

This annotated, sample syllabus is for a fictional General Education and Writing Requirement course.
It is not intended to include all material that may be required or relevant for every course.

Program Planning in Education

GEC1000 Section 5656

Time: Monday, Wednesday, and Friday 2nd Period (8:30-9:20)

Location: Weimer Hall 1085

Spring 2015

Instructor

Jane Doe, PhD

janedoe@ufl.edu

(352) 266-9656

Office Hours: Tuesdays 9-12 Weimer Hall 1045

Teaching Assistants

Please contact through the Canvas website

- Mary Smith
Office hours: Wednesday 3-4 Weimer Hall 1045
- Sean Brown
Office hours: Friday 1-2 Weimer Hall 1045

Course Description

Program Planning in Education provides basic philosophical and theoretical framework for researching and designing an educational program that addresses a specific issue in education. The course content will focus on analyzing writing in the education discipline, incorporating various elements organization, style, and page layout to develop documents that address theoretical situations. The objective of this class is to help you learn how to write, revise, and edit documents in order to accurately understand and contribute to the community of educational studies.

General Education Objectives and Learning Outcomes

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to your instructor for feedback before final submission and fulfill 6,000 of the university's 24,000-word writing requirement. Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

In Program Planning in Education, these objectives will be met in a variety of ways. Each major writing assignment, such as the proposal, annotated bibliography, and research report, constitutes a particular form of writing that

Include a course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable. Also include office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)

Include a verbatim statement of the general education objectives for the relevant subject area(s). Please use the specific statement from the desired objective.

requires a different writing style, approach, and format. Several of the assignments, such as the research report, require that students develop complex arguments, establishing a claim and providing effective evidence. The claim in the proposal and research report is that a proposed educational program will be effective and feasible, and the evidence, drawn from industry and scholarly sources, proves that the program will work; errors in logic will be ferreted out in peer review sessions.

These general education objectives will be accomplished through:

1. Evaluation of how an issue in education impacts a specific community.
2. Assessment of how social program implementation impacts issues in education.
3. Discussion of the relationship between complex issues in schools and effective program planning.
4. Evaluation of implementation of programming at the school, community, and national level.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* Students will acquire a basic knowledge of a selected issue, its prevalence in different communities, disparities that have caused the issue, and current interventions aimed at improving the issue. Achievement of this learning outcome will be assessed through an annotated bibliography, a research report, and in-class assignments.
- **Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* Students will participate in class discussions throughout the semester to reflect on assigned readings. Achievement of this learning outcome will be assessed through student discussions during class time. At the end of the semester, students will also present information gathered and created through their educational program proposal.
- **Critical Thinking:** *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* Students will prepare a report that requires research and analysis of work done by multiple authors in order to understand and create a program based off of their findings. Students are also required to read and construct responses to topics pertaining to program planning and specific issues in education. Students will compare and contrast issues in education, and evaluate the differences of the communities in which they exist. Achievement of this learning outcome will be assessed by the research report and reading responses.

Include the verbatim statement of the General Education Student Learning Outcomes (SLOs) for the desired designation(s).

Include an explanation of how the General Education SLOs will be assessed

Required Readings and Course Content

All required readings will be made available through Canvas and will be posted at least 1 week in advance of the date on which they will be covered. The instructor will also post PowerPoint slides of each class at least 24 hours prior to that class. Class resources, announcements, updates, and assignments will also be made available through Canvas, so please check this site frequently: <http://lss.at.ufl.edu/>

Recommended Materials

The Allyn & Bacon Guide to Writing, 7th Ed, by JD Ramage, JC Bean, and J Johnson. Pearson-Longman, 2014.

Course Schedule

Week 1: Introduction to Course

Week 2: Understanding Issues in Education: Poverty, School and Families

- Required Reading 1

Week 3: Strategic Planning in Education Part 1

- Required Readings 2-3
- Education Program Proposal due 1/20

Week 4: Strategic Planning in Education Part 2

- Required Readings 4-5

Week 5: Evidence-based Education and Social Programs

- Required readings 6-9

Week 6: Logic Models and Program Theory

- Required reading 10

Week 7: Reviewing Literature in Education

- Required readings 11-12
- Annotated Bibliography due 2/17

Week 8: Ethical Matters

- Required reading 13

Week 9: Program Implementation

- Required readings 14-15

SPRING BREAK

Week 10: Ineffective Program Implementation

- Required reading 16
- Research Report due 3/17

Week 11: Understanding Program Implications

- Required reading 17

Week 12: Resource Design

- Required readings 18-19
- Resource Description due 3/31

Week 13: Introduction to Evaluation

- Required reading 20-22

Week 14: Evaluation Design

- Required reading 23

Week 15: Presentations and Feedback

Week 16: Reading Days

Include a list of all required and recommended textbooks

Include a required or recommended writing or style manual

Include a weekly course schedule (e.g., topics, assigned readings, other assignments, due dates, assessments) that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s).

Inclusion of critical dates for exams or other work is recommended

Assignment Descriptions (Total Points Possible: 1000)

Education Program Proposal (300-600 words; 50 points)

In a short statement, students will draft a proposal for a community- or school-based education program that aims to improve a specific issue in the area of education. Students must describe the problem, program, and resources that will be used.

Annotated Bibliography (600-1000 words; 100 points)

In this assignment, students will gain background information on and prepare to write a literature review associated with the proposed education program. The goal of the literature review is to provide the context for the research by finding out what other scholars are saying and doing about the selected topic.

Research Report (4000-6000 words; 500 points)

For the research report, students will use information from the annotated bibliography to describe the extent of the selected issue, examine the existing interventions, design a comprehensive educational program, and draw conclusions on the implications of the program on a school, community and national level. This paper is written in parts over the course of the entire semester.

Resource Description (750-1000 words; 100 points)

Students will prepare and explain resources that their program will utilize to improve the selected issue such as facilities, personnel, and academic materials.

Program Presentation (100 points)

Students will present their program proposal using different forms of multimedia and technology.

In-class Work and Homework (900 words; 150 points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, drafts, workshops, peer reviews, and reading responses. Drafts and reading responses, which will be graded and marked for content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics, will total 900 words or more.

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Education Program Proposal	50	5%
Annotated Bibliography	100	10%
Research Report	500	50%
Resource Description	100	10%
Program Presentation	100	10%
In-class Work and Homework	150	15%
TOTAL	1000	100%

Include assignment word counts and submission deadlines

Include the methods by which students will be evaluated and their grade determined

Grading Scale

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Writing Requirement

This course confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Include information on current UF grading policies for assigning grade points

Note: This grading scale is only an example, and should not dictate the scale or weights chosen for a course.

Include the following exact statements:

"The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."

"Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."

Include a statement or statements indicating that the instructor will evaluate and provide feedback, on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Include a writing assessment rubric or detailed explanation of the evaluation criteria for written documents

Class Attendance and Make-Up Policy

Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

Include a statement related to class attendance, make-up exams and other work

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Include a statement related to accommodations for students with disabilities

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Include a statement informing students of the online course evaluation process

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

A statement on class demeanor expected by the professor is recommended

Materials and Supplies Fees

There are no additional fees for this course.

Include materials and supplies fees, if any

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you

Inclusion of the university’s honesty policy regarding cheating, plagiarism, etc. is recommended.

have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Inclusion of the contact information for the Counseling and Wellness Center is recommended.

Include information on, or a link to, the university's Writing Studio
