Texas A&M University-Corpus Christi
College of Education, Department of Educational Leadership, Curriculum, and Instruction
EDCI 6391 – Historical Perspectives on Curriculum
Course Syllabus – Spring 2017

Course Instructor: Corinne Valadez, Ph. D.
Course Location: OCNR – Rm. 255
Course Meets: Wednesdays, 4:20 – 5:50
Office Location: ECDC 241
Office Hours: Tuesdays: 2:00PM – 6:00PM; Wednesdays: 2:00 – 4:00 other times by appointment
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Historical Perspectives on Curriculum

Course Description
This course takes a historical perspective on the purposes and practices of schooling, and it covers major historical patterns and developments in curriculum. Although the emphasis is on American public education, these developments are situated in a larger national and global context. Attention also goes to the various perspectives associated with historiography and with the history of educational research. This course meets every other week for the majority of the semester. A course schedule will be provided to you!

Learning Objectives
1. Synthesize various approaches to history and to engage in historical analysis.
2. Assess theoretical differences among the historical approaches to particular issues.
3. Be knowledgeable about the intellectual history of a particular subfield within education, such as mathematics education or literacy education.
4. Apply historical methodology by conducting a small-scaled historical study related to education.

Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:
I. Attendance/Participation in Class Activities (30 pts)
A large part of each class meeting will be devoted to discussion (and sometimes debate) of issues, application of historical insights to current circumstances, and comparison/contrast of historical approaches and perspectives. You are expected to come to class prepared to participate actively in these activities. Therefore, your attendance in class is also imperative for you to successfully participate in class and receive full credit in this class component.
II. Bi-Weekly Assignments (Participation)
1. Blog (20 pts)
   (1) Introduction Autobiography: You will develop an ‘introductory autobiography’ PPT or Prezi presentation to introduce yourself to the class. Please review the detailed instructions on your Blackboard course page.

2. Readings/Article Reviews on Discussion Board (30 pts)
   You will be a part of a Professional Learning Community (PLC) by responding to various questions and posts on the discussion board via Blackboard (Bb). The promptness and initiative of participating in threaded discussions done in a timely fashion will demonstrate self-motivation. The delivery of your posts will address your attention to detail in terms of being grammatically correct with rare misspellings. You will make posts that are relevant to the original discussion by staying on topic. By contributing to the professional learning community, you will demonstrate an effort to further the development of a collaborative learning experience. You will write a one-paragraph reflection that addresses a given prompt. Then you will review two other students’ postings and post one response/comment to each student's post (Total of two replies). Your replies to other students’ posts only need to be about 2-3 sentences. You can feel free to provide/post responses to more than two classmates’ postings to enhance a discussion; however, you will only receive credit for replying to two classmates' posts. Remember to be courteous and respectful to all peers and in your responses to postings. Professionalism is expected at ALL times.

   Intellectual History (20%)
   You will investigate the history of an important concept or line of thought in education (e.g., progressivism, scientism, managerialism, neo-liberalism), including major contributors to its development. You will prepare a report and present it in class.

   Reflective Narrative (20%)
   As part of your on-going note gathering you are asked to reflect on the points you have read, class discussions, and other ideas of interest to you.

   Midterm Exam (15%)
   Students will take a midterm exam that spans the first half of the course, to include chapter readings and class discourse.

   Final Exam: History of Selected Topic (20%)
   For your final project, you will work on an historical topic of interest to you in a subfield of education. By Week 6 of class, you should have a general topic in mind that you can discuss with me and that we can narrow. To the extent that is possible, I would like you to include primary sources as well as secondary sources in your research. You will submit the paper and make a presentation for the class at the end of the course. As part of this project, you will also write a reflection on historiography, as you applied it in this work.
Major Course Requirements
Assignments:
Attendance & Class Participation 25%
Reflective Narrative 20%
Intellectual History 20%
Midterm 15%
Final Project: History of Selected Topic 20%
Science Fair Participation – SLP 25pts. **
TALE Conference – 25pts. **

Grading Scale
Course grades are assigned according to percentage of points earned over points possible.
Grades:
A = 92% - 100%
B = 84% - 91%
C = 76% - 83%
D = 68% - 75%

Required or Recommended Readings
Required Text(s):

Recommended or Supplemental Reading:
Readings and video clips from tedtalks.com and authors @ google will be assigned to supplement the texts.

Course Policies
Attendance/tardiness
Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness. Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.
**Late work and Make-up Exams**
Late assignments will not receive full credit. A deduction of 10% per day will be applied to any late assignment. Communicating an excuse for a late assignment does not constitute a waiver of the deadline or avoid the deduction.

**Extra Credit**
This semester you will have two opportunities to earn extra credit. See above opportunities. **

**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 failure. See website http://judicialaffairs.tamucc.edu/.

**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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**Preferred Methods of Scholarly Citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/Professional Behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**Cell Phone Usage During Class**
Vigorously discouraged! Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Valadez. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed.
professional development course in the Department of Curriculum and Instruction at TAMU-CC. You are expected to demonstrate a level of professionalism.

Statement of Academic Continuity
In the event of an unforeseen adverse event, 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.

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 CCH 116. See website http://disabilityservices.tamucc.edu/.

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.