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:
   - Examine research and theory on student engagement (presented in CI 516)
   - Translate research and theory on student engagement into practical application for the classroom
   - Develop specific strategies to increase student achievement based on the methods presented in CI 516
   - Implement strategies in classroom situation
   - Evaluate effectiveness of strategies on student engagement
   - Report findings and
   - 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:**

None

**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 Education website at [http://www.lmunet.edu/academics/schools/school-of-education](http://www.lmunet.edu/academics/schools/school-of-education).

**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:

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).

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to
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: Motivational Theory Project:** Candidates will choose a motivational strategy from the text or another motivational strategy with a strong research base. Candidates will design a plan to implement the strategy in their teaching situation. Candidates will gather research to support the plan and to evaluate effectiveness of the strategy. Implementation plans will be submitted to LiveText.

Project Details will include:
- Description of project
- Rationale for strategy (see CI 516)
- Detailed plan for implementation including demographic information about target population and specific details of how plan will be implemented
- Copies of any charts, graphs or other supporting materials
- Assessment of project impact on student achievement (to be added in the fall after implementation)
- Reflection on strengths and weaknesses of project, anecdotal notes, suggestions for improvement and plans for future implementation

**Assessment:** CI 517 KA #1 Motivational Theory Project Rubric

**Key Assignment #2 Electronic Portfolio Semester 1:**

1. Candidates will complete the following portions of the electronic portfolio: Introduction, About Me, and Entry Point Philosophy and Beliefs. Portfolio will be
assessed with the rubric attached. The portfolio document can be found in the Active Documents Section of LiveText.

2. Candidates will submit the Motivational Theory Project and the Supporting Achievement with Effective Grading Practices Plan to the Portfolio.

**Assessment:** MEd CI Portfolio Rubric Semester 1

**Clinical Practice Assignment:** See Key Assignment #1.

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.**
<table>
<thead>
<tr>
<th></th>
<th>4 Capstone - Create and Evaluate (4 pts)</th>
<th>3 Milestones - Analyze and Apply (3 pts)</th>
<th>2 Milestones - Understand(2 pts)</th>
<th>1 Benchmark - Remember(1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Project</strong></td>
<td>Project is described in detail including the strategy chosen, reason for choosing the strategy and any pertinent background material that will add insight to the project.</td>
<td>Project description specifies the strategy chosen and articulates a reason for choosing that strategy.</td>
<td>Project is described. Strategy chosen is described but no clear link is established.</td>
<td>Minimal project description. No clear background information included.</td>
</tr>
<tr>
<td><strong>Rationale For Strategy</strong></td>
<td>High-quality and insightful evaluation of research articles that support the use of the specified strategy. Articles contain effect sizes and other statistical data justifying the impact on K-12 education.</td>
<td>Research articles that further support the motivation strategy chosen are analyzed. Articles include pertinent statistical data.</td>
<td>Few research articles provide support for candidate choice of the strategy. Statistical data is lacking.</td>
<td>Lack of quality research articles. Little statistical data provided. Overall weak rationale for choosing the strategy.</td>
</tr>
<tr>
<td><strong>Implementation Plan</strong></td>
<td>Detailed implementation plan including evaluation of challenges.</td>
<td>Implementation plan is laid out including challenges to implementation.</td>
<td>Basic implementation plan is provided. Some information</td>
<td>Implementation plan is weak and lacks detail. No information</td>
</tr>
</tbody>
</table>

