

Curriculum Theory and Development
Education 6315

Course Syllabus

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Office Hours: M-TH EP B105 4:00-5:00

Course Description:

Acquaints students with curriculum theory and development in grades K–12, with emphasis on trends, development of curricular unit and courses of study, and on federal, state, and local curricular influences. .

Texts:

- Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (Eds.) (2015). Contemporary issues in curriculum (6th ed.). Boston, MA: Allyn & Bacon.
- Gardner, H. (2000). The disciplined mind: Beyond facts and standardized tests, the K-12 education that every child deserves. New York: Penguin.
- Glatthorn, A. A., & Jallal, J. M. (2008). The principal as curriculum leader: Shaping what is taught and tested (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Moreno, J. F. (Ed.) (2003). The elusive quest for equality: 150 years of Chicano/Chicana education. Cambridge, MA: Harvard Educational Review.
- Ravitch, D. (2010). The death and life of the great American school system: How testing and choice are undermining education. New York: Basic Books.

Class Sessions:

Summer Session I 2016, Tuesday & Thursday 5:00-8:45, Eagle Pass D111

Course Calendar:

June 2	Introduction
June 7	Issues Pt. 1 and focusing questions; Elementary/Secondary curriculum state requirements
June 9	Issues Pt. 2 and focusing questions; Standardized accountability and curriculum
June 14	Local influences; Reflection due
June 16	Issues Pt. 3 and focusing questions; Grading/Assessment
June 21	Issues Pt. 4 and focusing questions; NCLB, IDEA, & the new graduation requirements
June 23	Mid-Term
June 28	Issues Pt. 5 and focusing questions; Inservice; Cases for open curriculum constructs
June 30	Issues Pt. 6 and focusing questions; Paper presentations (papers due)
July 5	Final; Moreno/Gardner/Glatthorn/Ravitch books discussion

Course Requirements:

Regular attendance and participation is required	10	Scale	
Issues discussion	35	A	92-100
Mid-term	10	B	82-91
Paper	25	C	70-81
Book presentation	20		

Student Expectations:

- Students will synthesize outside sources of curriculum influence into an evaluative research paper.
- Students will review, analyze, and evaluate different curricular viewpoints as presented in the text and other sources in order to create a personal framework for curriculum development.
- Students will exhibit an understanding of legal issues at both the state and federal levels influencing school curriculum and evaluate their effectiveness.
- Students will review and synthesize various methods of assessing and evaluating student work.
- Students will demonstrate mastery of curricular topics through reflective examinations.

Assignments:

Attendance and participation: All students are expected to attend class regularly and be on time. Because this is a graduate course, expectations for participation are heightened. The value of this program resides both in the shared discourse, lecture, and networking of class members. **If you must miss a class period, prepare a 2 page, single-spaced reflection covering the topic for the evening.** **Phones:** Please let everyone know you are attending class during this time each week, turn off your phones, and give yourself the freedom to address your full attention to this course.

Exams: There will be a mid-term exam synthesizing the learning from the first half of the course. Guidelines will be given at an appropriate time before the exams.

Issues discussion (5 pts. each): The Ornstein *et al* text is divided into six cogent sections. Students are expected to be familiar with the material by the required dates. Additionally, students will need to formulate four focusing questions per section to aid with class discussion. **These questions will need to be posted to Blackboard by class time under Discussions** (more instructions in class). [This includes the reflection due on June 14 on an assigned article.]

Book presentation: Students will be required to read one of the additional books and be prepared to discuss them on the appropriate class date. Students will be expected to critically reflect over the major premises offered by these authors/editors and be able to share the ideas with the class. Students are asked to prepare three rhetorical questions in order to facilitate discussion.

Paper: Write a critical discussion interweaving the ideals of standardized accountability and curricular theory. In particular, consider what is normally thought of as our “prime directive”: educating children. How does standardized accountability meet or ignore curricular needs of students? What kind of control does a school leader have in determining curricular decisions in the light of this accountability? How are each of the major curricular strands addressed/not addressed through standardized accountability? How does NCLB address curricular needs? This paper should be 7-10 pages, APA formatted, and thoughtful and reflective. Support sources will be expected; format procedures will be covered in class. Papers will be discussed briefly in class on the assigned date. Submit paper electronically to my Sul Ross e-mail address as a Word attachment.

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.