



Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Introduction to instructional system design theories and models used in Pre-K-12 learning environments and nontraditional settings with a focus on backward design. Students who take OTL539 will not be able to apply this credit towards any program requiring OTL540.

Course Overview:

This course is an introduction to instructional system design theories and models used in Pre-K-12 learning environments and non-traditional settings. It includes a practical emphasis on application of these theories to effective course design with specific emphasis on the Backward Design model.

Students have the opportunity to create their own curriculum unit plan using the Backward Design templates and will be able to apply these principles to overall curriculum planning and program development.

Course Learning Outcomes:

1. Design instruction based on established learning theories.
2. Combine the major elements of the instructional design process, as well as strategies and techniques to implement each element.
3. Integrate all steps of the instructional design process to the development of effective instruction.
4. Function both independently and collaboratively in instructional materials development.
5. Utilize the principles of Understanding by Design or Backward Design when designing instruction.

SB 191 Teacher Quality Standards (1 CCR 301-87 Section 3.02)	Observable Practices and Evidence, While Demonstrating the Knowledge and Skills aligned with the 8.0 Standards
Standard I: Teachers Demonstrate Mastery of and Pedagogical Expertise in the Content They Teach The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social	

<p>studies, arts, physical education, or world languages).</p> <p>The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	
<p>Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.</p>	<ul style="list-style-type: none"> • Uses lesson plans that reflect: <ul style="list-style-type: none"> • Opportunities to review prior learning. • Instructional objectives appropriate for students. • Connections to specific learning objectives and approved curriculum. • Implements lesson plans based on: <ul style="list-style-type: none"> • Student needs. • Colorado Academic Standards. • District's plan of instruction.
<p>Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	
<p>Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<ul style="list-style-type: none"> • Incorporates evidence-based strategies into lessons. • Individualizes instructional approach to meet unique needs of each student.
<p>Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.</p>	<ul style="list-style-type: none"> • Identify the components of the lesson that help students develop deep knowledge: curiosity, connection, coherence, concentration, coaching, and context • Identify standards, key understandings, essential questions, complexity, relevance and life application when planning instruction
<p>Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.</p>	<ul style="list-style-type: none"> • Communicates effectively with students. • Models effective communication skills. • Encourages students to communicate effectively. • Teaches students to be effective communicators. • Provides opportunities for students to practice communication skills.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Wiggins, G., & McTighe, J. (2006). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 9780131950849

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT. Weekly Reading and Assignment Details

Module 1

Readings

- Chapters 1 & 2 in *Understanding by Design*

Discussion (25 points)

Module 2

Readings

- Chapters 3 & 4 in *Understanding by Design*

Discussion (25 points)

Critical Thinking: Stage 1: Unpacking (50 points)

Stage 1 of Backward Design is essentially an analysis of the standards we are expected to teach each year. Each standard comes with a desired result, goal, and area of focus. It is our job, then, to develop lessons that successfully deliver the standards and assess student learning of standards.

This week, you are going to revisit the standards you are expected to teach at your grade level and in your content area. Select at least **five** standards you will be expected to teach and *unpack* them. If your district uses the Common Core State Standards (CCSS), you can use the work of North Carolina's educators as they have unpacked each of the standards already:

<http://www.ncpublicschools.org/curriculum/> (it's not cheating; rather it's an efficient use of a shared resource!). If your state does not implement CCSS, you probably already have access to a document through your state's Department of Education website with each standard and its various strands, sub-strands, and/or benchmarks. Do not reinvent the wheel; see what your state requires and has already unpacked and developed for your use! If you need assistance with knowing exactly what "unpacking" a standard entails, see this resource: Unpacking the Essential Standards:

http://plc.sdcoe.net/Resources/Focus%20on%20Learning/Unpacking_Essential_Standards.pdf

In a chart or table format, present the five standards you selected and how they have been unpacked – or how you unpacked them yourself based on your target group of learners. (You can copy directly from the resources available to you, but cite your source using the *CSU-Global Guide for Writing and APA!*). Add to this table, information or ideas regarding career and workforce readiness skills that you can integrate into each standard. (Use resources from this Web site, again from North Carolina – or from any other state/national organization – to help you generate ideas: <http://www.dpi.state.nc.us/globaled/>)

From these five standards you will eventually choose one to build a lesson plan around using Backward Design so select your standards accordingly (and consider selecting standards you have yet to teach this year so you are able to actually use the lesson plan you develop in the coming months).

