Fall 2015

EDCI 6600

Ellen McKenzie

University of New Orleans

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EDCI 6600
Foundations of Curriculum
Fall, 2015
Online

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**Description of Course:** This course is designed to explore the nature of curriculum, its meaning and the perspectives that drive curriculum development in today’s schools. The role of the designers of curriculum will be examined as well as those of curriculum consumers. A field component is required for this course.

**Meetings:** Virtual in Moodle and Skype. I am available on Whatsapp (the mobile app available on all smart phones) for urgent questions, and I am sure there will be some! I am in Abu Dhabi in the United Arab Emirates, but I will always be available to help you! Email me or contact me via Whatsapp and I will help you as fast as I can!

**Course Overview:** The College of Education and Human Development, University of New Orleans recognizes its mission to prepare professionals who practice in culturally diverse settings in metropolitan schools. This course is designed to facilitate disciplined reflective inquiry through the interaction of theory and practice. The purpose of this course is to acquaint the professional with the historical, philosophical and theoretical underpinnings of curriculum development as it relates to the America Public School

This course is designed to be the introductory course for the M. Ed. in Curriculum and Instruction and is therefore aligned with the following Standards: National Board of Professional Teaching Standards; UNO Unit Standards: State of Louisiana Components of Effective Teaching. In addition to discussions related to curriculum design and development, class discussions will focus on the purposes and expectations of graduate education. **To accomplish the purposes of the course, it is designed to be inquiry-based and writing intensive.**

**Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.
Technology for this Course: This course uses a variety of Web 2.0 technologies. To participate effectively you will need a fairly recent computer with a good graphics card and a webcam, a headset with microphone, and a fast Internet connection. In addition to MOODLE and e-mail, we may use FaceBook, Skype, Second Life, and other cloud computing devices.

Suggested Textbooks
Additional suggested readings will be posted on Moodle each week.


These are available online from *Questia.com* which charges a fee for access to its extensive online library, but you can also order hardcopies through various online sources and even some public libraries.

Online Source for the Common Core Standards: [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

***There will be other readings assigned during the semester. These will either be posted on Moodle or you can access them through UNO’s electronic library.

Course Design
This course is scheduled as an **online** course. All class meetings and assignments will be delivered via the internet.

There will be **20 hours of Field-Based assignments** required.

*The Faculty recommends the completion of this course prior to attempting the Content Area PRAXIS exam.*

**Specific Course Policies**

1. This is a graduate level course and students are expected to demonstrate both oral and written competency. All written work should be relatively free of spelling, grammatical errors and typos. That is, every assignment should read like it has been thoroughly proof read. Oral presentations and power points (or other presentation systems like Prezi) should be organized, planned for optimal learning by audience, and attention should be given to the use of standard English in the context of a professional setting.

2. All assignments are eligible for revision.

3. Students who qualify for accommodations/services will receive academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disabilities Services (UC 260) each semester and follow their procedures for obtaining assistance.

4. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, falsifying activity or assignment reports, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The code is available online through the UNO website.

5. Any of the course requirements may be negotiated on an individual basis with the instructor in order to reach an agreement concerning the optimal learning of the individual student. Please come to see me during virtual office hours (via Skype or Second Life) to discuss individual adjustments.

General program advisement concerns including program requirements, scheduling classes, and questions about practical issues may be addressed during a scheduled appointment or via e-mail.

**Performance Objectives:**

The content and experiences of this course align with multiple professional standards as this course is included in the program of study of multiple certification areas. Refer to [http://coehd.uno.edu/educ/table_alignment.cfm](http://coehd.uno.edu/educ/table_alignment.cfm) for more information.

