

CSD 632 – Secondary School Curriculum Theory, Planning, Organization and Development

Course Syllabus

Fall 2018

Online

Faculty Information

Dr. Gabriel Scala, Assistant Professor of English Education
gscala@deltastate.edu – When possible, please use the Canvas message system to contact me.
KE 258
662-846-4060

Office hours: MWF, 11-1PM and T 5-6PM or by appointment

Communication plan: I will respond to messages within 48 hours (usually sooner).

Course Materials

Required Materials

Henson, K.T. (2015). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform (5th ed.)*. Long Grove, IL: Waveland Press, Inc.

Course Description

Utilization of current educational theory to develop and implement curriculum planning in grades 7-12. 3

Purpose

The content of this course includes: the history of curriculum thoughts and practice; critical analysis of curriculum thoughts and practices; pressures influencing curriculum and management of those pressures; and future directions in curriculum theory.

The course is composed of three complementary areas. The first is designed to familiarize students with the basic foundations of curriculum theories and models and then to create an individual educational philosophy. The second is to generate an individual practical application for a secondary classroom setting. The third consists of understanding the pressures influencing curriculum at the local, state, national and international levels and learning how to manage them.

Program Learning Outcomes

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK: DELTA P³MODEL

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

Course Student Learning Outcomes

(ACEI and INTASC Standards have been referenced, as this graduate course leads to initial certification.)

The candidates will be able to:

1. Explain curriculum development and its foundations. (INTASC 1, 2, 7, 8, 9; NCATE 1.3, 1.4; GP 1, 3, 4)
2. Identify the role of concepts, models, and theories in the structure of curriculum planning. (INTASC 7; NCATE 1.3, 1.4; GP 1, 3, 4)
3. Recognize and apply models of curriculum design and organization. (INTASC 7, 8, 9; NCATE 1.1, 1.3, 1.4, 4.1, 4.4; GP 1-5)
4. Demonstrate the knowledge, skills, and dispositions appropriate for evaluating curriculum and instruction. (INTASC 8, 9, 10; NCATE 1.1, 1.3, 1.4, 1.6, 4.1, 4.4; GP 2)
5. Plan curriculum, translating it through instruction. (INTASC 1-8; NCATE 1.4, 1.7, 4.1, 4.4; GP 1-5)
6. Identify curriculum trends and changes, as well as identify the role of a change agent. (INTASC 9, 10; NCATE 1.4, 1.6, 4.1; GP 1-4)

Major Course Activities

- **Online Participation (begins Monday, 8/20/18)**
 - Students are expected to make one initial posting and one response on topics prompted by the instructor per week for 10 weeks, respond to any additional postings as directed by the instructor, and attend any full group sessions online. See further instructions under **Evaluation/Online Participation** below.
- **Educational Philosophy I – DUE Sept. 10**

- A thoughtful, coherent educational philosophy is an essential component of a teacher portfolio. It assists in self-representation in interviews and other professional settings. In *no more than two pages*, discuss the theoretical frame and core beliefs personally embraced, including examples from life experiences. (A tip: Consider the questions of Why?/What?/How?/Who?/When?)
- **School Reform Initiative Assignment – DUE Sept. 17**
 - From the readings, select one School Reform Initiative to address. Create a graphic representation of what happened historically in education and general culture before and after the initiative AND a listing of both its positive and negative impacts. (This should fit on 2 pages.)
- **Colleague Collaboration Assignment – DUE Oct. 1**
 - Partners will explore an assigned topic and together post an initial posting on the topic. Classmates will respond to at least 2 of the postings during the following week (which will earn "participation" credit).
- **Curriculum Plan, Part I: - DUE Oct. 29**
 - In order to create the CONTEXT for this project, choose an appropriate, scientific curriculum concept, theory, design and process for application within your specific subject area and level. Use the guiding curriculum question: *How can curriculum adjust to better meet the needs of students living in poverty?* Then create the following:
 - A description of an educational community to be served. Include school data (socio-economic indicators, enrollment, attendance, available resources, suspension rates, etc.); community environment (history, economics, political/power structures, etc.); student descriptors and other factors you feel are relevant. (3-5 pages)
 - Then: Develop **Curriculum Plan, Part II**. (An additional guide will be provided.) Design an ideal curriculum that will improve the quality of education (refer to the guiding question) for a chosen educational model, subject area, and grade level. Include:
 - A scope and sequence and/or course framework (include grade level);
 - A series of thematic lessons for at least two themes, each with a guiding question and 3 lessons (include icebreakers and motivational aids); and
 - Assessments and rubrics, but NO exams. Assessments can be self, peer, teacher, and/or parent/family member assessments.

NOTE: The curriculum section should be 10-15 pages.

- **Educational Philosophy II – DUE Nov. 26**
 - Review and update Educational Philosophy I. Alter the original to include new information and insight gained during the semester. Content may be similar, but the second submission should be more articulate and substantiated. There is still a 2-page limit.
- **Curriculum Plan Presentation – DUE Dec. 3**
 - Develop a PowerPoint presentation on Curriculum Plan Parts I and II *for stakeholders interested in adapting that curriculum*. It should be approximately 20 slides in length and posted on Canvas. Classmates will offer critical commentary. Extra points will be awarded for developing and posting a video of the student making the PowerPoint presentation or an accompanying podcast.