Upload your chart/table to the Module 2 folder. If you created your chart/table in MS Word or Excel, you are able to upload your file directly to the Module 2 folder. If you created your chart/table using an online tool or in Google Docs (which would be a great way to approach these assignments as you work is then easily available to you at any time and is sharable with colleagues), copy the URL to your document and paste it into a Word document with a brief note to your instructor explaining how to find your assignment. Ensure whatever document or site in which you put your work is easily accessed by your instructor.

Module 3

Readings

- Chapters 5 & 6 in *Understanding by Design*

Discussion (25 points)

Critical Thinking: Creating Good Essential Questions (100 points)

This week you learned about creating essential questions and creating opportunities for understanding. The following presentation further outlines five recommended criteria for writing good essential questions:

1. They should be standards based.
2. They should be complex.
3. They should be connected.
4. They should be collaborative.
5. They should be original.

This week you are going to write an essential question for each of the five standards you identified and unpacked in Week 2. Additionally, you need to discuss additional qualities of the questions you create, as outlined below. Please copy/paste the table below into a Word document – or re-create it if you are building your documents online (Google Docs, etc.,) – and complete each section. (Use the checklists from the Santa Ana Unified School District for help assessing whether or not you have created good questions – see the lists on their Godinez Fundamental High School Website, pages 19ff:

<https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/5397/PRINCIPAL%20PRESENTATION%20BIG%20IDEA%20AND%20ESSENTIAL%20QUESTIONS.pdf>

Standard	Key Understanding or Big Idea	Essential Question	Complexity	Relevance and Life Application	Collaborative	Original: Students Create to Demonstrate Learning

Upload your chart/table to the Module 3 folder. If you created your chart/table in MS Word or Excel, you are able to upload your file directly to the Module 3 folder. If you created your chart/table using an online tool or in Google Docs, copy the URL to your document and paste it into a Word document with a brief note to your instructor explaining how to find your assignment. Ensure whatever document or site in which you put your work is easily accessed by your instructor.

Module 4

Readings

- Chapters 7 & 8 in *Understanding by Design*
- Center for Teaching. (n.d.). Six-facet rubric: *Understanding by Design*. Retrieved from http://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Six-Facet_Rubric_ed.pdf
- Daggett, W. R. (2016). Rigor/relevance framework: A guide to focusing resources to increase student performance. *International Center for Leadership in Education*. Retrieved from http://www.leadered.com/pdf/rigor_relevance_framework_2014.pdf

Discussion (25 points)

Critical Thinking: Stage 2: Planning Your Assessments (100 points)

This week, select the standard, big idea, and the essential question for which you want to develop a full lesson. Download the UbD Lesson Plan Template Guide from the Module 4 folder (or re-create it if compiling your ideas and assignments online). Based on your choice of standard, big idea, and essential question, complete “Stage 1 – Desired Results” on the template. Improve your essential question based on instructor feedback and consider adding additional questions. Add objectives and outcomes, both related to student learning and relationship-building. Then, complete the “Stage 2 – Assessment Evidence” boxes on the template. Use the ideas you generated in Week 3 around complexity, relevance and application, collaboration and original creation to help determine effective assessments that meet the criteria outlined in your text, the module lecture, and the template itself. Also ensure your assessments align with the standards of rigor and relevance as presented by the *International Center for Leadership in Education* (see Module 4 Required Reading).

Upload your template (with just Stages 1 and 2 complete) to the Module 4 folder. If you used the provided template, you are able to upload your file directly to the Module 4 folder. If you created your template using an online tool or in Google Docs, copy the URL to your document and paste it into a Word document with a brief note to your instructor explaining how to find your assignment. Ensure whatever document or site in which you put your work is easily accessed by your instructor.

Module 5

Readings

- Chapters 9 & 10 in *Understanding by Design*

Discussion (25 points)

Critical Thinking: Stage 3: Planning your Learning Activities (100 points)

This week, continue completing the UbD Lesson Plan Template Guide that you began in Week 4. This week, complete the “Stage 3 – Learning Plan” boxes on the template. Use the ideas you generated in Week 3 around complexity, relevance and application, collaboration and original creation to help determine effective activities that will lead students to successful completion of the assessments you have already outlined. Also ensure the activities you select are proven effective **through research**. Consider, too, how you can incorporate technology into your learning activities. A great extra resource to consider is: <http://static.pdesas.org/content/documents/Sec-RtII-Tier1.pdf>

Upload your template (with Stage 3 complete) to the Module 5 folder. If you used the provided template, you are able to upload your file directly to the Module 5 folder. If you created your template using an online tool or in Google Docs, copy the URL to your document and paste it into a Word document with a brief note to your instructor explaining how to find your assignment. Ensure whatever document or site in which you put your work is easily accessed by your instructor.