**Performance Objectives for EDCI 6600**

<table>
<thead>
<tr>
<th>Objective Student Learning Outcomes</th>
<th>Unit Standard</th>
<th>State Standard</th>
<th>NCAE/NAEP Standard</th>
<th>UNO Role of Teacher/LA Compass Standard</th>
<th>NBPTS</th>
<th>Related Readings and Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The student will be able to identify and describe the major outside influences, (philosophical, historical, psychological, social, and/or political) on curricula in schools today.</td>
<td>1</td>
<td>4</td>
<td>2.1 3.1</td>
<td>II, A:1, 2</td>
<td>4</td>
<td>All Reading Assignments: Class discussion Written assignments Final project Current trends project</td>
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<tr>
<td>Relate these issues to your day-to-day challenges as a teacher.</td>
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<td>IIA1,2</td>
<td>4</td>
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<tr>
<td>2) The student will compare and contrast historic and modern perspectives related to the purpose of education and definitions of curriculum</td>
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<td></td>
<td>All Reading Assignments, Class discussion Writing assignments Historical figure project</td>
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<td>3) The student will identify his or her own core values and principles as they relate to curriculum development/choice/modification or implementation</td>
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<td>IIIA</td>
<td>IIIA3</td>
<td>2 4</td>
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<td>4) The student will compare and contrast major psychological theories and models of curricula used today</td>
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<td>4</td>
<td>IVC1</td>
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<td></td>
<td>All Reading Assignments, Class discussions Writing assignments Philosophy of education and curriculum projects Final project</td>
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<tr>
<td>5) The student will identify roles of teachers in development and implementation of curriculum</td>
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<td>II A1,2</td>
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<td>6) The student will describe current trends or issues in curricula development</td>
<td>4</td>
<td>6</td>
<td>VA</td>
<td>II A1,2</td>
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<td>All Reading Assignments, Class discussions Philosophy project Curriculum design project</td>
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<td>7) The student will demonstrate use of APA or MLA style (format) and Standard Formal Academic American English (SFAAEng) writing conventions</td>
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<td>5.1</td>
<td>IIB1,2</td>
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<td>All writing assignments</td>
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<td>8) The student will design a curriculum model using a graphic based on major curricular models.</td>
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<td></td>
<td>IIB1,2</td>
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<td>9) The student will critically analyze a</td>
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<td>IB1,2</td>
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<tr>
<td>curriculum</td>
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<td>Discussions</td>
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<thead>
<tr>
<th>Unit standards – Roles of Teachers</th>
<th>State standards - Louisiana Components of Effective Teaching</th>
<th>National Board of Professional Teaching Standards <a href="http://www.nbpts.org">www.nbpts.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Design and deliver instruction</td>
<td>I A The teacher plans effectively for instruction</td>
<td>Proposition 1 Teachers are Committed to Students and Learning</td>
</tr>
<tr>
<td>2 Manage time, tasks, and environments</td>
<td>II The teacher maintains an environment conducive to learning</td>
<td>Proposition 2 Teachers Know the Subjects They Teach and How to Teach Those Subject to Student</td>
</tr>
<tr>
<td>3 Advocate for children, services, and supports</td>
<td>A The teacher maximizes amount of time available for instruction</td>
<td>Proposition 3 Teachers are Responsible for Managing and Monitoring Student Learning</td>
</tr>
<tr>
<td>4 Use inquiry to inform practice</td>
<td>II B The teacher manages learner behavior to provide productive learning opportunities</td>
<td>Proposition 4 Teachers Think Systematically about Their Practice and Learn from Experience</td>
</tr>
<tr>
<td>5 Collaborate to support group practice</td>
<td>II C The teacher manages learner behavior to provide productive learning opportunities</td>
<td>Proposition 5 Teachers are Members of Learning Communities</td>
</tr>
<tr>
<td>6 Improve classroom and system practice</td>
<td>III The delivers instruction effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A The teacher presents appropriate content</td>
<td></td>
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<td></td>
<td>III The teacher provides opportunities for student involvement in the learning process</td>
<td></td>
</tr>
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<td></td>
<td>B The teacher assesses ability to assess and facilitate student academic growth</td>
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<td></td>
<td>IV The experienced teacher plans for professional self-development</td>
<td></td>
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<tr>
<td></td>
<td>A The new teacher plans for professional self-development</td>
<td></td>
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<tr>
<td></td>
<td>IV The new teacher plans for professional self-development</td>
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<tr>
<td></td>
<td>V The teacher takes an active role in building-level decision making</td>
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<td></td>
<td>V The teacher creates partnerships with parents/caregivers and colleagues</td>
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</tbody>
</table>

