

EDCS 725: Principles of Curriculum Instruction

Fall 2021 | October 18th – December 10th

3 Credit Hours

INSTRUCTOR

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Office hours by appointment.

ACCOMMODATIONS

Students with (dis)abilities that may affect participation in this course are invited to contact Student Accessibility Services. You can make an appointment by calling 803-777-6142, emailing sadrc@mailbox.sc.edu, or visiting Suite 102 in the Close-Hipp Building. Additionally, students are encouraged to speak with the instructor so that every plausible effort can be made to arrange appropriate accommodations. For further information: https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php

Course Description and Rationale

This course is designed to introduce students to and/or further students' knowledge of curricula in the classroom and society. The course will assist in the exploration of the knowledge and skills essential to understanding curriculum theory and designing, developing, implementing, and evaluating school based curricula.

Course Objectives

Upon successful completion of this course, students will have an acquired introductory knowledge of:

1. Curriculum Theory
2. Knowing the Learner
3. Curriculum Integration
4. Alternative Assessment Strategies
5. American Psychological Association (APA) style citations; and
6. Scholarly Writing

Required texts/media/materials:

Ellis, A. K. (2004). *Exemplars of curriculum theory*. Routledge.

Buonocristiani, M. & Buonocristiani, P. (2012). *Developing mindful students, skillful thinkers, thoughtful schools*. Corwin.

Chapman, C. & King, R. (2011). Differentiated assessment strategies: One tool doesn't fit all (2nd

Ed). Corwin.

Drake, S. M. (2012). *Creating standards-based integrated curriculum: The common core state standards edition*. Corwin.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. American Psychological Association.

Course Requirements

Class Participation and Discussion:

Students are expected to complete the assigned readings, post their reactions to the readings on Blackboard's designated discussion boards, and electronically submit their assignments on the due dates.

Class Participation and Discussion:

In this course, students are expected to fulfill the requirements for the following assignments:

- Discussion Board Posts: 180 points (30 points per post)
- Journal Club Assignment: (150 points)
- Curriculum Plans Paper: (180 points)

Assignment Due Dates:

No credit will be given for assignments submitted after the scheduled due date unless the instructor has given prior approval.

Furthermore, given the range of experiences and complexity of the topics we are undertaking this semester, your best learning will be self-directed. That is, I have curated texts, media, learning activities, dialogue prompts, and an opportunity to self-assess your knowledge, awareness and skills relative to the subject matter to stimulate your thinking and reflection. However, you will need to identify your knowledge, awareness, and skill gaps and plot your path through this course accordingly.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using other students' work, and any other form of academic misrepresentation.

Course Assignment Descriptions

See the rubrics provided in Blackboard for evaluation criteria

The assignments for this course are designed to build on one another and provide opportunities for personal and professional growth and development.

Discussion Board Posts (180 points, 30 points per post)

For your discussion post, please include the following:

- "Aha moments": Describe concepts or ideas that gave you a pause or stuck with you in 1-2 (one to two) well developed paragraphs
- "I don't get it": List concepts and materials that you would like more clarity on or with which you disagree
- Respond to 2 classmates

Your post and responses should demonstrate commitment to doctoral education reflecting scholarly thinking and thorough reading and understanding.

Journal Club Presentation (125 points) – listed as JC in the class schedule below

Due Dates:

- Group 1: Friday, November 12th at 10pm
- Group 2: Friday, November 19th at 10pm
- Group 3: Sunday, November 28th at 10pm

The purpose of this assignment is to summarize and present a research article that relates to the topics learned in this course.

