



ELED 545 01W
Issues in the Development of the Elementary Curriculum
COURSE SYLLABUS: Spring, 2018

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COURSE INFORMATION

Materials, Textbooks, Supplementary Readings:

Textbook Required:

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.
ISBN: 978-1-4166-0035-0

******Doctoral Students also need:**

Fisher, D., Frey, N., and Hattie, J., (2016). *Visible Learning for Literacy: Implementing the Practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.
ISBN: 9781506332352

Scheinfeld, D. R., Haigh, K. M., and Scheinfeld, S. J. P., (2008) *We are all explorers: Learning and teaching with Reggio principles in urban settings*. New York: Teachers College Press.
ISBN: 978-0-8077-4908-1

Additional Resources: Not required but would assist you in a comprehensive understanding of the course:

e-texts: ASCD. (2011). *Understanding by Design*. Available online: <http://www.ascd.org/research-a-topic/understanding-by-designresources.aspx> ASCD. (2013).

Whole Child Indicators. Available online at <http://www.wholechildeducation.org/assets/content/mxresources/wholechildindicators-all.pdf> ASCD. (2016). Whole Child Podcast: Changing the Conversation About Education on the first Thursday of every month; listen to archived episodes. Learn more about how we can work at the local, state, and federal levels to ensure that each student is healthy, safe, engaged, supported, and challenged. Subscribe Now http://www.ascd.org/ASCD/XML/wholechild/whole_child_rss.x

McTighe, J. & Wiggins, G. (2004) *Understanding by Design Professional Development Workbook*. ASCD. ISBN 978-0-87120-855-2

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 curricular and instructional design
3. review current research in the field of curriculum development.
4. actively participate in professional dialogues addressing issues and trends in the field of education.

COURSE REQUIREMENTS

1. *Adhere to the Code of Conduct.* "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures).
2. *Complete course assignments and submit by due date:* This course is completely online. You will be expected to turn in assignments by the due date, participate in discussions, and maintain academic integrity throughout the duration of the course. Students who miss scheduled due dates for assignments and discussions are subject to a reduction in their final grade. Excused absences include (a) verified illness, (b) participation in a required/authorized university activity, (c) death in the student's immediate family, (d) obligation at legal

proceedings, and (e) other absence determined by individual faculty members to be excusable. One unexcused absence will reduce the final grade by one letter. Two unexcused absences will reduce the final grade by two letters. At the discretion of the faculty, a student who misses more than two sessions, regardless of the reasons, may fail the course or be required to take an incomplete and/or repeat the course. Exceptions to this policy are at the discretion of the faculty. When missing classes, students are responsible for obtaining class materials, assignments, and notes from e-college.

3. *Participate.* A noticeable trait of master teachers is the way in which they actively pursue and interact with their own learning journey. You should commit yourself to active learning by demonstrating the attributes of inquisitiveness, questioning, searching, struggling, contributing, and modifying according to your goals and dreams as a developing master teacher. Your participation, both quantity and quality should be evidence through your interactions within the online activities, e.g., threaded discussions, journaling, etc. Your instructor will make a subjective judgment as to the overall quantity and quality of class participation.

Specific Requirements

4. *Article Reviews:* Student are to review **two (2)** articles [Doctoral students will review 5 articles] following the article review format below. You will also have the opportunity to correspond with an embedded librarian. You will search for an article that you have a particular interest in that relates to curriculum design. Databases typically used in this type of a search are JSTOR, ERIC, and EBSCO host etc. Feel free to contact the embedded librarian for assistance. To be successful in this assignment, you should include:

- a. Name, date, and professor in the top right hand corner
- b. APA reference for article centered as title
- c. Thesis statement: one sentence that states the central idea of the article
- d. Question: every academic article is an attempt to answer a question
- e. Summary of the article: in one paragraph tell the main points, include the answer to the question, or if the question is not answered, state that the author failed to answer the question.
- f. Critical reflection: in one paragraph explain why you agree or disagree with the author. Be sure to include reasons to defend your position.

Article 1 is due during week 4- specific dates will be posted in eCollege

****Doctoral students first set of 5 articles is due on the same date in week 4.**

Article 2 is due during week 11- specific dates will be posted in eCollege

****Doctoral students second set of 5 articles is due on the same date in week 4.**

5. *Reaction Papers/Assignments and Threaded Discussions.* Specific chapters you read 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. Discussions and reaction papers will occur regularly. Be sure to be active in the discussions and reaction papers throughout the semester. You are expected to participate and engage in thoughtful discussions, reflections, and responses in the threaded discussions and in the reaction papers.

5. *Unit of Study.* You will write a unit of study based on the Understanding by Design, backwards design with the end in mind as developed by Wiggins and McTighe. You may write a unit of study based on the curriculum used in your current district. This unit of study needs to be of a quality that you can present to a school or district in order to explain the Understanding by Design concept or to explain the importance of the curriculum your district currently employs.

*****Doctoral Students will also apply your learning from the additional readings of articles and texts as you design your unit.***

Unit of Study is due during week 13- specific dates will be posted in eCollege

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

Master's level writing is expected. If that is a problem for you then email me and we can discuss some links that will help you with your writing.

