I. **COURSE DESCRIPTION:** Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation and assessment of strategies.

II. **COURSE OBJECTIVES:** The candidates will:
   a. Examine research and theory on student engagement (presented in CI 516)
   b. Translate research and theory on student engagement into practical application for the classroom
   c. Develop specific strategies to increase student achievement based on the methods presented in CI 516
   d. Implement strategies in classroom or school situation
   e. Evaluate effectiveness of strategies on student engagement
   f. Report findings and
   g. Reflect on current pedagogy and dispositions

III. **CI Candidate Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

   **InTASC Standard #1:** The candidate 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.

IV. **TEXTS/MATERIALS FOR THE COURSE:**

**Required Textbooks:**

Bloomington, IN: Solution Tree

Solution Tree.

**Suggested Readings:**


**OTHER RESOURCES**


Angela Duckworth Ted Talk on Grit:  

V. **COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:**

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: **Values, Education,** and **Service.** Using **values** congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course, candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating,
and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

Requirements (see Course Outline and Requirements section)
1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Group Projects: Groups will research assigned topics for presentation to the class.
5. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

Clinical Experience: Clinical practice for this course is found in the companion course CI 510 School Supervision and Content Literacy Action Research Project.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Attendance Policy: Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic information and restrictions.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.
VI. METHODS OF INSTRUCTION: Instructional methods will include lecture, class
discussion, reflection, collaborative assignments, group presentations, problem solving,
and written assignments

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES: Technology: Incoming
students must be computer literate, able to use software for e-mail, word processing, web
browsing, and information retrieval. Students must have access to the Internet for
communicating with instructors and accessing learning resources. Computer access
must be available on a personal computer.

Turn-it-in: Turn-It-In, the computer program designed for checking literature
duplication, is available for use. Submitting course work to Turn-It-In is at the
instructor’s discretion. Instructions will be available early in the semester on the
Graduate Education Office webpage.

Live Text: Each student will be required to establish or continue an account with
the Live Text program. Live Text is a web-based application offering a comprehensive
suite of development, management, and assessment tools. This suite of tools provides
colleges and universities with the capability to assess student work online using
assessment instruments that have been developed and implemented by the individual
college faculty and/or departments. Specific instructions are posted on the School of

Library Resources (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for
students in Teacher Education field, including tutorials, databases, and experienced
reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There
are many professional databases including: ERIC, the Educational Resource Information
Center, the premier database for education related journal articles and documents
containing over one million citations and links to more than 100,000 documents in full-
text; ProQuest Education Journals database which contains access to 760 leading
journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text:
The Humanities and Social Sciences Collection: A comprehensive collection of
scholarly research in the Humanities and Social Sciences, this database covers more than
one million dissertations and theses; Mental Measurements Yearbook which contains
descriptive information and critical reviews of commercially-available standardized
English-language educational, personality, aptitude, neuropsychological, achievement
and intelligence tests. Additionally, the library provides access to over 100 other
databases and can obtain books and articles from libraries worldwide through Interlibrary
Loan.

VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and
comply with standards of the LMU Student Handbook and LMU catalogue. Any student
seeking assistance in accordance with the Americans Disabilities Act (1990 as amended)
should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: LMU’s website: http://www.lmunet.edu/student-life/handbooks.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.
UNIT COMMITMENT TO DIVERSITY – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: [http://www.lmunet.edu/about-lmu/heritage-mission](http://www.lmunet.edu/about-lmu/heritage-mission).

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (PAGE 11)

CURRICULUM AND INSTRUCTION MISSION STATEMENT: [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (PAGE 32)

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

KEY ASSIGNMENTS:

Key Assignment #1: Student Motivation Article Review and Rationale for Motivational Theory Project:

1. Find a professional research article on student motivation or establishing a positive classroom climate. Write a 2-page critical review (outline provided) of the article using what you have learned so far about the research on student motivation or positive classroom climate. Include citation information for article in APA format. Review will be submitted to LiveText.

2. Clearly state the motivational strategy you have chosen for your Motivational Theory Project. Write a summary of 5 or more research articles supporting the strategy you chose. Provide a clear and convincing rationale for the project. Cite references using APA format.