**General Course Policies:**

1) Students are expected to demonstrate both oral and written competency. All written assignments need to be prepared in APA format. Minimally this includes the following: typed, double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph and 1 inch margins. Please insert page numbers at the top right corner. All assignments must include the following elements in the heading: Name, class number, title of assignment, and date. This course is reading intensive, and it is suggested that you read the assigned readings, making notes of points of interest to discuss. As you read, write down questions you have about the readings and how the readings relate to other readings.

2) Due dates for assignments are listed on Moodle. Assignments may be turned in early but will not necessarily be graded prior to the due date. Assignments turned in late will not be graded until I have completed scheduled work related to all the classes I am teaching this semester. Therefore, if you hand in assignments after their due date you may not receive feedback on them before the next set of assignments is due. Late assignments will be graded at the professor’s discretion and as time constraints allow. Late assignments will result in lower grades.
3) Assignments turned in late will have an automatic grade reduction, i.e. work that would have received an A will receive a B; work that would have received a B will receive a C, etc. There is a 2-week limit on late submission, i.e. assignments will not be accepted after two weeks from the posted due date. This policy applies to ALL reasons for turning in late assignments except if there is a natural disaster that closes the university. ALL reasons for assignments being late will be treated the same, i.e. if lateness is due to your illness, the illness of a family member, the death of a love one, not understanding the due date, being overwhelmed, or not submitting assignments properly.

4) Students must be active on the Moodle boards to earn participation points. However, just being participation does not guarantee full points. For full points, students must demonstrate their preparation for class through active participation in discussions.

5) Sending or receiving texts during class time or surfing the internet for any purposes other than searching for discussion related information is rude and unprofessional behavior. It is distracting to me and to other members of the class. The same applies to using laptops during class. Turn off your cell phone and laptop unless otherwise instructed by your professor. (This doesn’t really apply to this online course!)

6) The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

7) ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations.

8) Academic integrity is fundamental to the process of learning and evaluating. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm Please note that falsifying your field assignment is considered a breech of academic integrity and can result in dismissal from the program and the university.

9) Any of the course requirements may be negotiated on an individual basis with the instructor in order to reach an agreement concerning the optimal learning of the individual student. Please initiate negotiation process by presenting me a goal and plan via e-mail.

10) Communication: It is the student’s responsibility to obtain access information (username and password) for your UNO e-mail account. As a matter of policy at UNO, all Moodle accounts are created using only UNO e-mail addresses. I will only use your UNO e-mail account for communication.

11) Some assignments will be turned in through Moodle using a link named Turnitin. This will show any plagiarism. Be certain your work is yours.
12) Conduct: students are expected to be respectful of each other and of the professor during the course. This includes online discussions. While debate is encouraged, it is expected that disagreements be voiced using respectful wording.

**Dropping the Course:** If you choose to drop this course, you must follow the proper procedures and you must notify me by email. I will not drop the course for you.

**Communication/Contacting Instructor:** Please feel free to contact me if you have any questions or problems by either text or email. I have given you my UNO email address. I have also given you my cell phone number. If you need an immediate answer, please text me on the cell or send me a Whatsapp message. I cannot answer my phone at work but I am quick to answer emails and text messages.

**Disability Statement:** Accommodations for students with special needs:
The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus-wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

**Academic Honesty/Integrity Statement:** Academic Integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following; cheating, plagiarism, falsifying field activities or assignments, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm.

Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments.

