

**Sam Houston State University
College of Education**

**EED 584 and 587
Curriculum in the Elementary and Secondary School**

Fall 2007

Instructor – Dr. Caroline Joan N. Maier, Associate Professor of
Curriculum and Instruction, Social Studies Education

Office - 235 Teacher Education Center

Phone - 936-294-4038

Email – cjm015@shsu.edu

Office Hours: T 8:00-9:00, 1:00-2:00 at UC, & 5:00-6:00 at SHSU,
W Noon-3:00 at SHSU, TH 8:00-9:00, 1:00-3:00 at UC and
by appointment



REQUIRED TEXTS

Posner, George, *Analyzing the Curriculum*, 3rd Edition, McGraw Hill, ISBN: 0-07-282327-5

Marzano, R.J., Pickering, D. J., and Pollock, E., (2001), *Classroom instruction that works: Research based strategies for increasing student achievement*, ASCD Publication

COURSE DESCRIPTION

1. As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with *INSTRUCTION* based on *RESEARCH* which, when coupled with your *PROFESSIONAL EXPERIENCE*, will help develop your professional *DISPOSITIONS*, *KNOWLEDGE*, and *SKILLS* to effectively teach and become teacher leaders in the schools you serve. These dispositions, knowledge, and skills will prepare you to effectively lead other teachers to *PLAN*, *IMPLEMENT*, *ASSESS*, and *MODIFY* curriculum and instructional programs as you work with and teach diverse learners.
2. The purpose of this course is to provide learning experiences that will assist teachers in the development of a professional diagnostic approach to teaching in order to effectively design curriculum, instruction and assessment that results in improved student learning. The focus of this curriculum planning course will be on the concepts and principles for developing curriculum and methods for teaching and assessing the curriculum. Experiences will be designed to assist in identifying common curriculum concepts, various levels of curriculum, educational needs of students, selecting curriculum content, designing curriculum, and teaching and assessing student learning of the curriculum. Constructivist principles and ideas will be practiced in this course. Being prepared for class and active involvement in class projects and assignments will enable you to develop a deeper understanding and critical analysis of curriculum development, instructional methods and materials, and assessment of student learning of the curriculum.
3. Your curriculum project, which is the primary outcome of the course, is designed to allow you an opportunity to focus your professional development on a rigorous and relevant curriculum and instructional need in your content area within the department, school campus, or district.

COURSE OBJECTIVES

1. For you to gain factual knowledge relating to analyzing and developing effective curriculum (curriculum projects).
2. Acquiring skills in working with others as a member of a team (i.e., problem-based learning, cooperative and expert teams).
3. For you to learn to apply course material to improve thinking, problem solving, and decision making in regards to analyzing and developing effective curriculum (problem-based learning, cooperative

and expert teams, case-study essay exams).

4. For you to develop specific skills, competencies, and points of view needed by teachers as professional curriculum and instructional leaders (diagnostic approach to teaching).

COURSE FORMAT

This course will consist of cooperative and expert learning groups and discussions, and in-class and out-of-class activities designed to assist graduate students in developing deeper knowledge, skills, and dispositions in regards to becoming effective teacher leaders in the public schools.

COURSE CONTENT

See the course schedule

REQUIREMENTS, MAJOR ASSIGNMENTS, AND EXAMS

Requirement: *Professionalism:* You will be expected to conduct yourself in a professional manner at all times.

Major Assignments: Three (3) activities will be due during the course: A curriculum project based on a relevant curriculum problem, mid-term and final exam. Rubrics will be given later.

Exams: Two exams will be given. The two exams will consist of case-study essays.

All out of class work is graded on content, grammar, punctuation, spelling, etc. A late assignment will be penalized fifteen points per day that the assignment (s) is late. Format of all out of class assignments should be typed, font-12, double-spaced. All due dates will be given the first week of class.

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ASSIGNMENT WEIGHTING AND GRADE SCALE

Class attendance, homework, and class participation	100	points
2 Exams @ 100 points each	200	points
Problem-based Curriculum project	300	points

	600	total points possible

552-600 points	A
492-551.9 points	B
432-491.9 points	C
372-431.9 points	D
371.9 points or lower	F

ATTENDANCE AND CLASS PARTICIPATION ASSIGNMENTS:

- ❖ Attendance and participation are extremely important. There are some assignments for this course that we will do only during class time.
- ❖ You will receive credit for assignments completed during class time.
- ❖ You are expected to be in attendance for the full amount of class time in order to receive the full amount of credit. Points will be deducted from your class participation grade if you come late or leave early.

