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
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.
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

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
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.

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**Evaluation of Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Education Program Proposal</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Research Report</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Resource Description</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Program Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Work and Homework</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
</tr>
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</table>
## Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Percent</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>934-1000</td>
<td>93.4-100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>900-933</td>
<td>90.0-93.3</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>867-899</td>
<td>86.7-89.9</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>834-866</td>
<td>83.4-86.6</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>800-833</td>
<td>80.0-83.3</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>767-799</td>
<td>76.7-79.9</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>734-766</td>
<td>73.4-76.6</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>700-733</td>
<td>70.0-73.3</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>667-699</td>
<td>66.7-69.9</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>634-666</td>
<td>63.4-66.6</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>600-633</td>
<td>60.0-63.3</td>
<td>D-</td>
<td>0.67</td>
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<td>0-599</td>
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<td>0.00</td>
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More information on grades and grading policies is here: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](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

<table>
<thead>
<tr>
<th></th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>ORGANIZATION AND COHERENCE</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>ARGUMENT AND SUPPORT</strong></td>
<td>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.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td>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.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.</td>
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</tbody>
</table>

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/ugrad/current/regulations/info/attendance.aspx) 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.

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.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://gatorevals.aa.ufl.edu/.

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.

Materials and Supplies Fees
There are no additional fees for this course.

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
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: http://www.counseling.ufl.edu/cwc/Default.aspx, 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.