
Questions Answers Development	10	60 - 69 = D
Application Essay	10	0 - 59 = D
Total 100		Grade B or better required

Rubrics: Course Assignment Rubrics Chapter Reviews/Reflections

Chapter Reviews	Basic (30 pts.)	Proficient 40 pts.	Advanced (50 pts.)
<p>Read the book and write chapter review-reflections for each chapter.</p> <p>Write 2 to 3 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching. Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes several examples.</p> <p>Error Free</p>	<p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration. Includes any state, district, or national academic standards that may apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p>

Research Article Review Assignments Rubric

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
Research course topic and locate 2 relevant articles, 1 must be peer reviewed and one a secular article. We want to see what is	Writes review of article with basic citation information and briefly shows connection between course	Writes review of article with a few references of information.	Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.

<p>happening schools nationwide regarding this topic.</p> <p>Write an article review and personal reflection connecting article with the course content and school environment.</p>	<p>and article content.</p> <p>*Include a copy of the article utilized in this assignment</p>	<p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations.</p>	<p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>
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Required Lesson/Unit Plan and Activity Rubric

Activity- Lesson	Basic (5 pts.)	Proficient (10 pts.)	Advanced (20 pts.)
<p>Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p> <p>Error Free</p>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement.</p>

Final-Application Essay Rubric Assignment

Final Essay	Basic (5 pts.)	Proficient (7 pts.)	Advanced (10 pts.)
Write a 3-page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	<p>Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.</p>	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections and any state, district, or national academic standards that may apply.</p> <p>Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.</p>

Late Work: They are late if not completed within 6 months after Registration. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed on time.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, phone 719-549-2210, or in person at LARC 187.