Evaluation and Grading

Course Requirements Values: (100%)

- Online Participation 20%
- Educational Philosophy I 10%
- School Reform Initiative Assignment 10%
- Colleague Collaboration Assignment 15%
- Curriculum Plan, Part I (Mid-term) 15%
- Educational Philosophy II 10%
- Curriculum Plan Presentation (Final) 20%

College of Education Grading Scale:

- A: 94-100
- B: 84-93
- C: 74-83
- D: 65-73
- F: below 65

Online Participation:

- Online participation is essential. It is a means of learning through peers as well as the instructor. Participation means actively engaging one's mind in the discussion and activities of the class. Assessment will be based on the quality and number of postings (length, specific comments, obvious preparation, depth of understanding, and professionalism—directing responses to the discussion point, not the person). A minimum of one initial post and one response per week are expected for 10 weeks of guided conversations.

Discussion Board Postings (a minimum of 2 per week):

- Topics for discussion board postings will be related to assigned readings or determined by the instructor, and the conversation will be opened for the week on Mondays by noon. Initial posts are due no later than noon on Thursday each week. The window for postings/responses will close at 11:55 p.m. on Sundays each week.
- The *initial post* should be comments/statements/reflections and the remaining two *response posts* should be responses to peers' important questions/thoughts. It should be no less than 3-4 paragraphs and make valuable contributions, using information from resources.
- Each post should clearly relate to the week's readings or instructor-determined topic. Remember to respond the major themes of the prompt as well as pertinent supporting details from various sources.
- *Response posts* should be 3-4 paragraphs and should enrich and accelerate the conversation. In addition to articulating personal perspectives, references to professional sources should be included. When questioning, use open, honest questions.

Criteria for Written Assignments:

- Content Summary: Discuss key issues and/or concepts associated with the topic.
- Critical Analysis: Use data/professional sources to support your ideas.
- Personal Voice: Discuss impressions of the issues in terms of one's own individual values, attitudes, beliefs, personal and professional experience.
- Style and Format: Insure correct grammar and spelling are in order. Written assignments are to be typed, double-spaced, in your preferred font style (12-point recommended), with pages numbered, a cover page (with name, date, title of assignment, course number), and a reference page (when appropriate).
- APA Style: All formal work should utilize APA style as described in the Publication manual of the American Psychological Association (APA).The following website can be accessed for information on citations: apastyle.org.

Timeliness of Work:

Due dates are set for assignments in order to promote integrated knowledge and skills AND to distribute required time and energy throughout the semester for both students and the instructor. No late work will be accepted without a prior arrangement or extreme extenuating circumstances. Please plan accordingly. Assignments may always be submitted EARLY.

Attendance

Attendance at each class is required.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

Academic Honesty Policy/Grievance Policy/FERPA

DSU Policy on Academic Honesty: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Undergraduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

Course Schedule/Content Outline

General Outline: The following are focus topics and related readings from the text. Participants are expected to do the reading prior to the week's online conversations. (Additional readings to be added during the semester)

Week of 8/27: CURRICULUM DEFINITIONS/PHILOSOPHIES. Posting begins. The instructor will provide the initial prompt. Assigned reading from the text should include: Chapter 1, pp. 1-13; Chapter 2, Part I, pp. 42-68, Chapter 3, pp. 122-140. Also, the Glossary should be reviewed.

Week of 9/3: CONCEPTS, THEORIES AND MODELS/SCHOOL REFORM. Readings from the text include: Chapter 1, pp. 15-40, Chapter 4 and Chapter 7.

Week of 9/10: TRENDS IN CURRICULUM/SCHOOL REFORM. Readings include: Chapter 11 of the text and materials on Community Schools (to be provided). Partners will be chosen/assigned and topics from Chapter 11 will be selected/assigned for the Colleague Collaboration Assignment.

Week of 9/17: CURRICULUM DESIGN. Partners work together to prepare the Colleague Collaboration Assignment presentation. Readings include: Chapter 5 of the text.

Week of 9/24: OBJECTIVES, CONTENT AND ACTIVITIES. Colleague Collaboration presentations posted and responded to. Readings include: Chapters 6 and 7 of the text.

Week of 10/1: CURRICULUM AND INSTRUCTION WITH TECHNOLOGY. (Mid-term) Readings include: Chapter 2, Part II (pp. 68-104) and Chapter 10. Review websites: Mississippi Department of Education (<http://www.mde.k12.ms.us>) and Association for Supervision and Curriculum Development (<http://www.ascd.org/Default.aspx>).

Week of 10/8: MIDDLE SCHOOL V. HIGH SCHOOL.

Week of 10/15: CURRICULUM DEVELOPMENT PROJECTS.

Week of 10/22: CURRICULUM DEVELOPMENT PROJECTS.

Week of 10/29: EVALUATION OF CURRICULUM AND INSTRUCTION. Readings include: Chapter 9 of the text.

Week of 11/5: CHANGE. Readings include: Chapter 8 of the text.

Week of 11/12: MANAGEMENT AND SUPPORT. Final presentations to be scheduled for the week of 12/4-9.

Week of 11/19: (Thanksgiving Break) No postings are required.

Week of 11/26: Educational Philosophy II due on Monday, 11/26.

Week of 12/3: (Finals) Presentations and responses all week. (No additional postings required.)

Add and Drop deadlines are listed in the Academic Calendar:

<http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog:

<http://www.deltastate.edu/academic-affairs/catalog/>

Technology

Candidates will use a variety of technology resources as teaching and learning tools. These will include, but not be limited to: PowerPoint, video recordings, podcasts, and the Internet. (For this course, all assignments must be submitted online.)

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](#). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: <https://deltastate.instructure.com>

Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10720>

Canvas Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Canvas Accessibility Statement: <https://www.canvaslms.com/accessibility>

Student Support Services

Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>

- Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>
Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

ADA Statement and Disability Services

Information about [Disability Services](#) can be found on the DSU website.

<http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](#), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Disclaimer

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.