

EDUC 5633 X10/DX1 – Curriculum Theory and Practice

Online

Fall 2023

Midwestern State University

Gordon T. & Ellen West College of Education

Instructor/Contact Information:

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Office Hours: Tuesday & Thursdays 11:30 AM-1:30 PM, Wednesday 9AM-10AM. Appointments are recommended to avoid conflicts. Zoom appointments also available for other times outside of office hours- contact by email to discuss times.

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.

Course 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.

Textbook & Instructional Materials

Boyle, B. & Charles, M. (2016). *Curriculum Development*. Sage Publications Inc.

Course Content and Objectives, Activities and Assessments

Objectives	Learning Activities/Assessments
Students demonstrate an understanding of the forces that shape curriculum.	Readings, discussion questions, theories activity, models activity, position activity
Students demonstrate an understanding of and an ability to review curriculum materials.	Readings, discussion questions, review activity, mapping activity, position activity
Students demonstrate an understanding of the necessity and the ability to revise curriculum materials.	Readings, discussion questions, mapping activity, review activity, position activity

These objectives align with Students will Understand Forces that Shape Curriculum SACS

Student Learning Outcome #3: Candidates demonstrate understanding of the forces that shape curriculum and the ability to write, review, and revise curriculum.

*Additional standards provided in Appendix A.

Grading

Assignments	Points
Module Discussions (5 @ 10 points each)	50
Curriculum Theories Activity	50
Curriculum Models Activity	50
Curriculum Review Activity	50
Curriculum Mapping Activity	50
Curriculum Issue Position Activity	50
Total Points	300

Percentage of total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Module Activities/Assessments

You will engage in five learning activities and five discussions that are tied explicitly to the course objectives and the student learning Students Understand Forces that Shape Curriculum SACS Student Learning Outcome #3. All written components must adhere to APA 7th edition guidelines.

Curriculum Theories Activity

To demonstrate your understanding and explore the forces that shape curriculum you will construct a visual model and an analysis of several curriculum theories. Assignment specifics are contained in the corresponding D2L folder. All written components must adhere to APA 7th edition guidelines.

Curriculum Models Activity

To demonstrate your understanding and explore the forces that shape curriculum you will construct a visual model and an analysis of several curriculum development models. Assignment specifics are contained in the corresponding D2L folder. All written components must adhere to APA 7th edition guidelines.

Curriculum Review Activity

To demonstrate an understanding of and an ability to review curriculum materials, you will be completing a sample curriculum review activity and analysis. Assignment specifics are contained in the corresponding D2L folder. All written components must adhere to APA 7th edition guidelines.

Curriculum Mapping Activity

To demonstrate your understanding and explore the forces that shape curriculum and ability to review and revise you will be conducting a curriculum mapping activity and analysis. All written components must adhere to APA 7th edition guidelines.

Curriculum Issue Position Activity

To demonstrate your understanding and explore the forces that shape curriculum and perspectives that may influence reviews and revision decisions, you will be investigating current issues in curriculum and choosing one in which to present your position. All written components must adhere to APA 7th edition guidelines.

Discussion Questions

We will have five online discussions throughout the class, one for each module. These discussions will allow you to further explore topics more in depth, making connections among theories, supplemental readings, and comments from your peers. Discussion questions are posted on D2L/Brightspace in advance, so you can post your response at any time. Initial posts are due on Thursday of the week due and are worth 6 points. Unless otherwise specified, you must also post two replies in the discussion board by Sunday of the week due for two points each for a total of 10 points. Be respectful of one another, and use appropriate language in the discussions.

Policies and Information

Late Work

Assignments are expected to be turned in by the due date. Any work submitted after the deadline on the calendar will be docked up to 50%. It is your responsibility to keep up with the when assignments are due in the syllabus calendar. *Arrangements must be made at least two days in advance for any exceptions to be given.

Classroom Climate

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class or the student may receive an instructor drop with an "F" for the course.

Written Work

All written work should be completed in a professional style befitting a graduate student. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

MSU-TEXAS Policies and Procedures:

[Student Handbook:](#)

Academic Misconduct Policy and 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](#)

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Computer issues are not an excuse for missing a deadline.** There are many places to access your class! Our online classes may be accessed from any computer, which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however, they are able to help you be connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

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. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). 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](#).

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. 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 MSU. 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

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Plagiarism

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from [Student Handbook](#). All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

References:

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

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

American Psychological Association. (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association

Notice:

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

Course Calendar

Module	Topic/ Assignment	Due Date
1	Curriculum Theories: D2L readings Discussion 1 Curriculum Theories Activity	Discussion 9/3 Activity 9/17 11:59 PM
2	<i>Curriculum Development</i> Introduction, Chapters 1, 2, 3 Discussion 2 Curriculum Models Activity	Discussion 9/24 Activity 10/08 11:59 PM
3	<i>Curriculum Development</i> Chapters 4, 5, 6 Discussion 3 Curriculum Review Activity	Discussion 10/15 Activity 10/29 11:59 PM

4	<i>Curriculum Development</i> Chapters 7, 8, 9 Discussion 4 Curriculum Mapping Activity	Discussion 11/5 Activity 11/19 11:59 PM
5	<i>Curriculum Development</i> Chapters 10, 11, 12 Discussion 5 Curriculum Issue Position Activity	Discussion 12/3 Activity 12/10 11:59 PM

Appendix A –Standards/Competencies List

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- 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.