

ASU College of Education – Teacher Education Department
ED 6310 - Curriculum and Methodology Trends
Course Syllabus -Spring 2010

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ED 6310 Curriculum and Methodology Trends
Online course

Course Description: This course is designed to explore elementary and secondary school curriculum and instructional trends as well as current controversies in education. All assignments and readings, including research done by other class members, constitute readings in curriculum trends and issues.

Required Texts:

Curriculum: Alternative Approaches, Ongoing Issues 4th edition; by Marsh & Willis (2007) ISBN# 10: 0-13-171510-0

Taking Sides: Clashing Views on Education Teaching and Educational Practice (2008) ISBN# 10: 0-07-351516-7

Optional Text: If you have not had the Research course (6391) you might want to go ahead and purchase the APA Manual. Education uses American Psychological Assoc. style, and you must use this in writing your papers. A new edition just came out, so I will be accepting EITHER the 5th or 6th edition for fall 2009.

Publication Manual of the American Psychological Association (5th or 6th ed.)

Course Goals: The graduate student will be able to:

- Produce a personal definition of curriculum.
- Explain the history of curriculum development.
- Examine curriculum perspectives and procedures.
- Explore theories, change, and leadership in curriculum.
- Investigate current controversies relating to curriculum.
- Describe selected curriculum theorists and their viewpoints.
- Post and monitor Blackboard Discussions relating to individual research topic.
- Debate online in a synchronous chat with other class members monitored by the professor.

IDEA Information:

Essential objectives for this course include the following:

- Gaining factual knowledge
- Learning fundamental principles, generalizations, and theories

Important objectives are as follows:

- Acquiring skills working with others as a member of a team
- Developing skill at expressing oneself orally or in writing
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Methods of Instruction: This course will consist of extensive readings and research in the area of curriculum; individual and group online discussions/chat sessions; small group and individual research projects submitted online; and peer evaluations of products.

Course Requirements:

1. Required readings in textbooks
2. Accessing Blackboard and checking **angelo.edu e-mail** regularly
3. Group and Individual Research Projects submitted online
4. Peer evaluations of research projects
5. Online submission of current events in curriculum
6. Internet communications/discussions/chat in Blackboard on a regular basis
7. Successful completion of mid-term and final exams
8. Completion of all assignments submitted on time to the professor

Assignments: The assignments will be explained in greater detail in Blackboard as they are due. All written assignments, presentations, media presentations, etc. must follow the writing style found in the 6th edition of the American Psychological Association Publication Manual (APA Manual). **APA Format is critical!! Course Information in Blackboard includes basics for citations in APA style. You may find further help online. If you have not had the graduate research class, you may need extra help. Turn in your work ahead of time for proofreading by your professor and/or get a peer to edit your work.**

Course Evaluation and Grading: The course grade will be weighted based on the following components:

1. Mid-term exam	15%
2. Final exam	15%
3. Group Research Project & peer evaluations	15%
4. Individual Research Project & peer evaluations	15%
5. Discussion Board Postings (5)	10%
6. Current Events in curriculum (4)	10%
7. Group online debate and written argument	10%
8. Political essay	10%

Number grades will be given on a 100 point scale. Letter grades will be given as follows:

100-90 = A	Excellent work	69-60 = D	Below standard work
89-80 = B	Better than average	Below 60 = F	Failure
79-70 = C	Average work		

ASU Policy for Persons Seeking Accommodations:

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office in the University Center, Room 112, in order to request such

accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

ASU Academic Honor Code:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. *Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden. Faculty utilize Internet search links that assist in identifying plagiarized materials.*

Course Content and Tentative Calendar:

(Assignments are due by midnight of the date listed below. Points will be deducted for each day work is late.)

Jan. 19-24

Assignment 1 (See Assignments link in Blackboard.) due by **Jan. 24:**

Personal definition of curriculum – Please do **before** beginning your readings in the curriculum textbook. Submit all assignments to professor as an e-mail attachment.