Assessment: CI 516 KA #1 Rationale for Motivational Theory Project Rubric

Students are encouraged to view the rubric in Live Text before beginning the assignment.

Key Assignment #2: Supporting Student Achievement with Effective Grading Practices Plan:
Design a plan for implementing grading and assessment practices to more fully reflect student achievement. Choose at least 5 of the strategies discussed in chapters 4 and 5 of *Grading and Learning: Practices That Support Student Achievement* by Susan Brookhart to implement in your school or classroom this fall.

Use the template provided in Live Text. For each strategy provide a description of the strategy, provide 2 sources (articles or books) to support use of the strategy. Provide a reflection from personal experience exploring your thoughts, feelings and experiences related to this strategy. Describe how you will implement this strategy in your work situation. Provide specific examples, rubrics, grade reporting cards, etc. to support your plan.

**Assessment:** CI 516 KA#2 Supporting Student Achievement with Effective Grading Rubric

**Clinical Practice Assignment:** Clinical practice for this course is found in the companion course CI 517 Motivational Theory Field Experience and Electronic Portfolio.

X. **THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**
### CI 516 EVE KA#1: Motivational Theory Project Rationale Rubric

<table>
<thead>
<tr>
<th>Strategy Clearly Defined (1.000, 20%) LMU-CI-2015.CI-1-Outcome LMU-InTASC-2013.InTASC-1 LMU-InTASC-2013.InTASC-2 LMU-InTASC-2013.InTASC-3</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<tbody>
<tr>
<td>Motivational strategy chosen is named and clearly defined with examples. Strategy has a strong research base with multiple research studies devoted to proving the effectiveness. Strategy description is several paragraphs in length.</td>
<td>Motivational strategy chosen is named and clearly defined. Strategy has a strong research base with multiple research studies devoted to proving the effectiveness. Strategy description is 3 paragraphs in length.</td>
<td>Motivational strategy chosen is named and minimally defined. Strategy has a research base with multiple research studies devoted to proving the effectiveness. Strategy description is 2 paragraphs in length.</td>
<td>Motivational strategy chosen is named minimally defined. Strategy has little research base with few studies devoted to proving the effectiveness. Strategy description is one paragraph in length.</td>
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### Article Summary

| Article Summary #1 (1.000, 20%) LMU-CI-2015.CI-1-Outcome LMU-InTASC-2013.InTASC-1 LMU-InTASC-2013.InTASC-2 LMU-InTASC-2013.InTASC-3 | Research article summaries provide strong support for the strategy including summaries of research studies, reports of effect sizes and insightful analysis of key points of article. Candidate applies information from articles to their project. | Research article summaries provide adequate support for the strategy including summaries of research studies, reports of effect sizes and weak analysis of key points of article. Candidate applies information from articles to their project. | Research article summaries provide minimal support for the strategy including summaries of research studies, reports of effect sizes and analysis of key points of article. Candidate applies information from articles to their project. | Research article summaries don't provide strong support for the strategy. Summaries don't include summaries research studies, reports of effect sizes or analysis of key points of article. Candidate applies information from articles to their project. |

Revised 1/4/2016
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<th>Capstone (4 pts)</th>
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<th>Milestones (3 pts)</th>
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<th>Milestones (2 pts)</th>
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<th>Benchmark (1 pt)</th>
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<td>thoughtfully applies information from articles to their work situation.</td>
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<td>information from articles to their work situation.</td>
<td>work situation.</td>
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**Article Summary #2 (1.000, 20%) LMU-CI-2015.CI-1-Outcome LMU-InTASC-2013.InTASC-1.LMU-InTASC-2013.InTASC-2.LMU-InTASC-2013.InTASC-3**

Research article summaries provide strong support for the strategy including summaries of research studies, reports of effect sizes and insightful analysis of key points of article. Candidate thoughtfully applies information from articles to their work situation.

Research article summaries provide adequate support for the strategy including summaries of research studies, reports of effect sizes and analysis of key points of article. Candidate applies information from articles to their work situation.