**Live Text:** This course includes a candidate assessment that is a requirement for program progress. The above field experience assignments with work samples will be entered on Live Text. All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the date in the Live Text portfolio. All candidates in school career programs must register for Live Text. POST YOUR ENTRY FOR MY REVIEW. If you do not post it to my review, I will not be able to find or see it. Livetext is due to be posted by the date specified on the schedule. Late posting will result in loss of one letter grade. Neglecting to post will result in an incomplete in the course.
* Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu.

*** To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

### Description of Assignments:

**Weekly reflections on readings (15 @ 10 points each. 5 points for your original post and 5 for your 2 responses to other posts- 150 points total)**

Students will respond to readings online on MOODLE. Students will be expected to post a well-written reflection of the weekly reading using correct grammar and written in APA format. The reflection should summarize the readings with key points, citations from the readings, personal and professional comments about the readings, connections to the student’s own educational experiences as well as field experiences, concerns about the readings and their implications for educators, and further questions concerning the readings.

Each week you will write a four paragraph response to your weekly readings. This should be a well-written paper that addresses the following areas:

- A brief summary of your readings.
- Concerns you have about the readings.
- How the readings connect to your self-selected readings, your experiences as a learner, and your experiences as a teacher or prospective teacher.
- Questions that you pose for your classmates in relation to the readings.

You will also respond to two other posts each week. Your response should bring the information to new light. Simply saying, “Great idea!” or “I never thought of that” is not sufficient. Your responses to two other postings should be well thought out and thought provoking. You will be graded on the depth of your responses and reflections.

***At the end of the course, you will be expected to grade yourself on your posts, responses, and participation.

**Curricular Trends** (50 points)

Investigate Current Issues effecting curriculum development and implementation. Explore at least three different resources related to current issues and topics relevant to curricular development and implementation. At least one resource should be local (city, parish, state) and one should be national (or international). Examples of resources include (but are not limited to):

- Local news sources
• National news sources
• Professional organization websites
• National Association for Education of Young Children \url{www.naeyc.org}
• Your own professional educational association
• Association for Childhood Education \url{www.acei.org}
• Education Week \url{http://www.edweek.org}
• Association for Supervisors and Curriculum Development \url{http://www.ascd.org}

Make a list of at least 5 issues that seem relevant and interesting to you. Explore one of these issues further by reading at least three additional articles related to it. Write a 3 to 5 page paper concerning the issue(s) you find most concerning, including at least 3 references and using embedded citations. Your work will be graded using the rubric included in the syllabus.

**Philosophy of Curriculum** (100 points)
Throughout this course, you will build and develop your own philosophy of curriculum. You will write a paper three times on your personal philosophy. The first time, you will just write from experience, using no outside references. This is in the pre-assessment area of Moodle immediately following Week 1. This paper will be amended at midterm to include what you’ve learned and you will use at least 3 references and embedded citations. At the end of the course, you will resubmit this same paper with a depth and breadth of understanding of curriculum, using a minimum of 5 references and many embedded citations. This paper will become part of your final project. You will be graded using the rubric included in the syllabus.

**Curriculum Design Paper** (50 points)
Select one of the curriculum designs from the Grand Curriculum Structures on Moodle, research it, write a 3 to 5 page paper about the design, and create a graphic to illustrate the structure. Consider the roles of: the student, the parents, teachers, society, and knowledge. Discuss each of the roles and include each on your graphic. Your paper will be graded on creativity, understanding and writing.

**Metaphor for Curriculum** (50 points)
You will come up with your own metaphor for curriculum. You will explain your metaphor in detail in a paper to be submitted through Moodle. This can be a creative project, and you are encouraged to draw or design a visual to accompany your metaphor. You will be graded on creativity and writing.

