EDAD 619.04W
Designing Curriculum for Effective Instruction

Fall 2012

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To lead requires us to always learn…..John Maxwell

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1. Course Description:

This course is an overview of curriculum in K-12 schools and is designed to provide the aspiring district leader with an understanding of the principles of curriculum and instruction as well as the role the district leader plays in shaping, implementing, and evaluating curriculum in schools.

2. Course Objective:

Through the activities of this course, students will gain an overview of curriculum theory, design, implementation, assessment, and its relation to and impact on instruction. Students will become acquainted with and develop a working understanding of the following topics:

- A perspective on the philosophical, historical, psychological, and social influences on curriculum development in public schools.
- An understanding of the principles of curriculum, including curriculum aims, goals, design, development, implementation, and evaluation.
- An understanding of the principles of curriculum alignment and auditing.
- An understanding of the function of data gathering and analysis in decision-making.
- The influence of the state and national governments on curriculum development.
- An understanding on the district leader’s role in developing and implementing curriculum.
• An understanding on the district leader’s role as an instructional leader and as a leader of instructional leaders.

In addition, students will be challenged and expected:

• To think critically about curriculum & instruction;
• To engage in reflective thinking about curriculum & instruction;
• To integrate a variety of ideas regarding curriculum & instruction, including the active exploration of new ideas;
• To be able to synthesize the coursework into a meaningful framework of understanding about curriculum & instruction, including exploration, assimilation, and demonstration of new perspectives; and
• To encounter and develop solutions to a real-world, realistic problem situation.

Student Learning Outcomes:

Student learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc., that have occurred in this course—these are my expectations of you in terms of academic production and are a concrete representation of the objective stated above.

Learning Outcome #1: The learner will be an active and engaged participant in the class proceedings. Students will demonstrate their participation by engaging in discussions, asking and answering questions, engaging in class activities and group projects, and staying on task.

Learning Outcome #2: The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; and synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives. Students will demonstrate these behaviors by writing and responding to various prompts, including but not limited to specifically asked questions, specific journal articles, specific books, and the like.

Learning Outcome #3: The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives; and develop solutions to a real-world, realistic problem. Students will demonstrate these behaviors by working in a collaborative group to create, organize, and produce a curriculum portfolio that illustrates the learning in the course.

3. Text(s):

REQUIRED TEXTS:

Other texts or readings as assigned.
4. Class Format:

**Design of the Class:**
This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

**Class Participation:**
Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience.

Each class will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations.

In order for this class to be interesting and beneficial, each student is expected to come to class prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

**Class Environment:**
Education is both a professional endeavor and a people business. It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in discussions. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

5. Attendance Policy:

Attendance is an extremely important part of your experience in this class. When you miss a discussion session not only do you miss information discussed, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Student attendance will be graded in that points will be deducted for each discussion you miss. While there will be times when an absence is unavoidable, it is expected that your attendance is a measure of your commitment to the class. If you need to miss a class, please inform the professor in advance of that class meeting. Regardless of circumstance, all assignments are due on the date specified.

6. Grading:

The grading schedule is listed below:

- Learning Journal 20%
- Literature Compendium (7) 25%
Final grades will be calculated on the following scale:

- 100-90 = A = Excellent/Outstanding
- 89-80 = B = Good/Noteworthy
- 79-70 = C = Average/Proficient
- 69-below = F = Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on the rubric provided (see attachments).

7. Assignments:
(A.) Learning Journal and Peer Response/Feedback
A Learning Journal is a continuously updated record of your personal response to all things related to this course and your participation in it. Journal question will be posted in the DISCUSSION BOARD. As you read the assigned readings and prepare your reactions, consider the following questions:
- What is the author trying to say or teach?
- What is the significance of what you read for you personally and for you as a teacher/administrator?
- How does this chapter help inform your professional practice?
- YOU WILL BE REQUIRED TO RESPOND TO TWO OTHER PEER RESPONSES. JOURNAL ENTRY DEADLINES.

WEEK 1- TBD
WEEK 2- TBD
WEEK 3- TBD
WEEK 4- TBD
WEEK 5- TBD
WEEK 6- TBD

(B.) Literature Compendium
Each student will create a compendium based on 7 articles read in this course. The Purpose of this assignment is:
1. To familiarize students with the theoretical points-of-view in the field of curriculum and instruction that may have an impact on the creation of curriculum and its implementation.
2. To engage students in transforming theoretical points-of-view into meaningful, points of practice that can impact curriculum formation, instructional behaviors of teachers and/or administrators, and ultimately, the improvement of student academic performance.
3. To assist you with curriculum assignment a work document format will be provided with sample questions to be completed for submission.
4. A selection of Literature Articles for EDAD will be provided for this assignment. You will select 7 from the 25 resources listed.

