EDCI 6696: Independent Study
Historical Perspectives on Curriculum (EDCI 6391)
Spring 2018

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Office hours:
Mondays 1:00p – 4:00p
Tuesdays 2:00p – 5:00p
And by appointment

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.

Course Objectives and Outcomes
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 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>
<th>Assignment</th>
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<tr>
<td>20%</td>
<td>Reflections on Discussion Forum (5)</td>
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<td>Intellectual History</td>
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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
presentation.

50%  **Final Paper**
Choose a topic that interests you from the readings. Locate other sources (reports,
books, articles, videos, etc.) and synthesize this information in a report. Also
include the ways in which your historical topic affects what you do and see on a
daily basis in your current work situation.

10%  **GROW Boot Camp:** You must attend at least one boot camp (I recommend the
literature review workshop).
offered by the GROW program here at the university. It is only necessary that
you attend the workshop part (not the writing time part).
Submit a reflection that discusses what you learned and how you will use it.
Dates TBA.

**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 Textbooks**
and contemporary curriculum discourses* (5th ed.). Mahwah, NJ: Peter Lang International

**Recommended or Supplemental Reading:**
There are many additional readings for this course. They will be available on Blackboard and/or
in class.

Littlefield.
Cambridge, MA: Harvard University Press.

**Class attendance and participation:**
Participation is expected. As this is an independent study, you may schedule meetings with the course instructor during office hours.

**Class Schedule TBA prior to the start of the semester**

**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. Pletcher. 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 6391 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).

**Preferred Method of Scholarly Citations**
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.). See Blackboard menu tab, *Helpful Links*, for a CASA resource.

**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.