**Historical Figure Project** (50 points)
For this assignment, you will research an historical figure in the field of curriculum, and discuss your own chosen curriculum trend or issue (from the first assignment) through the eyes and words of your chosen figure. I will supply a list of Notable Names you can select from, or you can suggest your own historical figure. I will provide a sign up spot on Moodle so that no figure is repeated. You will write and submit a newspaper type short article which addresses your issue from the viewpoint of the figure you select. Your written paper will be graded using the rubric included in the syllabus.

**Curriculum Critique** (100 points)
Critically examine a curriculum in your subject area or grade level. Discuss the explicit, implicit, null or hidden curriculum as it pertains to the curriculum you choose to evaluate. This will be turned in on Moodle.
You will select an ELA, math, science, social studies, art, music or physical education curriculum and analyze and write about the following components of the curriculum: academic, cultural, explicit,
implicit, hidden and null. Address the following questions in your inquiry:
Describe the hidden curriculum, either in regards to students or yourself. How is it evident? How does it affect the students? How does it affect you?
Address each of the following topics concerning the curriculum:
Quote: What statement(s) synthesizes belief within this culture of curriculum?
Impressions: What depiction of education within this culture of curriculum captures many of its important themes and assumptions?
Visions: What are the goals of education or schooling for the individual?
What is the ultimate benefit for society if all individuals were educated in this culture of curriculum?
History: How has this culture of curriculum been present in schooling?
What are the forces, events, and ideas that influenced this culture of curriculum?
Students: What are the beliefs about students’ needs, development, competencies, motives, and interests? How have these beliefs influenced practice?
Teachers: What are the beliefs about the role of the teacher? How should they facilitate learning?
Content: What constitutes the subject matter? How is the subject matter organized?
Context: What is the environment of the classroom? Of the school? How is instruction organized?
Planning: What are the models of curriculum development? Who plans the curriculum? Who has the power to make decisions?
Evaluation: How should students be assessed? How is the worth or success of the curriculum determined?
Critique: How effective is the curriculum? How is its effectiveness judged? Who has input?
This is a graduate level paper and should be written as such. Do not simply answer the questions but rather write an introduction, your rationale for choosing this curriculum, and a conclusion summing up what you found and your personal opinion of the curriculum you selected. You will be graded using the rubric in the syllabus and the depth of your answers.

Field Experience Project (100 points)
- You may work alone or in pairs (no more than 2 people).
- Choose a current trend or issue that has local, national, or international significance. Investigate the background as it relates to each of the foundations of curriculum discussed in this course (secondary research).
- Develop and implement a plan to conduct primary research in the form of observations, interviews, surveys, autobiographical inquiry, etc. that expands knowledge of the issue.
- Present findings to class using MOODLE. Presentations should provide:
  - Background information related to issue and local effect
  - Research Design and Findings
  - Implications
  - Recommendations to develop further understandings
- This assignment is worth 20 hours of field experience.
This project will be submitted through Moodle and via Livetext.

Final Project (200 points)
Choose one of the following, or suggest an alternative for my approval.
Choice A
Develop a personal essay that relates your personal philosophy are describes your current stance on educational psychology (or relates the two). The essay must be submitted in APA format and reflect student’s study beyond a single text using references (a minimum of 10). The essay must be a minimum of 2500 words (of text). You may use your earlier iterations of your philosophy to guide this
Choice B
Develop a personal essay that relates your understanding and position on a current issue or trend in education. The essay must be submitted in APA format and reflect student’s study beyond a single text using references (a minimum of 10). The essay must be a minimum of 2500 words (of text). You may use your earlier version of your position paper to guide this paper. You will be graded using the rubric included in the syllabus.

**Attendance, Participation and Professionalism** (100 points) You are expected to be fully present in class, even online! You are to participate, post questions, actively listen to your classmates, and contribute to the class. Further, you are expected to post on time and to actively engage in your own learning.