- Preview the articles here: <https://drive.google.com/drive/folders/1e4WG4jwsiiucfPnuq5pLPTXAxcES6b5p>. Select one article for your presentation and note it in the assignment sheet here: <https://docs.google.com/spreadsheets/d/1kccsiRXKnmqvTFaP5RQudFEhFkTQBx1sCZMFH5HSlqo/edit?usp=sharing>. Topics are selected on a first come, first serve basis and must be selected by Friday, October 29th at 10pm.
- Read the article thoroughly and report on the following in a five (5) page Word document:
 - Begin with a small introductory paragraph that describes the article: title, author(s), and date (3 points)
 - Purpose of the study (5 points)
 - Key points of background literature (15 points)
 - Research questions (5 points)
 - Sample/participants (5 points)
 - Summary of methods (data collection methods and analysis) (10 points)
 - Discussion of findings (15 points)
 - Recommendations given by the authors (10 points)
 - Critique: develop your own critique of the article, highlighting its potential impacts on your own practice (15 points)
 - Be sure to follow APA guidelines including: (5 points)
 - Font, spacing, title page, running head, page numbers, no spelling or syntax errors
- Prepare a visually appealing slidedeck using powerpoint, google slides, or an alternate presentation formatting program, to share your journal article report in VoiceThread (see instructions under menu in Blackboard). (20 points)
- Post a video feedback to your classmates in VoiceThread. (15 points)

NOTE: Papers less than 5 pages are not be accepted and will not be graded.

Curriculum Plans (335 points)

Purpose: The literature presents several definitions on what curriculum is. For this exercise, we will look at curriculum as “a plan or program for the learning experiences that the learner encounters under the direction of the school” (Olivia, 2013, p. 15). Therefore, the purpose of this assignment is to develop two (2) curriculum plans for two (2) short programs of study, each extending over a period of four (4) to six (6) weeks, and each framed under a different curriculum theory/philosophy. The topic(s) of study are of your choosing. This will be a group activity. See your group assignment in Blackboard.

Pick an two (2) of these theories: progressivism, essentialism, social reconstructionism, or perennialism.

The curriculum plans will cover the following:

1. Broad aims and goals of the program.
2. The philosophies/theories that frame the curriculum plans, explaining whether and how they are knowledge-centered, learner-centered, or society-centered. Discuss the influential key persons and their role in advancing the theory.
3. Role of the educator: describe your role as an educator in developing and implementing the curriculum.

What informs your decision-making process? (Think needs assessment). What strategies will you use in the process?

4. Role of the learner: describe the role you envision the students will play in the teaching-learning process.
5. Overview of content, including the resources you would use.
6. Learning objective/goals: develop goals and objectives that align with the curriculum theory that frames the program.
7. Products: what products would the student produce to show their learning?
8. Learning experiences: what types of learning experiences will you plan for your student that align with the curriculum theory that frames the program?
9. Nature of the learning environment: what would the learning environment look like? Sound like? Feel like? What would its characteristics be?
10. Assessment types and strategies: select and describe the types of assessment you will use to evaluate the program, aligning them with the curriculum theory that frames the program.
11. Repeat steps one through ten (1-10) for the second curriculum plan. Each plan needs to be no less than eight to ten (8-10) pages long.
12. Your own individual personal philosophy on curriculum, pedagogy, and assessment. Each member of the group will develop an independent philosophy about two to three (2-3) paragraphs each.
13. A reference list of at least 5 references from peer-reviewed journals and/or other scholarly works.
14. Mechanics:
 - a. The paper will be 20-25 pages total, excluding references.
 - b. References are from credible and scholarly sources.
 - c. APA guidelines are following in text citations, heading levels, references, and pagination.
 - d. APA guidelines are following in formatting and spacing.
 - e. Paper is free of spelling and grammatical errors.
 - f. Paper is submitted as a word doc via Blackboard.

Feel free to use visual representations for your curriculum plans. However, these should be in addition to the text in which you describe the steps and they should not be used as replacements.

ADMINISTRATIVE COURSE REQUIREMENTS

1. Written assignments should be typed, double-spaced, free of spelling and grammatical errors, completed within the suggested due date unless other arrangements have been made.
2. Assignments including information from sources other than one's own ideas should include proper documentation using the American Psychological Association (APA) style manual.
3. Submit all papers via Blackboard using the assignment links in the learning modules menu.
4. Submit all discussion posts and responses via the corresponding Discussion board in Blackboard.

