ISSUES IN THE DEVELOPMENT OF ELEMENTARY CURRICULUM
COURSE SYLLABUS: SUMMER I 2015
PRELIMINARY VERSION 05/22/2015

Instructor: Josh Thompson, Ph.D. Associate Professor of Curriculum & Instruction
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Faculty website: http://faculty.tamuc.edu/jthompson
Course website: http://faculty.tamuc.edu/jthompson/545/index.aspx

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

Resources Required:


Optional workbook, supplemental to the required textbook:


Optional resources:


Enroll in ExchangeEveryDay, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. ExchangeEveryDay is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to ExchangeEveryDay, a free daily e-newsletter, go to www.ccie.com/eed.

Course Description:
The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet 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.

The goal of this course is to understand and implement best practice in curriculum design.
Student Learning Outcomes:
1] use standards (TEKS, ELPS, CCRS) in designing curriculum
2] apply design principles in creating curriculum units
3] implement strategies to identify national or international trends and issues in curriculum development
4] demonstrate in-depth awareness of one curriculum area
5] contrast best practice with current, present practice, and
6] adjust instruction accordingly.

COURSE REQUIREMENTS

Instructional / Methods / Activities / Assessments

Overview (each worth 10%):

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 Pearson Learning Studio (eCollege), or 5 days without logging into eCollege) may prompt an administrative withdrawal.
   - Read textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
   - Check leo 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.
   - Quizzes: Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will self-evaluate your professional behaviors TWICE, once at the beginning and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.

Aligns with Student Learning Outcomes: 1-6 DUE 06/13 & 07/06

   Aligns with Student Learning Outcomes: 1-5 DUE 06/13 & 07/06
**Trends & Issues in Elementary Curriculum Development**


**Aligns with Student Learning Outcomes: 3, 4, & 5 DUE 06/11**

4. **Review of Literature on your Topic for Trends & Issues in Elementary Curriculum Development.** Read widely, and deeply. Create a bibliography of 10-20 diverse sources about your **Topic.** Create an in-depth report, an annotated bibliography on at least 5 of the sources. Cite your sources in a reference page, using APA format for bibliographic citation, including four elements: Name. (Date). *Title.*  

Source. For example:  


This text outlines the components of UBD, an approach to curriculum design and instructional implementation that is learner-centered, and outcome-driven. This text is sequential, building theory and frame-of-reference before delving into detailed steps to construct a unit of instruction. Ancillary materials abound, including workshops and consultations. Whole districts have adopted UBD as their approach to curriculum alignment and instructional implementation.  

**Aligns with Student Learning Outcomes: 3, 4, & 5 DUE 06/16**

5. Write a **Best Practices Paper** in response to your wide and deep reading on your **Topic for Trends & Issues in Elementary Curriculum Development.** Evaluate and summarize what you have read. Include the implications for the developing child. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing. Cite your sources in a reference page, using APA format for bibliographic citation.  

**Aligns with Student Learning Outcomes: 3, 4, & 5 DUE 06/20**

6. **Discuss your Best Practices Paper on your Topic for Trends & Issues in Elementary Curriculum Development** in a small group discussion board. Your group may meet in real time via ClassLive, or asynchronous, or face to face. Actively engage your small group members in conversation and dialogue about your topic, and theirs. Note: *Discussion Board Rubric.pdf.*  

**Aligns with Student Learning Outcomes: 3, 4, & 5 DUE 06/30**
7. Create a **Teaching Project Plan**, an integrated unit organized around a central theme, topic, or dimension.  
**Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6 DUE 06/27**

8. **Present your Teaching Project** to members of your small group in a discussion board.  
**Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6 DUE 07/02**

9. **Participate in a Literature Circle.**  
**Aligns with Student Learning Outcomes: 1-6 DUE 06/13 & 04/06**

10. Write about your experience as a learner in a **Reflective Journal**.  
**Aligns with Student Learning Outcomes: 1-6 DUE 07/07**

**Grading Scale:** A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.
TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

Additionally, the following hardware and software are necessary to use Pearson Learning Studio (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.x, 7.x, or 8.x). 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.x) 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.
http://browsertuneup.pearsoncmg.com/mastering-a/


ACCESS AND NAVIGATION

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamuc.edu/login.aspx. Use 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@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. Use Josh.Thompson@tamuc.edu, or my office phone 972-775-7231 or cell phone 214-663-6102 (preferred). I typically respond within the next business day.

