



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Differentiated Curriculum

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SPE	3007	91421	2, 2009	ONC	1.00	Springfield

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Nicole Todd
Moderator: Patrick O'Brien

REQUISITES

Co-requisite: EDC1400 or EDU1010

OTHER REQUISITES

Students must have successfully completed the entire previous year's professional experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

A major challenge for teachers is the diversity which exists in classrooms. One of the responses to the diversity in classrooms is differentiated curriculum. Curriculum is sometimes considered as the content that is covered in class. This course, however, will use the term, curriculum, to describe a course of study which includes both the content and teacher methods used in planning and in class. It is vital for teachers to understand current approaches to addressing individual learning needs and to be able to develop an effective inclusive classroom. In any classroom students have a range of abilities. Students may experience learning difficulties or be gifted and talented. Teachers are accountable for the learning outcomes of all students. Differentiated curriculum is a strategy which gives teachers the opportunity to reach all students.

SYNOPSIS

SPE3007 will introduce the background development of and theory behind differentiation (conceptual framework). There will be a particular focus on the practical nature of employing the theory in the classroom. Through activities in class, students will have opportunities to practice

applying the principles of differentiated curriculum. This will assist in the development of effective practical skills for classroom teachers and special education personnel. In this course students will be supported in their understanding of how to create curriculum and deliver instruction that is differentiated for students with a range of abilities. A 15 day professional experience placement is attached to this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. articulate the development of responses to diversity and inclusion. (Essay on Differentiation)
2. provide a clear understanding of the concept of differentiation as it applies to planning, instruction and assessment in the diverse classroom. (Essay on Differentiation)
3. demonstrate competence in differentiating the learning process through curriculum mapping, scaffolded instruction and assessment processes, including strategy training and fostering autonomy in students in a diverse classroom (Differentiating Curriculum)
4. demonstrate competence in information literacy skills, including critical and reflective thinking (Essay on Differentiation and Differentiating Curriculum)
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Essay on Differentiation and Differentiating Curriculum)

TOPICS

	Description	Weighting (%)
1.	Conceptual framework and context - responses to diversity and inclusion, including instruction and exercises in critical and reflective thinking.	20.00
2.	Differentiating the learning process through curriculum mapping	10.00
3.	Differentiating the learning process through scaffolded instruction and assessment	30.00
4.	Strategy training and metacognition for students with difficulties and disabilities	20.00
5.	Fostering autonomous gifted and talented learners	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here ...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Coyne, MD, Kameenui, EJ & Carnine, DW 2007, *Effective teaching strategies that accommodate diverse learners*, 3rd edn, Pearson Education, New Jersey.

Dempsey, I & Arthur-Kelly, M 2007, *Maximising learning outcomes in diverse classrooms*, Thomson, South Melbourne.

Haager, D & Klingner, JK 2005, *Differentiating instruction in inclusive classrooms: the special educator's guide*, Allyn & Bacon, US.

Langa, MA & Yost, JL 2007, *Curriculum mapping for differentiated instruction, K-8*, Corwin Press/SAGE, Thousand Oaks.

Vaughn, S, Bos, CS & Schumm, JS 2007, *Teaching students who are exceptional, diverse and at risk in the general education classroom*, Pearson Allyn & Bacon, Boston.

Westwood, P 2006, *Teaching and learning difficulties: cross-curricular perspectives*, ACER, Victoria.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ESSAY ON DIFFERENTIATION	40.00	40.00	09 Sep 2009
DIFFERENTIATING SPECIFIC CURRI	60.00	60.00	28 Oct 2009
PROFESSIONAL EXPERIENCE	1.00	1.00	28 Oct 2009 (see note 1)

NOTES

1. A mark of one (1) indicates you have passed the Professional Experience component. A mark of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional Experience Timetable. Note: Completion of the professional experience component is a requirement for BEDU (Special Education) students only. Other students enrolled in this course do not undertake the professional experience component.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course and satisfactorily complete the sector-based Professional Experience.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
- 2 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL**

EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