**Evaluation and Grading Percentages**

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflections (15 @ 10 points each)</td>
<td>150</td>
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<tr>
<td>Curricular Trends</td>
<td>50</td>
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<td>Field Experience Project</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

A= 900-1000 points  
B= 800-899 points  
C=700-799 points  
D=600-699 points  
F= Below 600 points

**Scoring Rubric for Writing Assignments**
This is a graduate level course and is writing intensive. The following rubric will be used for written assignments. You will be graded on:

- style and format  
- mechanics  
- content and organization  
- integration and critical analysis.

Each written assignment will be scored on the using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections.
<table>
<thead>
<tr>
<th>Score</th>
<th>STYLE AND FORMAT</th>
<th>MECHANICS</th>
<th>CONTENT AND ORGANIZATION</th>
<th>CRITICAL ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to meeting the requirement for a &quot;3,&quot; the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the student's field of study. The student uses proper APA format for citations, references, a cover page and running head.</td>
<td>In addition to meeting the requirements for a &quot;3,&quot; the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.</td>
<td>In addition to meeting the requirements for a &quot;3,&quot; the paper excels in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.</td>
<td>In addition to meeting the requirement of a &quot;3,&quot; the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.</td>
</tr>
<tr>
<td>3</td>
<td>While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style. Student uses most aspects of APA format correctly.</td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.</td>
<td>Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.</td>
<td>There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.</td>
</tr>
<tr>
<td>2</td>
<td>The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility.</td>
<td>Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor</td>
<td>Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student's area of study may be omitted.</td>
<td>Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.</td>
</tr>
</tbody>
</table>
of the manuscript. Student uses a few aspects of APA format correctly. or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student's area of study is obvious.

1 While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper. Student does not follow APA format.

Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript degrades the comprehensibility of the document and the identification of knowledge gaps.

TENTATIVE SCHEDULE

Classes begin August 19
Discussion of Course Goals, Syllabi and Course Requirements
Questions to consider: What is knowledge and your philosophy of education? What is curriculum and what are its philosophical, historical, psychological, sociological foundations? What are key trends and issues in curriculum development, curriculum design, and the schools today?
Introduction to MOODLE – Populate your profile with digital image of yourself and other information: including you alternate email addresses and webpages.
Introduce yourself and greet your classmates and professor!
Readings posted below (to be read after you complete the pre-assessments).
Complete the 3 pre-assessments:
What is knowledge?
What is curriculum?
What is your philosophy of education?
(These are posted on Moodle Week 1)

August 24 Curriculum Trends and Issues

Assigned Readings: Choose 2 chapters from
August 31 Curriculum Trends and Issues (continued)
Assigned Readings: Choose 2 from
   - Apple (2004) Ch. 3, 7, 8,
   - Marsh (2004) Ch. 21
   - Pinar (2004) Ch. 3, 4
   - Seel (2004) Ch. 9
   - Tyler (1949) Ch. 3 and 4
   - Speaker (2011) What is Knowledge?

Assigned: Investigate Current Issues effecting curriculum development and implementation. Explore at least three different resources related to current issues and topics relevant to curricular development and implementation. At least one resource should be local (city, parish, state) and one should be national (or international).

September 7 Philosophical Foundations of Curriculum
Assigned Readings: Choose 2 from
   - Apple (2004) Ch. 3
   - Marsh (2004) Ch. 15, 16, 17, 18
   - Pinar (2004) Ch. 3, 4
   - Seel (2004) Ch. 9
   - Tyler (1949) Chapter 5

Post your reflection and respond to two other posts.

September 14 Philosophical Foundations (continued)
Revise and resubmit your Philosophy of Curriculum paper using three references (minimum). Post your reflection and respond to two other posts.
Answer 3 of the knowledge questions on the questions discussion board.
Assigned Readings: Choose 2 from
   - Apple (2004) Ch. 3
   - Marsh (2004) Ch. 15, 16, 17, 18
   - Pinar (2004) Ch. 3, 4
• Seel (2004) Ch. 9

September 21 Historical Foundations of Curriculum
Historical Figure paper due.
Post your reflection and respond to 2 posts.
Assigned Readings: Choose 1 from


September 28 Psychological Foundations of Curriculum
Submit your response to your one self selected reading and respond to two posts.
Assigned Readings: Choose 1 from this list of readings located at the end of the syllabus and discuss one of the theorists or theories listed.

