EDCI 5362: Theoretical Bases for Curriculum
Summer I 2017 * May 30 – June 30
MW 6:00p-9:45p * Location TBD

Dr. Bethanie Pletcher
Phone: 361.825.3892
Office hours: Tuesdays and Thursdays 4:00p – 5:00p
Office email: bethanie.pletcher@tamucc.edu
Office: ECDC 219-H
Office email: bethanie.pletcher@tamucc.edu
Mondays and Wednesdays 5:00p – 6:00p
And by appointment

Course Description
In this course, we will critically investigate what is understood by the term curriculum and the implications for schooling and society. Through discussion and readings, we will develop/expand our views of these issues, and articulate our support for these views. Utilizing in-class discussions and written assignments, we will continue our growth as responsible, self-reflective, and aware educators.

Course Objectives and Outcomes
- 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 curriculum frameworks inform practice

State Adopted Proficiencies
N/A

Course Topics
The major topics to be considered are:

Instructional Methods and Activities

Evaluation and Grade Assignment
Grades will be determined according to the following:
- Reflective Journals 20
- Curriculum Theorist paper 20
- Application Paper 40
- Class Participation/Presentations 20
- Total 100

The following course requirements will be explained in detail at the beginning of the course.
Assignments:

1. **Reflective Journals**
   The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes develop in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the readings.

2. **Theorist Paper**
   The purpose of this assignment is to build an understanding of the major thinker and trends in the field of curriculum studies. Choose a theorist or a theoretical position from those discussed in the textbook and represent their position as you understand it in a paper of about five pages. This paper should follow APA guidelines and you are required to submit to me a rough draft at least two weeks prior to the final submission an overview of the main points.

3. **Application Paper**
   The purpose of this assignment is to offer you the opportunity to begin to construct your own curriculum theory by integrating your practice with the ideas you have thought about in this class. You will write a paper and address the following:
   - an overview of the main points
   - relevance to current situations in educational curriculum and instruction
   - your personal situation (classroom, subject, school)
   - state and societal situations (public education, private schools, etc)
   - a critique using any of the frameworks raised in the text and/or discussed in class

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

**Class attendance and participation:**
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend synchronous class regularly may place students at a severe disadvantage on all assignments. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.
Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

Required Textbook and resources:

Various articles and videos as assigned by professor

Recommended Reading

Counts, G. S. (1978). *Dare the school build a new social order?* Carbondale, IL: Southern Illinois University.


Class Schedule - TBD

Late work
No coursework will be accepted late without instructor approval. For each week an assignment is late, a letter grade will be dropped.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

**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 will result in a failing grade.

**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.

**Classroom/Professional behavior**
Professional decorum is expected.

**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 Rule 13.02.99.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.

**Veterans**
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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.