CI 517 KA #1 Motivational Theory Project Rubric
<table>
<thead>
<tr>
<th>2013.InTASC-1</th>
<th>4 Capstone - Create and Evaluate (4 pts)</th>
<th>3 Milestones - Analyze and Apply (3 pts)</th>
<th>2 Milestones - Understand (2 pts)</th>
<th>1 Benchmark - Remember (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan includes background information, demographic information and baseline student achievement information. May include a day to day lesson sequence.</td>
<td>Plan includes limited information regarding the demographics of the class and/or achievement information.</td>
<td>related to lesson sequence.</td>
<td>related to lesson sequence.</td>
<td></td>
</tr>
</tbody>
</table>

| Supporting Artifacts (1.000, 20%) LMU-CI-2015.CI-1-Outcome LMU-InTASC-2013.InTASC-1 | Rich classroom artifacts include photos, charts, graphs to be used during project implementation in the fall. Artifacts are identified and analyzed for key points. Artifacts provide a clear picture of the project parameters. | Classroom artifacts related to the project are provided. Artifacts may include charts, graphs and photos. Artifacts are labeled. | Some classroom artifacts included. Artifacts include photos, graphs charts, etc. | Few or weak artifacts included. No commentary provided. |

<p>| Grammar and presentation (1.000, 20%) NBPTS.2 NBPTS.3 NBPTS.4 TN-LMU-IS.14 TN- | All work in candidate's own words. Clear professional | All elements present and of acceptable quality. Some work not in | Most elements present and of acceptable quality. Lack of original writing. | Limited elements present and needing improvement. |</p>
<table>
<thead>
<tr>
<th></th>
<th>4 Capstone - Create and Evaluate (4 pts)</th>
<th>3 Milestones - Analyze and Apply (3 pts)</th>
<th>2 Milestones - Understand(2 pts)</th>
<th>1 Benchmark - Remember(1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU-IS.9</td>
<td>writing with few or no grammatical or spelling errors.</td>
<td>candidate’s own words. Clear writing with some grammatical or spelling errors.</td>
<td>Some grammatical and spelling errors.</td>
<td>Lack of original writing. A number of grammatical or spelling errors interfering with the reading of the work.</td>
</tr>
<tr>
<td>CI 517 KA #2 Electronic Portfolio Rubric</td>
<td>Capstone (4 pts)</td>
<td>3 Milestones (3 pts)</td>
<td>2 Milestones (2 pts)</td>
<td>Benchmark (1 pt)</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Introduction LMU-CI-2015.CI-4-Outcome LMU-InTASC-2013.InTASC-9</td>
<td>(1) Opening page is visually interesting and engaging. (2) Includes, name, certification areas, and other autobiographical notes</td>
<td>Completed most elements.</td>
<td>Meets most elements but in a marginal way.</td>
<td>Most elements not evident.</td>
</tr>
<tr>
<td>About Me LMU-CI-2015.CI-4-Outcome LMU-InTASC-2013.InTASC-9</td>
<td>(1) States personal mission statement; (2) Curriculum vita included; and (3) Reference documents included</td>
<td>Completed most elements.</td>
<td>Meets most elements but in a marginal way.</td>
<td>Most elements not evident.</td>
</tr>
<tr>
<td>Entry Point Philosophy and Beliefs LMU-CI-2015.CI-4-Outcome LMU-InTASC-2013.InTASC-9</td>
<td>(1) Statement of philosophy at time of entry into program and (2) Includes beliefs about how students learn and candidate core values</td>
<td>Completed most elements.</td>
<td>Meets most elements but in a marginal way.</td>
<td>Most elements not evident.</td>
</tr>
<tr>
<td>Pre-reflection LMU-CI-2015.CI-4-Outcome LMU-</td>
<td>Described perspective, mindset and expectations for</td>
<td>Completed most elements.</td>
<td>Meets most elements but in a marginal way.</td>
<td>Most elements not evident.</td>
</tr>
<tr>
<td>InTASC-2013.InTASC-9</td>
<td>the program measures, analysis of data, and detailed analysis of implications of results.</td>
<td></td>
<td></td>
<td>Benchmark (1 pt)</td>
</tr>
<tr>
<td>Presentation</td>
<td>(1) Portfolio is visually appealing; (2) Few or no grammatical or spelling errors and (3) Interesting and engaging presentation.</td>
<td>Completed most elements.</td>
<td>Meets most elements but in a marginal way.</td>
<td></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.
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.

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Shannon.collins@lmunet.edu

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Chessica.cave@lmunet.edu

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