



EDUC 6315
Curriculum Theory and Development
Fall 2019

Instructor Information:

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Office Hours

Uvalde Campus: Office A125 Tuesday and Thursday from 1:00 to 6:00 p.m.

I am available by e-mail at any time. I will talk with you on my cell phone after 8:00 a.m. until 10:00 p.m. CST. I am also available via text anytime. Cell and email are preferred methods of contact. I am also happy to talk with you at other times if you make an appointment with me. I check my e-mail and phone messages daily during the weekdays and every 48 hours on the weekends.

Textbook and/or other materials needed

Required:

Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (Eds.) (2015). *Contemporary issues in curriculum* (6th ed.). Boston, MA: Allyn & Bacon.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work.

Suggested:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author. ISBN: 1557988102.

Utilize APA style format on all papers.

You are required to submit all documents in Microsoft WORD in 12 point font, Times New Roman.

Student Expectations

The student is expected to participate in the course by attending all classes, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing exams in a timely fashion.

Course Description

This course prepares school administrators to provide leadership necessary to

ensure appropriate curricula for schools and for effective teaching and learning. Students will examine curriculum design, development, implementation, and evaluation cycle.

Student Learning Outcomes/Course Objectives

The student will be able to:

1. Evaluate curriculum and lead its development.
2. Fulfill the role of an instructional leader.
3. Understand Curriculum and sequencing order.
4. Understand how to employ different means of assessment of the curriculum.
5. Share knowledge of the use of computers and other current technology relative to curriculum.
6. Discuss fundamental knowledge of current research on curriculum.
7. Communicate the scope and sequence of the school curriculum to stakeholders.
8. Monitor the implementation of curriculum.

Research Component

The research component in this course will consist of a research paper on a topic in the field of educational curriculum. The paper will be written in APA format and on a topic listed below or approved by the instructor. The paper will be **five** pages not including the cover page or reference page.

Course Requirements

Non Proctored Midterm Exam

The exam will include information provided in the textbook and online assignments. The test will be essay.

Reflective points on Each Chapter

Students will write at least one paragraph reflection on each chapter and submit via link. Each reflection should be at least 100 words.

Journal Article Reviews

Students will choose **five** journal articles to summarize and critique in the field of curriculum or assessment. Each review will be at least one page. You will turn these in via the link and also post them on the discussion board for others to read and be prepared to present and discuss during class.

Research Paper

Research and analyze a current issue in the field of curriculum. Creating and evaluating curriculum are difficult endeavors and, as with any profession, exhibit challenges debated among colleagues. Choose an issue, analyze it, and express an **informed** opinion (in other words, **you must support** your assertions with research and theory) in a **five-page** research paper (page count does not include title page and reference page which should be APA style). Your essay will be evaluated based on the rubric attached to this syllabus. If you choose a topic other than one listed below, the topic choice must be approved by your instructor.

Possible Topics:

- Charter schools...what are they? Is the curriculum different from traditional schools? If so how? Do you see charter schools as a positive or negative in your opinion?
- Describe, analyze, and discuss the difference between a “manager” and a “leader” in terms of curriculum and instruction.
- Discuss current local, state, and national curriculum trends relative to the current standards based testing movement. Where did we start, where are we, and where do you see it going?

- Present a model curriculum based on Howard Gardner’s eight multiple intelligences. What would the curriculum in such a school look like? Book called *Multiple Intelligences in the Classroom*.
- Describe and explain Marzano’s 9 in terms of classroom instructional strategies. How can these strategies be implemented into your school and do you see them as worthy of implementing?
- Explain and describe the new R’s of education...Rigor, Relevance, and Relationships. How do you think these can impact your school?
- What impact has technology had on curriculum development and delivery over the last 20 years? Where do you see it going over the next twenty?
- Describe and explain Schlechty’s “Levels of Engagement”. What can you gain from understanding this theory as an instructional leader?
- Describe and explain “principal walkthroughs” or walkthroughs in general as an evaluation tool. How are they used and how are they useful as an instructional leader?
- Explain the impact of the NCLB federal legislation on curriculum at the national and state level. Evaluate pros and cons as you see them.
- Describe Maslow’s needs theory and how it relates to curriculum in schools.
- What role does evaluation play in the curriculum process? Explain how you would use achievement data to evaluate curriculum and how the data would drive your decision-making.
- Bloom’s Taxonomy...what is it? How can it be applied to classroom instruction and why is it important to an instructional leader?
- Compare and Contrast the Montessori Method to traditional schooling. Give background on Montessori and how it evolved.

Rubric for Papers

	Mastery	Accomplished	Developing	Beginning
Content (1, 45 %) ISLLC STANDARD 1, 2, 3	Thesis is sharply defined and thoroughly developed.	Thesis is evident and all elements are adequately addressed.	Thesis is poorly articulated or too broad; development is incomplete or inconsistent.	Thesis is not evident; candidate has made little or no attempt to develop a thesis.
Mechanics (1, 15%)	Paper contains no error.	Paper contains few errors in grammar and/or punctuation.	Paper contains several or repeated errors in grammar and/or punctuation.	Paper contains multiple or egregious errors in grammar and/or punctuation.
Organization (1, 20%)	All parts of the paper are in appropriate and effective order.	Parts of the paper are generally in appropriate order.	Some parts of the paper reflect organization; lapses in organization	Paper reflects no logical flow of thoughts.
Style (1, 20%)	Writer demonstrates clarity, thoroughness,	Writer demonstrates mastery of diction and sentence	Writer demonstrates developing mastery of diction	Writer demonstrates little understanding of clarity, detail, mastery of diction

	attention to detail, and voice.	structure.	and sentence structure.	and/or sentence structure.
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Class Discussion Board

Students will participate in Class Discussion assignments that can be found on Blackboard under Class Discussions. Each student will post an answer to the question and then respond to two other classmates' posts. Due dates will be provided with each question.

Attendance Policy

Students are expected to attend all classes. If you need to miss a class session, it is your responsibility to inform the instructor prior to the class meeting.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.), which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

Late assignments **may be accepted at the discretion of the instructor**, but will have points deducted in fairness to students who turn their work in on time. If I have not heard from you **by the deadline dates for assignments, exams, or class discussion questions**, no make-up work will be allowed.

Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. **"Computer problems" is not an acceptable excuse. Excuses due to illness must be accompanied by physician confirmation on appropriate letterhead.** Please do not wait until the last minute to submit assignments to avoid unforeseen technology issues.

Method Of Evaluation

- Chapter Reflections and Discussion Board: 25 points
- Midterm Exam: 40 points
- Journal Articles: 50 points
- Class Discussions and Activities: 35 points
- Research Paper: and Class Presentation: 50 points

- Total Possible Points: 200

Assignment of Grades

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
- Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. **Official university business will not take place via personal email accounts.**
- Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
- Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit <http://www.albion.com/netiquette/corerules.html>

Technology Assistance

- ❖ Sandy Bogus is the Technology TA . She is available to help you 8:30 – 5:30, M – F at 432-837-8523. You may email her at sbogus@sulross.edu
- ❖ The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- ❖ The SRSU tech tip website is <http://www.sulross.edu/techtips>

Late assignments will not be accepted after the due date. ALL Assignments are due at 11:55 p.m.

Academic Integrity

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, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Course Schedule

The course schedule is located on Blackboard under the link for “Weekly Assignments”. Contact me if you have questions.

INSTRUCTOR MAY CHANGE ASSIGNMENTS DURING COURSE