LITERATURE REVIEW DUE DATES-IT IS EXPECTED YOU SUBMIT ONE EACH WEEK BY SUNDAY MIDNIGHT. THIS COURSE IS DESIGNED TO BE SELF-PACED, YOU MAY TURN ADDITIONAL REVIEWS IF COMPLETED. SUBMIT REVIEWS TO THE DROP-BOX.

(C.) Text Chapter Seminar Facilitation
Prepare to facilitate the class discussion of the selected chapter. Develop a power point and/or handout related to the chapter. Discussion should serve to meet the chapter objectives. You will have sole responsibility for the facilitation of the class discussion for the selected chapter. Feel free to consult and refer to other sources that help to understand the major concepts and ideas in your chapter. This presentation will be peer and self-reviewed.

CHAPTER 1, 2, & 3 DUE WEEK OF TBD
CHAPTER 4- POST BY SATURDAY,
CHAPTER 5- POST BY SATURDAY,
CHAPTER 6- POST BY SATURDAY,
YOU WILL BE EXPECTED TO RESPOND TO AT LEAST 2 PEER POSTINGS.
PLEASE SUBMIT YOUR POWERPOINT OR PRODUCT TO WEEK 6 DROPBOX FOR GRADING.

(D.) Curriculum Resource and Review  Phase 1 & 2
Select a curriculum issue or trend and locate a current (copyright since 2004) curriculum and/or instructional resource (i.e., journal article (at least 25 pages), book, curriculum kit, collection of children’s books, video, etc.) that address the issue/trend. The review should serve to inform educational professionals about good current resources that will aid in understanding curriculum or instruction issues, particularly from multicultural, constructivist, and/or educational reform perspectives.
Phase 1: Proposal Abstract (DUE TBD)
Select a curriculum issue or trend;
1. Locate a current (copyright since 2003) multicultural and/or instructional resource (i.e., journal article (at least 25 pages, book, curriculum kit, video, collection of children’s books, etc.) that address the issue or trend;
2. Prepare a bibliographic reference for the selected resource. Bibliographic styling should comply with the standards of APA;
3. Prepare an abstract (1-2 paragraphs) proposing the selected resource. The proposal should briefly and succinctly describe and rationalize the resource’s appropriateness and its value and relationship to one or more of the primary themes (multiculturalism, constructivism, educational reform, and/or hidden curriculum) of the course; and
4. Gain professor approval of selection.

SUBMIT TO EMAIL AT TAMUC OR doctored00@hotmail.com FOR VIEWING.
SUBMIT TO DROPBOX FOR GRADING.

Phase 2: Written Resource Review

Write a review that provides a synopsis of the resource and reveals enough information (e.g., main themes, ideas, research, perspectives, chapter headings, etc.) so that the reader can make an informed decision whether or not they should examine the resource on their own.

1. Name the people (teachers (primary, middle, secondary), teacher educators, scholars, researchers, etc.) to whom the resource will most likely appeal to and explain why.
2. Describe your reaction to the resource and your personal opinion about its value. Describe what you learned from this resource.
3. Provide acquisition information (i.e., publisher, ISBN, price, ordering information, etc.)
5. Due date – TBD

SUBMIT TO EMAIL AT TAMUC OR doctored00@hotmail.com FOR VIEWING. SUBMIT TO DROPBOX FOR GRADING.

(E.) Final Exam will be a research activity. Will be posted in Doc Share Folder by TBD.

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<th>TECHNOLOGY REQUIREMENTS</th>
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<td>• Access to a computer with Internet access (high-speed preferred)</td>
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Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.
You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

**COMMUNICATION AND SUPPORT**

I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You may expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**ADA Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

**Scholarly Expectations:**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Dropping the Class:**

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

**Incomplete Grades:**

Per university policy, your must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student’s control which prevented student..."
from attending classes during Finals Week or the preceding three weeks." You are notified that
the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements
within the specified time will result in a course grade of F.

**Academic Honesty:**

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American
Psychological Association (2010) for the discussion of academic honesty. Academic honesty is
especially important when it comes to citing/quoting sources in research papers and
assignments. Students are responsible for reading this material and becoming familiar with the
conventions for acknowledging sources of information. Consequences for academic dishonesty
range from failing a specific assignment to expulsion from the University. "Conduct that violates
generally accepted standards of academic honesty is defined as academic dishonesty, which
includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of
another and passing them off as one’s own), cheating on exams or other course assignments,
collusion (the unauthorized collaboration with others in preparing course assignments) and
abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University – Commerce, Graduate Catalog).