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 an “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. This indicates an inadequate paper or 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 e-college is timed. Late work is considered any work turned in more than 30 minutes past the due time stated in the *Schedule of Assignments*. 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.

Article Reviews	25%
Chapter Reaction Papers & Threaded Discussions	25%
Unit of Study	<u>50%</u>
Total	100%

Numerical grades are recorded in e-college and available to you when you click on “Gradebook.” E-college also calculates a “percentage score” based on the assignments completed to date and also based on the total number of assignments for the semester. The most important percentage is the one based on assignments completed to date.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Instructors use percentage scores to calculate a preliminary final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc.

Once the grade is determined based on the criteria above, it is then adjusted upward for participation, enthusiasm, cooperation, and general code of conduct; adjusted downward for attendance, lack of participation, and other factors that might apply.

Submitting assignments:

Assignments are submitted through the ecollege (Dropbox or Doc CSharin) . Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work. See the “Schedule of Assignments” document under course schedule to view assignments along with the due date.

Late Work.

Specific dates and times are established for every assignment. Grades on work not turned in when due are automatically reduced beginning immediately upon exceeding the deadline. For example, assignments typically have a midnight deadline. If you exceed that midnight deadline, your work is automatically reduced by one numerical grade. For the next 24 hour period, the grade is reduced again by one. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the ecollege clock. Refer to the earlier section on grading for more details.

If you are late with an assignment or discussion posting due to an “excused absence according to the university policy (verified illness, death in the immediate family and in some cases a professional responsibility that you know ahead of time), discuss this via e-mail with the instructor to create a catch -up plan.You must interact via e-mail with your professor concerning your plan and gain her approval to receive make-up credit. Each late posting or assignment without a written plan for catching up and completion of the plan--will lower final average scores. Each unexcused late log-in—or excused late log-in without a written plan for catching up with the work and completion of the plan--will lower average scores. For a complete definition of an excused absence (needed to be allowed to catch up), please see the Texas A&M University Catalog.

Announcements:

Announcements are posted during the semester. They are posted on the home page when you go to the course. In some cases I will also send the same announcement to you via the ecollege email system inside of the course.

Email Correspondence

From me to you: all emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

From you to me: Always send emails to martha.foote@tamuc.edu

TECHNOLOGY REQUIREMENTS

This is a blended course and requires that part of this course be completed online. Therefore, adequate technological resources are required. Students **must have access to email and the Internet** at a location and in a timeframe that allows them to complete the online course assignments. TAMU-C provides students with free email accounts that must be accessed for information sent from the university. **You must check your university e-mail account frequently (at least once every two or three days) since that is the e-mail I will use to communicate with you.** Conversely, A&M-Commerce spam filters will often catch yahoo, hotmail, etc, and I may not receive your communication. When you are communicating with me via e-mail, you must use either eCollege e-mail or your university account.

High speed internet access/connection, not dial-up, is highly recommended. 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, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Other Questions/Concerns: Contact the appropriate TAMU-C office for questions/concerns related to other kinds of issues such as **course enrollment, billing, or financial aid**. If you are unable to reach the appropriate office with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please check your leo-mail frequently. I will communicate with you regarding the course via your leo-mail and Course Announcements.

The most effective way to contact me is via e-mail at Martha.Foote@tamuc.edu or via the eCollege e-mail. If you do not receive a response within 36 hours, please send the message again.

When posting comments online and engaging in online discussions, please remember such basic “Rules of Netiquette” such as the sample listed below:

[Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)

[Rule 4: Respect other people's time and bandwidth](#)

[Rule 6: Share expert knowledge](#)

Rule 8: Respect other people's privacy

[Rule 10: Be forgiving of other people's mistakes](#)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Remain current with posting of assignments in order to contribute to and glean maximum learning from the readings/assignments/postings/online discussions. The course calendar provides due dates **by which assignments/responses to readings must be posted. You may post any time before the due date. Please note . . . It is critical . . . and a professional courtesy to your classmates that you post by the due date in order for you and your classmates to have an opportunity to respond to/interact with/learn from your input/thinking/contribution. Therefore, any postings after the due date/time will be considered late and will negatively impact course grade [1 point per day based on 5 point scale (see grading scale at end of syllabus)].**

In alignment with the University Procedures that all students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's*

Guide Handbook, Policies and Procedures, Conduct), **your online interactions and discussion comments should be professional—substantive and respectful. Although different viewpoints will be expected and encouraged, students should respond in a supportive and polite manner to one another. Please note: Professionalism and civility are integral for success in a course of this nature in which you are receiving and giving constructive feedback on writing. It is critical/imperative that a highly professional and civil atmosphere is maintained in all interactions. Lapses in professionalism/civility will negatively impact course grade.** As in any professional environment, significant and/or confidential concerns should be communicated to the instructor in a private communication.

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Campus Gun Law (Effective Fall, 2016) Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar's Office for more details.

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamuc.edu/login.aspx>.

Academic Honesty:

Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* 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*).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. In a nutshell, the term “copyright” refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of “original works of authorship” including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.

Appeal of the Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on:
 - a) Some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.

3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor within 10 days from the date the department head received the written request (as long as the request was after a conversation with the instructor).
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principal the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.