Pearson Learning Studio 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

Course Specific Procedures:
Attendance
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.

University Specific Procedures:
Academic Honesty Policy
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.
We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: http://www.plagiarism.org/ or http://writingcenter.unc.edu/handouts/plagiarism or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
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 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

Drop a Course
https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx
Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students
may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

**Administrative Withdrawal**

https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

**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@tamuc.edu  
Student Disability Resources & Services

**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 Guidebook).

**Anti-Discrimination Statement** A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topic</th>
<th>Reading W&amp;M = Wiggins &amp; McTighe</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Unit 2 Tue 06/09</td>
<td>Understanding by Design</td>
<td>Wiggins &amp; McTighe (W&amp;M) chap. 1</td>
<td>Unit 1: Discussion Unit 2: Discussion</td>
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<tr>
<td>Unit 3 Wed 06/10</td>
<td>Understanding Understanding</td>
<td>W&amp;M 2, 3, &amp; 4</td>
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<tr>
<td>Unit 4 Thu 06/11</td>
<td>Learning Contract</td>
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<td>Unit 3: Discussion – your <strong>Topic</strong> for Trends &amp; Issues</td>
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<tr>
<td>Unit 5 Fri 06/12</td>
<td>Literature Circles</td>
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<td>(Census Date – non-participants will be dropped)</td>
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<td>Units 1-5 Sat 06/13</td>
<td>Review</td>
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<td>Course Home: Survey of Professional Behaviors Unit 4: Discussion – Learning Contract Unit 5: Discussion – Literature Circles</td>
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<tr>
<td>Unit 6 Mon 06/15</td>
<td>Essential Questions</td>
<td>W&amp;M 5</td>
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<td>Tue 06/16</td>
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<td>Unit 6: Discussion – Essential Questions Review of Literature</td>
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<td>Unit 7 Wed 06/17</td>
<td>Assessment</td>
<td>W&amp;M 7 &amp; 8</td>
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<td>Thu 06/18</td>
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<td>Unit 7: Discussion – Authentic Assessment</td>
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<td>Fri 06/19</td>
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<td>Unit 8</td>
<td>Sat 06/20</td>
<td>Trends &amp; Issues in Education</td>
<td>Best Practices Paper</td>
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<td>Unit 9</td>
<td>Mon 06/22</td>
<td>Planning for Learning</td>
<td>W&amp;M 9</td>
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<td>Tue 06/23</td>
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<td>Unit 9: Discussion – Planning</td>
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<td>Unit 10</td>
<td>Wed 06/24</td>
<td>Deliberation</td>
<td>W&amp;M 10</td>
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<td>Thu 06/25</td>
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<td>Unit 10: Discussion – Deliberation</td>
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<td>Fri 06/26</td>
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<td>Sat 06/27</td>
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<td>Teaching Project Plan</td>
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<td>Unit 11</td>
<td>Mon 06/29</td>
<td>Scope</td>
<td>W&amp;M 11 &amp; 12</td>
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<td>Unit 8</td>
<td>Tue 06/30</td>
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<td>Unit 8: Discussion – Best Practices Papers</td>
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<tr>
<td>Unit 12</td>
<td>Wed 07/01</td>
<td>Connections</td>
<td>W&amp;M 13</td>
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<td>Unit 13</td>
<td>Thu 07/02</td>
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<td>Unit 13: Discussion – Teaching Projects</td>
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<td>Unit 14</td>
<td>Mon 07/06</td>
<td>Final Discussion</td>
<td>Course Home: Survey of Professional Behaviors Unit 4: Discussion – Learning Contract Unit 5: Discussion – Literature Circles</td>
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<td>Tue 07/07</td>
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<td>Unit 14: Reflective Journal</td>
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<td>Wed 07/08</td>
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<td>All work, discussion, contracts, surveys, lit circles, everything due Wednesday, July 8 @ 8:00pm</td>
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