



**EDUL 6333r: Curriculum
Section One
COURSE SYLLABUS
Fall 2000**

INSTRUCTOR: Dr. Shirley J. Mills	
CLASS MEETS: Reduced Seating: Class will meet three times at EDCC with the remainder of class on line	
CLASS TIME: 4:30 – 7:00 R Math & General Classroom 1.410 Aug. 31 – Dec. 15	
OFFICE HOURS: MONDAY 1-4 (Additional Conferences upon Request) Thursday 1-3	
Office:	Home:
EDCC 1.606	2004 Oriole Avenue
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Blackboard: http://portal.utpa.edu/utpa_main/daa_home/cltt_home	

Course Description

A study of early childhood, elementary, middle and secondary curriculum with special emphasis on trends, issues and state/federal mandates ((UTPA Catalog p. 204).

Course Goals/Objectives

Curriculum is the heart of the PreK-12 educational system. The training and preparation of personnel to lead this endeavor is essential. The goals/objectives of this class have been developed with the Texas Examination Educator Standards as a priority. In addition this course will assist in the development of the knowledge and skills to effectively meet the standards listed below to enhance educational leadership of curriculum development.

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- 4.1. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning

- data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes legal requirements).
- 4.2. Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
 - 4.3. Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
 - 4.4. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
 - 4.5. Facilitate the use of technology telecommunications and information systems to enrich the campus curriculum.
 - 4.7.1 Promote the use of creative thinking, critical thinking, and problem solving by staff or other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- 5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2 Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.4 Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- 5.5 Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6 Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

TEXT

Wiles, J. (2009). *Leading Curriculum Development*. Thousand Oaks, CA: Corwin Press.

Glatthorn, A., & Jailall, J. (2009). *The principal as curriculum leader: Shaping what is taught and tested*. Thousand Oaks, CA: Corwin Press

Additional readings as assigned

CREDIT

Graduate--Three Credit Hours

GRADING POLICY

Class Attendance	150 points (10 points per week)
Summaries (Wiles & Glatthorn)	250 points (20 points each)
Chapter Presentation	100 points
Final Research Paper	600 points

Profile	
Identify Gaps	
Action Plan	
Data Graphs	
Improvement Goals	
Possible Interventions	
Wimba Presentation of Research Paper	100 points
Content Area Research	100 points
Midterm Exam	100 points
Final Exam	100 points
<u>Final Portfolio</u>	<u>100 points</u>
Total Points	1600 points

A= 1450 to 1600 points

B= 1275 to 1449 points

C= 1125 to 1274 points

STUDENT EXPECTATIONS

1. Attend all classes either in person or online and participate in class and group discussions
2. Turn in assignments on time
3. Class attendance is expected and the grade will be penalized for missing class online or in person with 10 points deducted from final grade for each class missed. Students who miss class must make arrangements with the instructor PRIOR to the missed class.
4. As teachers striving to be principals or teacher leaders, you will be expected to arrive on time or get online for class.
5. Students must submit an electronic summary to Blackboard for each chapter in the Wiles and Glatthorn book. Submit your summaries electronically online through Blackboard. Summaries will be written on each chapter in place of quizzes.
6. A midterm exam will be a comprehensive essay exam. You will be required to answer the questions by providing a thorough synthesis of all materials addressed in this course with a minimum of three authors of research. This exam will prepare you for the comprehensive exam that is an integral part of the Master's Program of Studies.
7. The final exam will be a comprehensive essay exam. You will be required to answer the questions by providing a thorough synthesis of all materials addressed in this course with a minimum of three citations from authors of research. This exam will prepare you for the comprehensive exams that are an integral part of the Master's Program of Studies.
8. All assignments will be submitted electronically to the Blackboard site.

GENERAL POLICIES

Attendance Requirements

Based on the Handbook of Operating Procedures (5.2.4), all students are expected to attend all classes either online or in person. It is the responsibility of the student to inform the instructor of expected absences. All absences will be considered by the instructor based on extenuating circumstances on a case by case basis. When, however, in the judgment of the instructor, a student

has been absent to such a degree as to impair his or her status relative to credit of the course, the instructor may drop the student from the class with a grade of "D/F".

Classroom Conduct

As students of the University of Texas-Pan American, you are expected to help maintain a classroom environment that is conducive to learning. You are here to grow intellectually and socially, demonstrating a serious purpose, and an interest in growing academically. Each student is expected to model problem solving skills with intelligence, reasonableness, and consideration for the rights of others. All students are expected to respect the rights and freedoms of others, as they are entitled to those same rights and freedoms.

Academic Dishonesty/Plagiarism

Scholastic dishonest includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty will not be tolerated in any manner and will be dealt with swiftly according to the Department of Educational Leadership Policy. For further information concerning student conduct, please access the UTPA Handbook of Operating Procedures, Section 5.5.1 (Student Conduct) and section 5.5.2 (Student Conduct Code) found at <http://www.utpa.edu/newhop/files/pdf/T7894644.pdf>.

The following excerpt was taken from the University of Texas System policy regarding fair use of copyrighted materials including the Rule of Thumb and the four factors fair use test, available from the UT System found at www.utsystem.edu/ogc/intellectualproperty/copypol.htm.

RULES OF THUMB FOR RESEARCH COPIES

Limit research copies to

- ✓ Single chapters
- ✓ Single articles from a journal issue
- ✓ Several charts, graphs, illustrations
- ✓ Other similarly small parts of a work.

The four fair use factors:

1. What is the character of the use?
2. What is the nature of the work to be used?
3. How much of the work will you use?
4. What effect would this use have on the market for the original or for permissions if the use were widespread?