October 5 Psychological Foundations (continued)
Assigned Readings: Choose 2 from
• Apple (2004) Ch. 5, 9,
• Noddings (1998) Choose chapters based on interest and inquiry.
• Pinar (2004) Ch. 6
• Reynolds & Webber (2004) Ch. 2, 5, 9
Submit your response and respond to 2 other posts.
Metaphor Paper due.

October 12
Mid-semester Break

October 19 Social Foundations of Curriculum
Submit your response and respond to 2 other posts.
Complete the purposes of schools discussion board.
Assigned Readings: Choose 2 from

• Apple (2004) Ch. 6,
• Marsh (2004) Ch. 3, 4, 13,
• Pinar (2004) Ch. 8,
• Reynolds & Webber (2004) Ch. 4,
• Seel (2004) Ch. 5, Part II (Intro.), Ch. 6, 8, 9

October 26 Curriculum Design and Development
Submit your reflection and respond to 2 other posts.
Assigned Readings: Choose 2 from

• Marsh (2004) Ch. 5, 7,
November 2 Curriculum Design and Development (continued)
Read the posted articles below.
Select the curriculum you are going to explore. I have posted links and information for several of the curricula on the Grand Structures page. You may use these as a jumping off point for your paper or you may find your own resources.
Submit your reflection and respond to 2 other posts.
Curriculum Design paper due.

November 9 Curriculum Implementation
Read:
- Marsh (2004) Ch. 6, 14,
- Seel (2004) Ch. 7, 12, 14, 15
Submit your response and respond to 2 other posts.

November 16 Curriculum Evaluation
Submit your response and respond to 2 posts.
Curriculum Critique paper due.
Assigned Readings: Choose 2 from
- Apple (2004) Ch. 9, 10
- Pinar (2004) Ch. 10
- Reynolds & Webber (2004) Ch. 6, 10
- Seel (2004) Ch. 16
- Speaker (2011) What is Curriculum?

November 23
November 26 and 27 Thanksgiving Break

November 30 What is Curriculum?
Last week of classes
Select 2 from the readings below to write about and discuss.
Submit your reflection and respond to 2 other posts.
Final Projects due.

Exam week
December 7
Conclusions, Summaries, Synthesis, and Directions for the Future

**Topical bibliography for further readings: (This list is for you and not required reading!)

1. Philosophy of education and Philosophical Foundations
2. General Philosophy


Other:

Plato, Aristotle, Dewey

3. General aspects of curriculum


4. Specific aspects of curriculum


5. Historical Foundations

6. Psychological Foundations: conduct inquiry on some of the following topics:
   Bandura
   Behaviorism
   Bronfenbrenner
   Bruner
   Complexity Theory/Chaos Theory/Recursive and Fractal Models/Constructivism
   Social-Cognitive Theory
   Critical Thinking
   Darwinism
   Egan
   Eisner
   Modernism
   Negative Reinforcement
   Operant Conditioning
   Piaget
   Positive Reinforcement
   Postmodernism
   Punishment
   Skinner
   Social Constructivism
   Spiral Curriculum
   Tyler
   Vygotsky
   Zone of Proximal Development

7. Social Foundations
8. Curriculum Design


9. Trends and Issues


Eisner, Elliot W. "Opening a Shuttered Window: An Introduction to a Special Section on the Arts and the Intellect Mr. Eisner, Guest Editor of This Special Section, Promises That the Articles to Follow Will Demonstrate That the Arts Are as Important to Students' Intellectual Development as Mathematics and the Sciences." *Phi Delta Kappan* 87.1 (2005): 8. *Questia*. Web. 14 May 2011.


