



**Gordon T. & Ellen West College of Education**

Course Syllabus:  
EDUC 5633- X10 Curriculum Theory and Practice  
Fall 2020

**Contact Information:**

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**Office Hours**

By appointment only and only virtual during the hours of Tues 12:00 PM-2:00PM;  
Wed 9:00 AM- 10:00 AM; Thurs 12:00PM-2:00PM.

**Instructor Response Policy**

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual or phone meeting, depending on your needs.

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**Required Texts**

Pinar, William F. (2019) What is Curriculum Theory? 3<sup>rd</sup> ed. New York: Routledge  
ISBN 9781138649842

In addition to the text, students must have access to a current (6<sup>th</sup> Edition) APA Publication Manual and to professional education journals. (These are best accessed via the Moffett Library Research Data Bases.).

## **Course/Catalog Description**

A study of recent curriculum practices and the ideas underlying them. This course provides students with experiences in evaluating both the pros and the cons for a wide variety of curricular practices.

## **WCoE Philosophy and Conceptual Framework**

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for "cause beyond self" are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors.

- Learner Development - understand how learners grow and develop, recognizing
  - that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures
  - and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support
  - individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing
  - perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting
  - rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning
  - and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,
  - other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Standards and Assessment**

Content and methodological standards for this course are held by West College of Education (WCoE), American Educational Research Association (AERA), the National Board for Professional Teaching Standards (NBPTS), and the Midwestern State University Graduate Catalog. Ethical standards are those required by HSRC/OHRP. Manuscript style is set by the Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition. Assessments are aligned with the course assessments. Although the C&I program does not lead to NBPTS certification or Texas Teacher Certification, all courses are aligned with the following NBPTS "Propositions:" WCoE Master's degree candidates:

- are committed to students and their learning;
- know the subjects they teach and how to teach those subjects to students;
- are responsible for managing and monitoring student learning;
- think systematically about their practice and learn from experience;
- and are members of learning communities.

### **Course Objectives and Associated Activities and Assessments**

1. Students will read a wide cross section of professional literature related to curriculum theory and practice. (Text and Article readings and responses)

2. Students will learn what curriculum is and the role of curriculum in the public schools. (Text and Article readings and responses; curriculum map)
3. Students will explore the historical foundations of public school curriculum in the United States. (Text and Article readings and responses)
4. Students will investigate recent curriculum movements and curriculum related reform efforts. (Text and Article readings and responses; position paper and curriculum map)
5. Students will explore the role of teachers and educators in the curriculum development. (Text and Article readings and responses)
6. Students will participate in scholarly dialogues focusing on nature of curriculum, the evolution of curriculum, the forces shaping curriculum, curriculum review, and curriculum development. (Text and Article readings and responses; online discussions; position paper)
7. Students will undertake an in-depth review and revision of a classroom curriculum. (Text and Article readings and responses; curriculum map)

### **Dispositions**

1. Candidates will adopt a critical stance regarding all curriculum matters.
2. Candidates will see themselves as both architects and custodians of the curriculum.
3. Candidates will see themselves as agents of change and school reform.

### **Assignment Description**

Assignments will not be accepted for credit after the published due date and time. Midnight is always the cutoff time.

Feel free to call me on the phone or email me with questions; however, all assignments are submitted and returned electronically via D2L. All assignments will be evaluated using the rubrics attached to the assignment pages. If you are a poor writer, you should seek the assistance of writing tutor as assignment grades will all be based partially upon quality of expression (grammar, punctuation, organization, etc.).

### **Reading Responses**

Compose a one to two page document that discusses the big ideas from the readings. Be sure to include personal reactions/reflections as well as a summary of the main ideas. The object is to demonstrate that you have learned from the reading. Please do not just summarize. Include your own reactions and thoughts as well. Your Reading Responses should make specific references to the text so please write accordingly. No need to formally cite in this response.

### **Online Discussion**

Participation in a series of graded online discussions throughout the course is required. Addressing the question posted on that Monday, everyone will need to

make a substantial initial post by that Wednesday addressing the question (s). In the remaining time the discussion is going, you will need to make a minimum of two responses to other classmates' initial posts. This minimum does not guarantee full points. In these you should discuss with classmates your reactions and reflections in reference to the question and readings. You should be reading the posts daily and responding. These discussions are in place so that we may engage in student interaction and discourse simulating a class discussion; therefore, they are a very important component of the course. To get credit, you need to make a substantial initial post, respond thoughtfully, thoroughly, and meaningfully to the questions in the forum using your own experiences and the course text. Next, in the same manner you are only required to post two additional follow up comments, but try to comment at least once to every other classmate's post. Again, meeting the minimum does not guarantee full points. You can do this by commenting on their original post or by building on a comment another classmate has made. Your contributions to the discussion should be keyed to the text and to personal experience and reveal thoughtful reflection.

### **Article Abstract and Response**

Each student will be responsible for reading **ALL** articles in the folder and creating an APA style, one page abstract of one of the articles as well as a half-page response in which you discuss your views and opinions on the article you've chosen in reference to your own experiences and the readings. Please include an APA citation of the article at the top of the response if there is more than one article to choose from for that Module.

### **Position Paper**

The position paper is a 3-5 page essay (double-spaced, in twelve point, Times New Roman font) supported by at least 5 properly documented, peer reviewed sources. Choose a contemporary curriculum reform and write a documented critique (3-5 pages). Or, write a 3 to 5 page paper developing a position on a critical curriculum issue studied in this course. You are encouraged to use any of the articles that you used for your article abstracts as long as they are appropriate for your discussion. You may also include any additional articles if need be. Include citations and references to at least 5 scholarly sources (articles, books, etc.). Use APA style and conventions- APA style and rules must be followed for text citations and references. This paper should have an introduction, body and conclusion. Again, make sure your writing is free from grammar and punctuations errors and that you are using standard English.