For further information, access the UTPA Handbook of Operating Procedures Section 4.10.1 (use of copyrighted material).

Enrollment

If your name does not appear on the class roster by the class day indicated on the university calendar, you will be dropped from the class. It is your responsibility to check with the Office of Admissions and Records to ensure that you are properly enrolled.

American with Disabilities Act

If you have a documented disability that will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance, due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilian Ramirez-Schunior located in the Hall Room 1.101 immediately. Appropriate arrangements/accommodations can be arranged.

Assignments

All assignments should be typed and submitted in APA (American Psychological Association) form on or before the assigned due date. APA is most commonly used to cite sources within the social sciences. There are many resources available on the web in addition to the **6th edition** of the APA manual. A few sites that I found useful are:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psywww.com/resource/apacrib.htm>
- http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796 (Excellent)
- http://www.wisc.edu/writetest/Handbook/DocAPAFormat_Title.html (Excellent)
- <http://www.wooster.edu/psychology/apa-crib.html#Commas>
- <http://library.osu.edu/sites/guides/apagd.php>

Always save a copy of what you submit, as assignment submitted past the due date will not receive any points.

Cell Phones and other Portable Devices

As a courtesy to other students and the professor, cell phones, beepers, pagers, etc. must be turned off or turned to vibrate mode when in person. During quizzes and tests, cell phones and beepers must be turned off when in person.



CHAPTER SUMMARY FORMAT TO BE SUBMITTED TO BLACKBOARD WEEKLY

Goal: Prepare a summary that will allow you to prepare for the TExES Exam and actively participate in class. The summary will be used as study guides when preparing for comprehensive exams. Use a format that is best suited to your learning style.

Summary Rubric (Each summary is worth 20 points)

Main Points	Met the Objective	Partially Met the Objective	Did not Meet Objective
Written in a scholarly manner using good grammar	10 points	5 points	No Points
Captured the essence of the chapter (Main Ideas)	5 points	3 points	No Points
Supported the Main Ideas with research and meaningful support information	5 points	3 points	No Points

RESEARCH PAPER

TOPIC--Choose one subject area knowledge or skill (reading comprehension, math problem solving, etc.) and its additional objectives to research within your classroom (See Texas Curriculum at <http://www.tea.state.tx.us/teks/handbook/index.html>) to get your TAKS scores.

You are free to work with other students who are taking this class who are interested in the same subject area or are from your campus. The group can be no larger than three.

Basic Format:

1. Title Page
2. Table of Contents
3. Abstract
4. Introduction: Profile of School, District, and Community
5. Main Sections of the Paper (may have as many as needed) Possible suggestions:
 - a. Collect data from actual classroom data (AEIS Report)
 - b. What is the problem area based on this data
 - c. What research would support best practice for this content
 - d. Design an Action Plan
 - e. What data will you use to assess your content area
6. Analyze the data
7. Conclusions: What should you do to improve this curriculum area? How will you assess whether you are successful?
8. References
9. May use an Appendices for Graphs and Tables if needed

Suggestions:

1. Design Title Page according to APA (See APA Handout)
2. Table of Contents should include page numbers
3. Write an abstract of 120 words or less.
4. Write an Introduction describing the curriculum for your chosen content area knowledge or skill including current student demographics.
5. Collect data from three years of TAKS scores in the chosen area. Disaggregate your data based on your classroom and explore if your classroom curriculum is addressing the needs of ALL children in your classroom. At a minimum disaggregate by at least two of the following: socio-economics, gender, achievement, and recent immigrants. Include that data in graphic or table form.
6. Relate curriculum, instruction, and assessment for your content area objective? What strategies did you use to support the objective? What are the challenges in your classroom to support the curriculum?
7. Analyze the staff development that you have participated in the last five years. What do you need to increase your knowledge and skills as a teacher to meet the needs of ALL students in your classroom?
8. Discuss the "hidden" curriculum. As a teacher leader, what are you doing to address this issue(s)?

9. Final Analysis: Is your classroom curriculum meeting the needs of all children based on your research and data?
10. Include research citations.

Rely on research to prove all of your points. This is your opportunity to begin developing your own philosophy concerning instruction, assessment, and curriculum.

GENERAL INFORMATION

1. The paper must be written in APA (See websites for assistance)
2. Keep the paper to ten pages or less not including the appendices
3. Due November 19
4. Send it electronically to Blackboard Assignment by November 19 no later than midnight
5. The paper and presentation are worth 200 points

Research Paper Grading Rubric		
Subject	Comments	Points
Use of APA		50
Grammar and Organization		50
Graphs		50
Profile		100
Analysis Evident with TAKS		100
Disaggregated Data Evident		50
Relationship between assessment, instruction, and curriculum		50
Staff Development Needs		50
Suggestions for Improving		50
Research		50
Final Grade		600 Points

FINAL EXAM AND MIDTERM EXAM

The exams will be given in the lab. They will both be comprehensive essay exams. You will be given a scenario and you will have to answer the question and support it with research learned in the class. This is a “practice” for the real comprehensive exams that you will be given at the end of your Master’s Program of Study. You will use NO notes or book to take either exam. The Midterm exam is worth 100 points and the Final Exam is worth 100 points.

Presentation Rubric		
Requirements	Comments	Points
No Grammar Errors		10
Research cited		10
Curriculum Described Completely		10
Graphs and tables show disaggregated data		10
Relationship between assessment, instruction, and curriculum		10
Articulate Presentation		10
Final Analysis		20
Well organized Power Point		20
Final Grade		100 Points