Module 6

Readings

- Chapter 11 in *Understanding by Design*
- Wiggins, G. (2012, September). Seven keys to effective feedback. *Educational Leadership*, 70(1). 10-16. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Discussion (25 points)

Critical Thinking: Feedback Strategies (100 points)

This week, you will finish completing the UbD Lesson Plan Template Guide that you began in Week 4. This week, complete the “Feedback Strategies” box at the end of the template. Also ensure the feedback strategies that you select are proven effective **through research**. Review the Wiggins (2012) article, “Seven Keys to Effective Feedback” (assigned in Module 6 and linked on the UbD Lesson Plan Template Guide).

Upload your fully completed template to the Module 6 folder. If you used the provided template, you are able to upload your file directly to the Module 6 folder. If you created your template using an online tool or in Google Docs, copy the URL to your document and paste it into a Word document with a brief note to your instructor explaining how to find your assignment. Ensure whatever document or site in which you put your work is easily accessed by your instructor.

Module 7

Readings

- Chapter 12 in *Understanding by Design*

Discussion (25 points)

Module 8

Readings

- Chapter 13 in *Understanding by Design*

Discussion (25 points)

Portfolio Project: Backward Design Tool Kit for Future Use (350 points)

Compile all the resources that you generated throughout this course into a usable resource for your future use and the future use of your colleagues. Sharing resources among colleagues encourages a shared collaborative school environment and saves all teachers time as they have to all generate the

same types of lesson plan resources. A shared Google Document must be used because that will allow for you and/or others to add to the ideas initially generated (if your school utilizes a different document sharing site – like a wiki - that you would like to use, please discuss this with your instructor). The Google Document can also be downloaded as a word document to be printed out and used as a references guide when planning.

In your final project (the shared documents) you must include:

1. **Your Completed UbD Lesson Plan Template:**
 - Make adjustments to your first draft (submitted in Week 6) based on instructor feedback. This will serve as your exemplar for others regarding UbD.
2. **UbD Customized Lesson Plan Template:**
 - Modify UbD planning template that you were given in this course (or generate a new UbD template based on your needs and experiences working with the course template) to make it more time efficient for you to use in the future. For example: Add all the standards you will teach in your content area and grade level, so you will be able to delete the ones you don't need each time you create a new lesson. Additionally, you could adjust the boxes to fit the planning requirements of your school. pre-fill in your name and grade level, etc. -- whatever will make this a template you can use quickly and efficiently. Having the template housed online means you can access it from anywhere, share it with colleagues, and collaborate on other time-saving ideas regarding lesson planning.
3. **Future Lesson Plan Ideas:** In graphical format (such as a chart or table) organize the following concepts that can be used in future UbD lesson planning. Support your decisions for items b, c, d, and e with research:
 - Include the remaining four unpacked standards you identified for your grade level and content area
 - Essential Questions for Standards (for the standards you selected)
 - Assessments that are most effective for your grade level and content area (for the standards selected)
 - Research-based instructional strategies that are most effective for your grade level and content area (for the standards selected)
 - Feedback strategies that are most effective for your grade level and content area (for the standards selected)
4. **Professional Summary:** Assess the effectiveness of UbD as a way to plan lessons that will result in increased student learning. Present your reflection as a 1-2 page professional summary that provides the research rationale for planning using UbD.

Your total project will vary in length depending on how complete and detailed your templates and future lesson plan ideas are, though aim for a substantial project around 8-12 pages in length. Most of your project will be in reusable templates or useful at-a-glance resources; the reflection should be in essay format, utilize third-person point of view (professional summary vs. personal reflection), and be supported with research. Your entire project should cite at least three outside and credible sources. The

CSU-Global Library is a great place to find these sources. Ensure your entire project is well-organized, thorough, detailed and formatted per the *CSU-Global Guide for Writing and APA*.

Complete each part of the project in Google Docs (or the document sharing site your school currently uses – approved by your instructor) and generate a URL linking your instructor to your work. To submit your project, copy that URL and paste it into a Word document with a brief note outlining your project and how your instructor should find and navigate your documents. Upload that Word document to the Module 8 folder. Ensure your instructor will have complete access to all of your materials.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.