During Week 15 you will need to have at least a readable rough draft to send to one of your classmates for peer review. The Ladder of Feedback form will be provided for you to use. Please attach your peer's Ladder form review of your paper with your final draft which is due during Week 16.

## **Curriculum Map**

Additionally, and not as a part of the position paper, choose a state or district's curriculum that you can access online. Pick a particular subject area and explore that subject from its first appearance in the curriculum to when it no longer appears. Then on a more specific level look at a specific topic within that subject and how it changes over time. Then you can go even more in depth if you choose. You may depict your findings in a graphic organizer or you may choose to write a paragraph about your findings. You may want to look at controversial curriculum topics or even compare two curriculum's take on a topic/subject. This is very informal and intended for you to explore a specific curriculum to make some observations.

## **Grading Policy**

Reading Responses (7 @ 10) 70 points

Participation in online discussions (7 @ 10) 70 points

Article Abstract and Response (7 @ 10) 70 points

Position Paper and Curriculum Map (1 @ 100 points) 100 points

Total Points: 310 points

A= 277-310

B= 248-276

C= 217-247

D=186-216

F=below 186

Assignments not submitted on or before the due date and time will not be accepted. (No credit for late work.) Due dates for the assignments are generally Sunday at midnight.

## **Attendance Policy**

As this is an online course so attendance is considered participation in classroom activities in a timely manner. Regular and timely participation in online discussions and on-time submission of other assignments are required.

## **Required Technology**

All students must have Internet access and the following technology applications: Google docs, video recording capability, Word Processing software, and a microphone.

Refer to: [Student Handbook 2019-20](#)

## **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Student Handbook 2019-20

## **University Policies**

### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog 2019-20](#)

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. If you are dropping a course within the first four class days of a summer term or the first twelve days of Fall or Spring term, you are eligible for a refund of applicable tuition and fees for the course(s) dropped. For specific information and information regarding financial aid policies, contact the MSU business office.

## Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field.

The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Pinar, William F. (2019) *What is Curriculum Theory?* 3<sup>rd</sup> ed. New York: Routledge ISBN 9781138649842

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2<sup>nd</sup> Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) *The New Art and Science of Teaching*. Bloomington, IN: ASCD.

## Teacher Education Program Requirements

For Students Who Are Seeking Teacher Certification:

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate and graduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.



## **Dispositions**

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

## **Data Literacy Assignment**

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

## **Lesson Planning**

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## **Unit Plan**

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## **Co-Teaching**

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

### **MISL- Midwestern Impact on Student Learning**

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

**Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

<b>Week/Date</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Sunday</b>
Week 1- 8/24	Read Introduction of textbook. Read the online articles in the Read Me First Tab under First Things to Read About Curriculum.	Read the online articles in the Read Me First Tab under First Things to Read About Curriculum.	Compose online introduction for the class.
Week 2- 8/31 Module 1	Read Chapter 1.	Compose a substantial initial post for first online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 1 Reading Response due.
Week 3- 9/7 Module 1	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.		Article Abstract and Response due. (choose just one article to respond to)
Week 4- 9/14 Module 2	Read Chapter 2.	Substantial initial post in online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 2 Reading Response due.
Week 5- 9/21 Module 2	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond		Article Abstract and Response due. (choose just one article to respond to)

<b>Week/Date</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Sunday</b>
	to about curriculum theory.		
Week 6- 9/28 Module 3	Read Chapter 3.	Substantial initial post in online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 3 Reading Response due.
Week 7- 10/5 Module 3	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.		Article Abstract and Response due. (choose just one article to respond to)
Week 8- 10/12 Module 4	Read Chapter 4.	Substantial initial post in online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 4 Reading Response due.
Week 9- 10/19 Module 4	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.		Article Abstract and Response due. (choose just one article to respond to)
Week 10- 10/26 Module 5	Read Chapter 5.	Substantial initial post in online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 5 Reading Response due.
Week 11- 11/2 Module 5	Read all articles posted on D2L in the Article Abstract and		Article Abstract and Response due.

<b>Week/Date</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Sunday</b>
	Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.		(choose just one article to respond to)
Week 12- 11/9 Module 6	Read Chapter 6.	Substantial initial post in online discussion.	Have made at least two additional posts- Online discussion ends. Chapter 6 Reading Response due.
Week 13- 11/16 Module 6	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.	Anytime this week begin drafting the Position Paper and Map.	Article Abstract and Response due. (choose just one article to respond to)
Week 14- 11/23 Module 7	Read Chapter 7 and 8. Initial Post Only and Reading Response due by Tuesday 11/24.		
Week 15-11/30 Module 7	Read all articles posted on D2L in the Article Abstract and Response submodule. You may also find another to read as well that you would rather respond to about curriculum theory.	Anytime this week, send a rough draft of your Position Paper and Map to a classmate for review. Complete the Ladder of Feedback for a classmate's paper and send feedback to them.	Article Abstract and Response due. (choose just one article to respond to)
Week 16-12/7 Module 8	Article Abstract and Response due. (choose just one article to respond to).	.	

Week/Date	Monday	Wednesday	Sunday
	Turn in Position Paper and Map with Ladder of Feedback from a classmate who reviewed your paper		