GRADING

30 Points each	6 Discussion posts
5 Points	Introduction
125 Points	Journal Club Presentation
335 Points	Curriculum Plans
645 Points TOTAL	

A = 590-645 (92-100%) **B+** = 571-589 (89-91%) **B** = 539-570 (84-88%)
C = 487-538 (76-83%) **D** = 442-486(69-75%) **F** = 0-441 (0-68%)

Course Schedule

Week	Date	Topics and Readings	Items Due
1	Oct 18 – Oct 22	<p>Welcome and Syllabus Review</p> <p>Topic: Curriculum Theory</p> <p><u>Textbook Readings:</u> Chapters 1-5: Ellis, 2004</p> <p><u>YouTube Videos:</u> Watch videos listed under Week 1 module in Blackboard</p>	<p>Review welcome and syllabus overview video</p> <p>Post your introduction video: Fri, Oct 22nd at 10pm</p> <p>Posts #1: Due Fri, Oct. 22nd at 10pm</p> <p>Responses #1: Due Sun, Oct 24th at 10pm</p>
2	Oct 25 – Oct 29	<p>Topic: Curriculum Theory (con.) & Differentiated Instruction</p> <p><u>Textbook Readings:</u> Chapters 6-8: Ellis, 2004 Chapters 1-5: Chapman & King, 2012</p> <p><u>YouTube Videos:</u> Watch videos listed under the Week 2 module in Blackboard</p>	<p>Select JC Presentation Article: Fri, Oct 19th at 10pm</p> <p>Posts #2: Due Fri, Oct. 29th at 10pm</p> <p>Responses #2: Due Sun, Oct 31st at 10pm</p>
3	Nov 1 – Nov 5	<p>Topic: Differentiated Instruction (con.)</p> <p><u>Textbook Readings:</u> Chapters 6-12: Chapman & King, 2012</p> <p><u>YouTube Videos:</u> Watch videos listed under the Week 3 module in Blackboard</p>	<p>Posts #3: Due Fri, Nov. 5th at 10pm</p> <p>Responses #3: Due Sun, Nov 7th at 10pm</p>
4	Nov 8 – Nov 12	<p>Topic: Curriculum Integration</p> <p><u>Textbook Readings:</u> Chapters 1-4: Drake, 2012</p> <p><u>YouTube Videos:</u> Watch videos listed under the Week 4 module in Blackboard</p>	<p>Posts #4: Due Fri, Nov. 12th at 10pm</p> <p>Responses #4: Due Sun, Nov 14th at 10pm</p> <p>JC Group 1 Post: Due Fri, Nov 12th at 10pm</p> <p>JC Responses: Sun, Nov. 14th at 10pm</p>

5	Nov 15 – Nov 19	Topic: Curriculum Integration (con.) & Metacognition <u>Textbook Readings:</u> Chapters 5-6: Drake, 2012 Chapters 1-5: Buoncristiani & Buoncristiani, 2012	Posts #5: Due Fri, Nov. 19th at 10pm Responses #5: Due Sun, Nov 21st at 10pm JC Group 2 Post: Due Fri, Nov 19th at 10pm JC Responses: Sun, Nov. 21st at 10pm
6	Nov 22 – Nov 26	Topic: Metacognition (con.) <u>Textbook Readings:</u> Chapters 6-11: Buoncristiani & Buoncristiani, 2012	Posts #6: Due Fri, Nov. 26th at 10pm Responses #6: Due Sun, Nov 28th at 10pm
7	Nov 29 – Dec 3	Topic: Work on your final project	JC Group 3 Post: Due Sun, Nov 28th at 10pm JC Responses: Wed, Nov. 30th at 10pm
8	Dec 6 – Dec 10	Topic: Submit your final project	Curriculum Plans: Due Mon, Dec 6th at 10pm Complete the Course Evaluation

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change.