ATTENDANCE POLICY

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is required that candidates notify the professor via email prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, the candidate must conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses.

It is the candidate's responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the candidate may be required for approval. It is also the candidate's responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

Tardiness

If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

STUDENT DISABILITIES

If you have a disability that may affect your academic performance, you are expected to arrange for a conference with me immediately so that appropriate strategies can be considered to ensure that participation and academic opportunities are not impaired. Notification by the Counseling Center is expected.

Note: If conditions warrant, adjustments to the course outline, assignment overview and calendar schedule may be made by the professor to ensure the quality of the course. Students will be notified of any changes in advance.

SCHEDULE for Fall 2007

<i>Date</i>	<i>Topic</i>	<i>Assignments Due</i>
Tuesday August 21	Course Overview	Problem-based learning reading
Tuesday August 28	What is problem-based learning? What is curriculum? What is your curriculum problem?	Problem-based learning and beginning to define your curriculum problem
Tuesday September 4	Curriculum Problems	Chapters 1-3 Posner by September 18 and essay. Re-defining curriculum project/problem Email to Dr. Maier, 8:00PM September 17
<u>Tuesday September 11</u>	Team work- re-defining curriculum problem	Posner Chapters 1-3 and essay due September 18 Continuous refinement of Curriculum project/problem
Tuesday September 18	Chapters 1-3 Posner and essay discussion Team work on curriculum problem	Chapters 4-5 Posner by September 25 and essay. Continuous refinement of Curriculum project/problem
Tuesday September 25	Chapters 4-5 Posner and essay due for class discussion. Team work on curriculum problem	Chapters 6-7 Posner due by October 2 and essay. Continuous refinement of Curriculum project draft #1 due October 2
Tuesday October 2	Curriculum project draft #1 due Chapters 6-7 Posner and essay due Preparation for take home Exam #1 over Chapters 1-7 Posner	Take home Exam #1 due October 14-Midnight
<u>Tuesday October 9</u>	Take home Exam and web-enhanced assignment	Take home Exam #1 due October 14-Midnight Chapters 8-9 Posner due October 16 (no essay) Continuous refinement of Curriculum project/problem
Tuesday October 16	Post re-view of Exam #1 Chapters 8-9 Curriculum Project update Formation of cooperative and Expert Teams for Marzano text assignments	Chapters 10-12 Posner and essay due October 23 Chapter 1 Marzano and essay due October 23 Curriculum project draft #2 due no later than midnight on October 30
Tuesday October 23	Chapters 10-12 Posner due Marzano Chapter #1 due Expert Teams face to face meeting	Curriculum project draft #2 due no later than midnight on October 30
<u>Tuesday October 30</u>	Expert Teams on-line meeting	Curriculum project draft #2 due no later than midnight on October 30 Chapter 11 Marzano and essay due November 6

Tuesday November 6	Two members of Expert Teams present to Cooperative Groups and discussion of Marzano- Chapters 11 due General and specific feedback on Curriculum Projects	Chapters 12 and 13 Marzano and essay due November 13
Tuesday November 13	Two members of Expert Teams present to Cooperative Groups and discussion of Marzano Chapters 12 and 13 General and specific feedback on Curriculum Projects	Final Curriculum Projects due no later than Noon on November 28
<u>Tuesday</u> <u>November 20</u>	Curriculum Project refinement and presentation preparation on-line	Final Curriculum Projects due no later than Noon on November 28
<u>Tuesday</u> <u>November 27</u>	Curriculum Project refinement and presentation preparation on-line Final Exam preparation	Final Curriculum Projects due no later than Noon on November 28 Email final exam to Dr. Maier no later than Midnight on December 6
Tuesday December 4	Face to face Poster Session and Celebration of Curriculum Projects	Email final exam to Dr. Maier no later than Midnight on December 6

National Board for Professional Teaching Standards®

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences-- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem solving orientation. Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

