Theoretical Bases for Curriculum

Course Description
Reviewing and designing instructional programs: specific techniques for planning in various areas of the curriculum; concentration in area of student’s curricular specialty; specification of instructional objectives.

In this course, we will critically investigate what is understood by the term curriculum and the implications for the Study of Curriculum in the United States. Through readings and discussion, we will develop an understanding of curriculum theory and practice, identify national trends in educational curriculum, and explore implications of curriculum theory and research. We will articulate our understandings of the theoretical bases for curriculum and communicate how this understanding informs our personal teaching and research philosophy.

Course Format
The majority of the class will be face-to-face meetings once a week. Some classes may be scheduled as asynchronous distance class utilizing Blackboard or other instructional technologies. These dates will be discussed and agreed upon as a class prior to scheduling.

The class will be a combination of seminar format with structured discussions, team interactions with team tasks, and lecture. Students are expected to bring prior knowledge, personal expertise, and discussion points prepared from the readings to class with the objective of contributing knowledge and understanding to the group.

Learning Objectives
- To become more familiar with prominent curriculum theorists and their contributions
- To explore historical and current approaches to curriculum development
- To explore implementation, evaluation, and policy making aspects of curriculum
- To describe and critique curriculum theory and instructional practice
- To engage in reflective exploration of our experience of curriculum development
- To articulate an understanding of how philosophy and politics inform curriculum frameworks and how curriculum frameworks inform practice
Major Course Requirements

Assignments:
- Curriculum Theorists Essay 15%
- Theoretical Framework Essay 15%
- Reading Responses/Summaries 10%
- Class Attendance 10%
- Class Participation (includes the following) 40%
  - Individual Readiness Assurance Tests
  - Team Readiness Assurance Tests
  - Team Application Exercises
  - In-class assignments/activities
- Final Exam (open-response format) 10%
- Total 100%

Curriculum Theorists Essay and Poster Gallery:
The purpose of this assignment is to build an understanding of the major thinkers and trends in the field of curriculum studies. Choose a theorist or a theoretical position from those discussed in class and represent their position as you understand it in a paper of about five pages. The poster will be a visual display for the purpose of communicating the information to the class.

The essay must include a minimum of three references. It should follow APA guidelines. You will post a draft and a revised final essay electronically through Blackboard. A rubric will be provided to clarify scoring criteria. (15 percent of the final grade)

Theoretical Framework Essay:
The purpose of this assignment is to construct a theoretical framework for a future research project. You will integrate curriculum theories introduced in class to provide a theoretical foundation and/or justification for a proposed research question or problem.

The essay must include a minimum of three references. It should follow APA guidelines. You will post a draft and a revised final essay electronically through Blackboard. A rubric will be provided to clarify scoring criteria. (15 percent of the final grade)

Reading Responses/Summaries:
There will be substantial out-of-class reading assigned for this class. The purpose of out-of-class readings is to prepare you to participate and contribute to in-class discussions and activities. Reading responses/summaries may be assigned as a Blackboard discussion post or as an in-class formative assessment. (10 percent of the final grade)
Class Attendance:
Attendance is required. Attendance is 10 percent of your overall grade. In addition, any in-class participation grade(s) will be recorded as a zero for days you have an absence from class that is not a university approved absence. (10 percent of the final grade)

Class Participation:
In-class participation is required. This class utilizes Team-Based Learning Strategies™. The class participation grade will be calculated as a combination of individual work, individual readiness assurance tests (quizzes), team readiness assurance tests, and team application exercises. (40 percent of the final grade)

Final Exam:
There will be a comprehensive summative final exam during the week of May 7, 2012. The exam will be in a short open-response (essay) format. Completion of peer evaluations (2) and a final course evaluation (anonymous) will contribute 6 possible points to the final exam score. (10 percent of the final grade)

Required or Recommended Readings
Readings will be assigned on a weekly basis from articles and book chapters.

Items will be made available for electronic access either through the TAMUCC library or through postings to Blackboard.

No textbook is required for the course.

The following textbook is a primary source for the structure of course topics. Additional readings will be selected based on the general topics identified from this source. It is recommended and optional.


Course Policies
Attendance/tardiness
Attendance is required. However, you will be allowed ONE absence each semester. After that, each unexcused absence from a scheduled class meeting will reduce your final course grade.

Tardiness is not acceptable.
Two unexcused late arrivals will reduce your final course grade.
Four unexcused late arrivals will place you in jeopardy of failing this course.

It is the student’s responsibility to sign in every class meeting on the attendance sheet.
**Notification of an absence by email, phone call, etc. does not constitute a university approved excused absence or late arrival. Written documentation must be provided to support an excused absence or late arrival.

**Late work and Make-up Exams**
NA

**Extra Credit**
NA

**Cell Phone/Electronic Device Usage**
The use of electronic devices for unrelated activities (i.e. phone calls, text messaging, instant messaging, checking e-mail, internet surfing, etc) is prohibited.

**Fostering Open and Expressive Discussion/ Professional Behavior**
The study of education in America allows us a dialogue and an exchange of ideas and mores that may differ from our individual ideas and perceptions. I provide and expect respect, courtesy, and open-mindedness among all of us.

Students should exhibit mature online and in-class discussion behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from text messaging style of writing or “chat speak”.

While the nature of this course requires the expression of divergent opinions; discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with our ability to engage in open discourse will not be tolerated in the classroom or online.

**Academic Integrity / Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test may result in failure.
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday March 30th is the last day to drop a class.

Methods of scholarly writing and citation
It is important that written assignments for this class be completed in a formal manner. Sources should be cited throughout and a bibliography presented at the end using APA guidelines. Written assignments will be marked, not only for content, discussion, and incisiveness, but also for correct grammar, sentence structure and presentation of its argument at a graduate level of competence.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Syllabus (15 Weeks)

**Note:** Even though I reserve the right to alter this syllabus, assignments, and due dates, I will provide you with ample notification of any changes. Please check course postings on Blackboard for course content, assigned readings, other assignments, discussions, and due dates.

**Week 1**
What is the Curriculum?
Introduction to Team-based Learning (TBL) Strategies

**Week 2**
Key aspects of Curriculum Studies
Modeling of a TBL cycle
Consensus on percent allocations for class participation grade

**Week 3**
The nature of human knowledge / The politics of knowledge

**TBL series I**

**Week 4**
Theories & Theorists of Curriculum Studies (part I)

**Week 5**
Theories & Theorists of Curriculum Studies (part II)

**TBL series II**

**Week 6**
Curriculum Development, Change and Control

**Week 7**
Curriculum Theorists Essay **Draft due – Peer Reviews**
**Team Peer Evaluations** (formative - completion adds 2 points to your final exam)

**Week 8**
Curriculum Theorists Essay Poster Gallery – **Final Theorists Essay due**

**Week 9**
**Spring Break**

**Week 10**
Action Research and the “Teacher as Researcher”

**Week 11**
Curriculum Research and development of a “Theoretical Framework”

**TBL series III**

**Week 12**
National Trends in Curriculum.
Theoretical Framework: **Draft Due – Peer Reviews**

**Week 13**
Assessment and Accountability
Theoretical Framework Essay: **Final Essay Due**

**Week 14**
A Democratic Curriculum and the National Common Core Curriculum

**TBL series IV**

**Week 15**
Closure, wrap-up, review, and course evaluation (anonymous – completion adds 2 points to your final exam)
**Team Peer Evaluations** (summative – completion adds 2 points to your final exam)

**Final Exam**
Week of May 7th, 2012