EDCI 6303: Issues in Curriculum & Instruction

EDCI 6303.001 Fall 2017          Dr. Faye Bruun
Every other Tues 7:00 – 9:30     Office: 219J
Location: ECDC 219C               Office Hours: Tue & Wed 1:30 – 4:30
Office Telephone: 825-2417        Email: faye.bruun@tamucc.edu

I attempt to reply to email and voicemails within 48 business hours.

Course Description
This course will prepare the doctoral student in curriculum and instruction to understand, appreciate, and evaluate a variety of curricular strategies with attention paid to a continuum of philosophies and strategies in the area os curriculum development and the impact of those on instruction. Prerequisites: EDCI 6301 or EDCI 6324

Standards
TExES Objectives: N/A

Learning Objectives
1. What are the presuppositions that underlie our conceptions of curriculum?
2. How can we develop effective critical analysis of the theoretical frameworks that focus curriculum inquiry?
3. Has curriculum actually functioned as a shaping force in society?
4. In what ways do politics, race, class, gender and sexuality effect the way that we understand and teach our curriculum?
5. How have new technologies affected curriculum?
6. How can we understand the shift in teaching and learning form the 20th to the 21st centuries?

Instructional Methods and Activities in the Course
1. Traditional methods (reading of texts, submission of reports).
2. Approaches associated with issues in C&I (cycles of reflection-action-reflection, dialogue, autobiography, critical inquiry based on participant-observation)

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. Late assignments will drop one letter grade per day (10%). See blackboard for rubrics and grading criteria.

**Grading**
- 90-100 points A
- 80-90 points B
- 70-80 points C
- 60-70 points D

**Major Course Requirements**
Assignments:
- Reflective Journals 20%
- Curriculum Theorist Paper/Poster Presentation 30%
- Student Led Presentation 25%
- GROW Bootcamp 10%
- Class Participation 15%

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings. Also note that this course will be managed via Blackboard.

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<th>Percentage</th>
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<tr>
<td><strong>20%</strong></td>
<td>Reflective Journal Entries (4): 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 class readings, outside readings of theorists and curriculum books, and your own lived experience. You will complete your weekly reflective journals in Blackboard (Bb). Follow the themes discussed 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 class. See schedule for due dates.</td>
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<tr>
<td><strong>30%</strong></td>
<td>Curriculum Theorist Paper/Poster Presentation: The purpose of this assignment is to critically explore your knowledge about a particular theorist or theoretical position. This is a formal paper of about ten pages and should follow APA guidelines. Describe and explain their contribution thoroughly including its strong and weak points from both historical and practical points of view. This assignment will require additional readings on the part of the student. I encourage you to submit a rough draft of this paper prior to the end of term or earlier (see class schedule). Your curriculum theory poster presentation will occur on the last class day. More details will be provided in class. See schedule for due date.</td>
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Student-led Presentation: The purpose of this assignment is to offer you the opportunity to begin to construct your way of thinking critically about what you teach, why you teach and how you teach based on the books read for this course. This set of ideas comprises a kind of paradigm out of which your aims and ideals emerge. You are being asked to reflect on your practice in relation to the book you will present. You will complete a partner/group. See schedule for due dates

GROW Boot Camp: You must attend at least one boot camp (literature review) offered by the GROW program here at the university. It is only necessary that you attend the workshop part and not the writing time part. You may only WebEx during these workshops in extenuating circumstances. Submit a reflection that discusses what you learned and how you will use it. Dates TBA.

In-Class Participation: You are expected to participate in our discourse on issues in Curriculum & Instruction. Therefore, your attendance in class is also imperative for you to successfully participate in class and receive full credit in this class component.

Assignments
- Module 1: Introduction to Issues in C&I
- Week 2: Student Presentations
- Week 3: Student Presentations
- Week 4: Student Presentations
- Week 5: Student Presentation
- Week 5: Final Papers & Presentations
  - Students will present on their focal theory/theorist. Final papers due.

Required Textbooks:

Selected Bibliography (Recommended)
**Late work/Extra Credit**
N/A

**Cell Phone/Electronic Device Usage**
Vigorously discouraged! Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Bruun. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDCI 6303 is a professional development course in the Department of Curriculum and Instruction at TAMU-CC. You are expected to demonstrate a high level of professionalism.

**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. See website [http://judicialaffairs.tamucc.edu/](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. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**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).

**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.