EDCI 63696: Directed Independent Study
EDCI 6303: Issues in Curriculum & Instruction

EDCI 6696.W01 Fall 2018    Dr. Faye Bruu
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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 of 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 papers).
2. Discussion threads, collaboration, group work, individual work, online deliveries and reflection.

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**
- 92-100 points A
- 83-91 points B
- 74-82 points C
- 65-73 points D

**Major Course Requirements**

Assignments:
- Hot Topic Discussion Board: 30%.
- Issues in C&I Paper 30%
- Presentation of book 20%
- GROW Bootcamp 20%

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

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
<td>30%</td>
<td>You will take turns facilitating a “Hot Topic” discussion in C&amp;I and be a participant by responding to the topic and making at least two additional postings.</td>
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<tr>
<td>30%</td>
<td>Issues in C&amp;I Paper: The purpose of this assignment is to critically explore your knowledge about a particular current issue in C&amp;I. This is a formal paper of about ten pages and should follow APA guidelines and include 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). More details will be provided. See schedule for due date.</td>
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<tr>
<td>20%</td>
<td>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 via WebEx. See schedule for due dates</td>
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<tr>
<td>20%</td>
<td>GROW Boot Camp: You must attend at least four of the five boot camps 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.</td>
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You may only WebEx during these workshops in extenuating circumstances. Submit a reflection that discusses what you learned and how you will use it.

Assignments

- Module 1: Introduction to Issues in C&I
- Module 2: Presentation Nel Noddings book
- Module 3: Presentation Diane Ravich book
- Module 4: Presentation Berliner and Glass book
- Module 5 Student Presentation
- Module 6: Final Papers

Required Textbooks:


Selected Bibliography (Recommended)


Late work/Extra Credit

N/A

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.

**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.