ELED 545
Issues in the Development of the Elementary Curriculum
COURSE SYLLABUS: Fall 2012

Instructor: Dr. Freida Golden Assistant Professor Ad Interim
Office Location: Midlothian Center for Professional Development & Technology
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COURSE INFORMATION

Materials – Textbooks, Supplementary Readings:


Course Description:
ElEd 545: The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades.

Student Learning Outcomes:
Overall Objective: The primary objective of this class is for students to: (1) become more fully aware of best practices in teaching the primary subject areas in elementary schools; (2) employ best practices in their classrooms not previously used; (3) document results of employing best practices; (4) develop an in-depth awareness of one curriculum area in support of the primary curriculum; (5) contrast currently used teaching practices with those recognized as best practices; and (6) recognize how to adjust instructional practices accordingly.

By the conclusion of the term the students will:
1. Be knowledgeable of the TEKS/curriculum taught in elementary schools, where they are found, and how they align with state and national standards.
2. Become acquainted with best practices in the major subjects taught in elementary schools.
3. Be familiar with some of the important literature on curriculum development.
4. Develop competencies to teach learning strategies and curriculum for a classroom based on the learning acquired in this course.
5. Develop competencies in planning, writing, and presenting results of research.
Scholarly Objectives:

By the conclusion of the term the students will demonstrate the ability to:

1. use APA format within written assignments.
2. write analytically to address issues and trends in the field of education.
3. review current research in the field of education.
4. actively participate in professional dialogues addressing issues and trends in the field of education.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. Professional Behaviors: Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.
   - Read textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations.
   - Check myleo email frequently, at least three times a week.
   - Discussions: Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: Discussion Board Rubric.pdf. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.

   You will self-evaluate your professional behaviors TWICE, once at the beginning and again at the end of the course.

2. Write a Best Practices Paper in response to your wide and deep reading on a topic of your choice. Evaluate and summarize what you have read. Include the implications for your classroom. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Cite your sources in a reference page, using APA format for bibliographic citation.

3. Create a Teaching Project Plan, an integrated unit organized around a central theme, or topic.

4. Reaction Papers and Threaded Discussions - specific chapters you read or blog posts that you may be asked to watch are to be followed by one of two types of response assignments: (1) reaction papers which are completed and submitted to ecollege or (2) threaded discussions which require you to interact online with a small group of your colleagues. Reaction papers are evaluated based on the quality of the written work. Threaded discussions are graded on the quality of your contributions to your colleagues.
Grading Evaluating Work Products.
Individual assignments are evaluated on the following factors:
1. Depth of thought behind the writing
2. Language structure, grammar,
3. Quality of word choice that may be unusually striking, vivid, or creative
4. Organization
5. Thoroughness in the understanding and assimilation of concepts
6. Appropriateness of the content presented
7. Sense of unity in the product, i.e., polished
8. Transitions between concepts or thoughts
9. Frequency of sentence variation which adds to flow and unity of paper
10. Number of errors

In other words I expect Master's level writing. If that is a problem for you then email me and we can discuss some links that will help you with your writing. When you graduate with a Master's and people know that you have that education, it is expected that you have a command of the English language. Writing well will help you with that command and in addition will help you think better. I will highlight in green any words that need to be spell checked or corrected.

Grading Assignments:
Using the grading factors outlined above, you will receive one of the following grades on your work:

5 (A) = Exceptional – Exceeds expectations in all areas addressed with exceptional quality. Typically only a few students will earn a “5” on any one assignment. Students earning a 3, 4, or 5 may not resubmit an assignment for additional evaluation unless directed to do so by the instructor.

4 (B) = Above Average – Exceeds minimum expectations in the majority of areas addressed. The majority of students will earn a “4” or “3” on most assignments. Students earning a 4 may not resubmit assignments for additional evaluation unless directed to do so by the instructor.

3 (C) = Average. The product is adequate in most areas and the minimum expectations are addressed. The majority of students tend to earn a “4” or “3” on most assignments. Assignment earning a “3” may not be resubmitted for additional credit.

2 (D) = Below Average. Below average performance in most of the areas addressed. An assignment earning a “2” may be resubmitted for review; however, the highest grade on resubmit is a “3.”

1 (D) = Inadequate. A poorly done product. An assignment earning a “1” may be redone and resubmitted for review; however, the highest grade on resubmit is a “3.”

0 (F) = Not Turned In Or Unacceptable Work. A grade of “0” is generally associated with the letter grade of F.
Late Work
All work turned in through ecollege is timed. Late work is considered any work turned in more than 30 minutes past the due time stated... All late work is subject to a reduction in grade as follows:
Up to 24 hours late – reduction of one numerical grade, e.g., from 5 to 4
Up to one week late - reduction of two numerical grades, e.g., from 5 to 3.
Up to two weeks late – reduction of three numerical grades, e.g., from 5 to 2.
More than two weeks late – Grade of “0”

Determination of Final Grade.

| Professional Behaviors       | 25% |
| Best Practices Paper         | 25% |
| Teaching Project Plan        | 25% |
| Chapter Reaction Papers & Threaded Discussions | 25% |
| **Total**                    | 100% |

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:
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 ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

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 in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: Communicate with me as needed. Use fmgolden@earthlink.net or call 254-640-1643 after 9 please text

eCollege Student Technical Support (QM 6.6, 7.1) Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy (revised 06/03/2011) Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the 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. Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: http://www.plagiarism.org/ or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
**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

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**Drop a Course** “A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Drop Deadline: June 23. Withdraw Deadline: June 30.

**University Specific Procedures:**

**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:

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Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

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**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).