Research article summaries provide minimal support for the strategy including summaries of research studies, reports of effect sizes and weak analysis of key points of article. Candidate applies information from articles to their work situation.

Research article summaries don't provide strong support for the strategy. Summaries don't include summaries of research studies, reports of effect sizes or analysis of key points of article. Candidate applies information from articles to their work situation.

**Compelling Rationale For Project (1.000, 20%) LMU-CI-2015.CI-1-Outcome LMU-InTASC-2013.InTASC-1**

Article summaries are combined into a compelling rationale for the project. Rationale is based on research, data.

Article summaries are combined into a rationale for the project. Rationale is based on research, data.

Article summaries are combined into a minimal rationale for the project. Rationale is loosely based.

Article summaries are combined into a weak rationale for the project. Rationale is not convincing and not based on.
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<th>4 Capstone (4 pts)</th>
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<th>2 Milestones (2 pts)</th>
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<td>LMU-InTASC-2013.InTASC-2</td>
<td>convincing and based on research, data and thoughtful professional judgment.</td>
<td>and thoughtful professional judgment.</td>
<td>on research.</td>
<td>research, data or thoughtful professional judgment. Limited elements present and needing improvement.</td>
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<td>LMU-InTASC-2013.InTASC-3</td>
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<tr>
<td>Grammar and presentation - APA Format (1.000, 20%)</td>
<td>Proper APA format. All work in candidate's own words. Additional resources used. Clear professional writing with few or no grammatical or spelling errors.</td>
<td>Proper APA format. All elements present and of good quality. Some work not in candidate's own words. Clear writing with some grammatical or spelling errors.</td>
<td>Attempt at APA format. Most elements present and of acceptable quality. Lack of original writing. Some grammatical and spelling errors.</td>
<td>No APA format. Limited elements present and needing improvement. Lack of original writing. A number of grammatical or spelling errors interfering with the reading of the work.</td>
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<td>NBPTS.2</td>
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<td>TN-LMU-IS.9</td>
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<td>Strategy</td>
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<td>Strategy 5 (1.000, 16%) LMU-CI-</td>
<td>Detailed description of strategy. 2</td>
<td>Clear description of strategy. 2</td>
<td>Minimal description of strategy. 1</td>
<td>Limited number of elements present and needing</td>
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<tr>
<td>4 Capstone (4 pts)</td>
<td>3 Milestones (3 pts)</td>
<td>2 Milestones (2 pts)</td>
<td>1 Benchmark (1 pt)</td>
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<tr>
<td>Written Communication Skills (1.000, 16%) NBPTS.1 NBPTS.2 NBPTS.3 NBPTS.5 TN-LMU-IS.4</td>
<td>Proper APA format. All work in candidate's own words. Additional resources used. Clear professional writing with few or no grammatical or spelling errors.</td>
<td>APA format. All elements present and of acceptable quality. Some work not in candidate's own words. Clear writing with some grammatical or spelling errors.</td>
<td>Attempt at APA format. Most elements present and of acceptable quality. Lack of original writing. Some grammatical and spelling errors.</td>
<td>No APA format. Limited elements present and needing improvement. Lack of original writing. A number of grammatical or spelling errors interfering with the reading of the work.</td>
</tr>
</tbody>
</table>
The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The candidate 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.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Notes:**

- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- “These standards are no longer intended only for ‘beginning’ teachers but as professional practice standards.” Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.
LMU CI Candidate Outcomes:

**CI Candidate Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

**CI Candidate Outcome 2:** The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

**CI Candidate Outcome 3:** The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

**CI Candidate Outcome 4:** The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

**CI Candidate Outcome 5:** The candidate demonstrates the dispositions of the profession.
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students. The preferred method for contacting professor is the LMU email system.

Dr. Chessica Cave  
Chessica.cave@lmunet.edu

Dr. Shannon Collins  
4358 Big Orange Drive  
Cookeville, TN 37882  
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Shannon.collins@lmunet.edu

Dr. Mollie Smith  
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Dr. Terry Stevenson  
Director Curriculum and Instruction  
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423-322-1001  
Theresa.stevenson@lmunet.edu