New/Other Books to consider: (generally not online, some available for Kindle and through Amazon.com)


**Bibliography**

There are many Curriculum Foundation textbooks available in university libraries and online. Any would provide additional information and resources for a better understanding of the philosophies and curricula models discussed in this course. Five that I have used consistently to develop this course are:


Further readings include:


Notes about Skype:
Skype is a voice and video over the internet tool. It allows audio and video calls from computer to computer across the Internet. Download Skype from: http://www.skype.com/intl/en-us/home. Then request me as a contact: ellenlowery.

Notes about Second Life:
Second Life (SL) is an online virtual world that requires an avatar (use http://virtualcampus.uno.edu/ to construct your avatar) and a special browser that you download from www.secondlife.com. Access to SL is free, but you can join and pay a monthly subscription if you want to own land, build, set up a business, shop, or use special services (you don’t need these for this course). UNO’s Policy Statement for Participation in Second Life Courses and the UNO Island in SL is in an appendix, below. Request me as a friend in SL: ellenmancyruby

Notes about Facebook and Twitter:
I announce my office as open for conversations (virtual office hours) in Facebook and Twitter. Befriend me for Facebook: ellen mckenzie.

Notes about Questia.com
Questia (http://www.questia.com/) provides access to an immense library of books and other materials 24/7 for a subscription fee. All the major texts, many other texts and many journals are available in Questia. You can use it to further your inquiry into Curriculum this semester. Many publishers provide access to the book online through Questia (http://www.questia.com/about/partnersPub). All of the works in Questia are searchable, so if you want to see what Dewey said about experience you don’t have to read all of his works. It also allows note-taking, bookmarking, and construction of bibliographies. Cost: $19.95 per month or $45.95 per quarter (3 months) or $99.95 per year. Since there are six major texts for this course and hundreds of suggested texts for your readings, I think Questia is a bargain if you do nothing other than check on the texts to decide which to acquire for your personal library. [If you find reading on your computer difficult, use libraries and online sources for hard copies of books. I have not ordered any books in the UNO Bookstore.]

Notes about Project Gutenberg:
Project Gutenberg (http://www.gutenberg.org/wiki/Main_Page) provides free access to many public domain texts. It is an online source for works in philosophy and curriculum before about 1950. For instance, if you want to read Plato’s dialogue Theaetetus on knowledge) or remind yourself about “the cave” in the Republic, it is available there, free! These books download as .pdf, .html, Kindle, or other formats.

Notes about MOODLE:
MOODLE is UNO’s online platform that replaces Blackboard. This will be the first course that I teach using MOODLE, although I have taught many online courses before. Bear with me as we all learn more about using MOODLE together. It has many features that I’m still investigating. UNO’s MOODLE site is: http://uno.mrooms3.net/

Important Dates*
Last day to adjust schedule w/out fee 08/18/2015
Semester Classes Begin.......... 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund 08/25/2015
Last day to apply for December commencement 09/25/2015
Final day to drop a course or resign 10/14/2015
Mid-semester examinations 10/05-10/09/2015
Final examinations .. 12/07-12/11/2015
Commencement ...................... 12/18/2015

*Note: check Registrar’s website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu

Fall Semester Holidays
Labor Day ......................... 09/07/2015
Mid-semester break 10/15-10/16/2015
Thanksgiving .................... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be
retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar’s website, http://www.registrar.uno.edu. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means incomplete and is given for work of passing quality but which, because of circumstances beyond the student’s control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student’s Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook:

Academic Dishonesty Policy


Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-affairs-enrollment-management/

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through http://www.uno.edu/fye/uno-cares.aspx.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university’s efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes
these values through a wide range of programming and activities.

http://diversity.uno.edu/index.cfm

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at http://www.uno.edu/lrc/.

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO’s compliance with federal and state regulations regarding EEOC in its Policies and Resources website: http://www.uno.edu/human-resource-management/policies.aspx