



Sul Ross State University - Rio Grande
Department of Education
EDUC 6315: Curriculum Theory and Development
Summer II 2020

INSTRUCTOR INFORMATION

Chris Adrian Avalos Tresslar, Ph. D.

Doctor of Philosophy in Educational Leadership: Texas A&M University

Master of Education in Educational Administration: University of Mary Hardin-Baylor

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Contact Information

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OFFICE HOURS

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(S) AND/OR OTHER MATERIALS NEEDED

Ornstein, A.C.; Hunkins, F.P. (2009). Curriculum: Foundations, principles, and issues (5th ed.) Boston: Pearson Education
ISBN: 0-205-59257-0

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.

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. Excerpts from this manual may be accessed through the Troy University online library.

You are required to submit all documents in Microsoft WORD in 12 point font, Times New Roman. DOCX is NOT acceptable under any circumstances at this time.

STUDENT EXPECTATIONS STATEMENT

- The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing exams in a timely fashion.
- Students are expected to check their TROY e-mails daily and the announcements at least every 48 hours.

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 basic 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 **three** 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.

Journal Article Reviews

Students will choose **three** journal articles to summarize and critique in the field of assessment and measurement. 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.

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 **three** 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. Instructor will assign your topic.

RUBRIC

	<u>Mastery</u>	<u>Accomplished</u>	<u>Developing</u>	<u>Beginning</u>
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, attention to detail, and voice.	Writer demonstrates mastery of diction and sentence structure.	Writer demonstrates developing mastery of diction and sentence	Writer demonstrates little understanding of clarity, detail, mastery of diction and/or sentence

			structure.	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

Although physical class meetings are not part of this course, participation in all interactive learning activities is required. Blackboard activity will be monitored by **Starfish**.

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.

INCOMPLETE GRADE POLICY

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or "INC" is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade Form*. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of "INC" does not replace an "F" and will not be awarded for excessive absences. An "INC" will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. ***It is ultimately the***

instructor's decision to grant or deny a request for an incomplete grade, subject to the policy rules below.

Policy/Rules for granting an Incomplete (INC)

- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student **must**:
 - a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
 - b. Be passing the course at the time of their request.

If both of the above criteria are not met an incomplete cannot be granted.

- **An INC is not a substitute for an "F". If a student has earned an "F" by not submitting all the work or by receiving an overall "F" average, then the "F" stands.**

METHOD OF EVALUATION

- Chapter Reflections: 10 points
- Midterm: 50 points
- Journal Articles: 30 points
- Class Discussions board: 10 points
- Research Paper: 50 points (paper and presentation)
- Final Exam: 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

Postings: I post grades in Blackboard, in the Grade book.

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more

weeks. See the **Attendance** section of this syllabus for additional information.

SUBMITTING ASSIGNMENTS

- There are four assignments listed in the course schedule in addition to Class Discussion assignments and the midterm exam: Please note the due dates. Your responses must be typed, **using 12 pt. font, double-spaced, in MS-Word format**. Failure to comply will result in point deductions. The assignments must be turned into the Assignment section of Blackboard by midnight of the due date (note: Blackboard and I operate on Eastern US time).
- Include your name on the assignments. Discussion Board postings and responses must be posted on the Blackboard Discussion Board. Due dates are listed on each Class Discussion question. **Points will be deducted for failure to follow the format requirements**. No e-mail attachments will be accepted, due to the risk of viruses.

AMERICANS WITH DISABILITY ACT (ADA)

Sul Ross State University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which ensure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

HONESTY AND PLAGIARISM

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY *Catalog*). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

The **College of Educations** defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own

- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

COURSE SCHEDULE

The schedule for the course is locate in BlackBoard. Instructor may add or change content and assignments during the course as need