Reading Assignment 1:

Curriculum textbook - Chapters 1 & 2 – Curriculum Character and History
Taking Sides – Issue 7 – “No Child Left Behind ”

Jan. 25-31

Discussion Board 1 due by **Jan. 28.** (See Assignments link in Blackboard for Ongoing Assignments.) Discussion Board is a link in Blackboard where questions and comments are posted from the professor and individual students. You will be expected to make at least 2 comments for each Discussion Board assignment each time one is due. I try to give you several choices, so you do NOT have to comment on everything! At the end of the term, you will be the moderator of your own Discussion Board for other class members on your Individual Research Topic. (Instructions to follow)

Current Event 1 due by **Jan. 31.** (See Assignments link in Blackboard for Ongoing Assignments.) Current Events in curriculum provide a summary of an article from a **recent newspaper, journal, and online source. You must have one from each reference type during the semester, cited in APA style.** (See sample Current Events in Course Information.) Virtually any topic concerning education can be related to curriculum in some way. All Current Events for the week will be compiled and linked under Course Documents by the professor. These reviews then become part of your reading assignment and topics for discussion in later Discussion Boards. A sample online source is listed in External Links in Blackboard – the Association of Supervision and Curriculum Development. Please be sure online sources are reputable. Newspapers and journals may also be reviewed online, but do not count as your online source – APA citation format will indicate the origin of the source.

Feb. 1-7

Reading assignment also includes reading **Current Events 1** from all class members posted as a Word document in Course Documents.

Discussion Board 2 due by **Feb. 7.**

Reading Assignment 2:

Curriculum textbook - Chapters 3 & 4 – Curriculum Approaches and Theorists

Taking Sides – Issue 8 – “School Discipline”

Blackboard Course Information link – Read Theorists PowerPoints.

Begin work on Group Research Projects. (See Research Projects in Assignments link in Blackboard. The professor will assign groups for this project according to your major.)

Feb. 8-14

Current Event 2 due by **Feb. 14.**

Work on Group Research Projects.

Feb. 15-21

Reading assignment also includes reading **Current Events 2** from all class members posted as a Word document in Course Documents.

Work on Group Research Projects – if you want the professor to proofread your work, please submit BEFORE the weekend!

Group Research Projects – Paper and PowerPoint due by **Feb. 21.**

Feb. 22-28

Reading assignment includes Group Research PowerPoints posted in Blackboard under Course Documents. Peer Evaluation forms are found in Course Information. Please copy and paste to submit all evaluations as **one single** Word document. **Peer Evaluations** due by **Feb. 28.** Your Group Research Project grade will not be released until your peer evaluations are turned in to the professor.

March 1-7**Review for mid-term:**

Chapters 1-4 in Marsh & Willis textbook

Taking Sides Issues 7 & 8

Theorists PowerPoints in Blackboard Course Information

See “Testing Advice” in Course Information.

Mid-term Exam - online – weekend of March 5-7

Available 5:00am Friday morning through Sunday at 11:55pm.

Contact professor if you are having problems with Blackboard.

Home phone: 944-1223 Cell phone: 450-3816

Mid-term exam will be released for your review after all students have finished. Please contact the professor if you have questions about your grade.

March 8-14**Reading Assignment 3:**

Curriculum textbook - Chapters 5 & 6 – Curriculum Change and Planning

Taking Sides Issue 14 – “Homework”

Discussion Board 3 and Current Event 3 due by **March 14**.

Work on Group Debate (See Assignment in Blackboard).

March 15-19

Spring Break

March 22-28

Reading Assignment 4:

Curriculum textbook - Chapters 7 & 8 – Implementation and Evaluation of Curriculum
Taking Sides Issue 18 – “Character/Moral Education”

Group Debate written arguments due by March 28. As long as written paper is turned in on time, you may schedule your online synchronous debate later with Dr. Eisenwine, at the group’s convenience.

March 29-April 1 (Easter Holidays April 2-4)

Reading Assignment 5:

Curriculum textbook - Chapter 9 – Politics of Curriculum

Reading assignment also includes reading **Current Events 3** from all class members posted as a Word document in Course Documents.

Discussion Board 4 due by **April 1**.

April 5-11

Work on Individual Research Projects.

Current Event 4 due by **April 11**.

April 12-18

Reading assignment includes reading **Current Events 4** from all class members posted as a Word document in Course Documents.

Work on Individual Research Projects.

Individual Research Project - paper and PowerPoint due by **April 18**.

April 19-25

From now until the end of the semester, you are the moderator for your own Discussion Board of your Individual Research topic. Post questions and answer comments made by classmates, **starting April 18**. You must also post 2 comments (or more) on other people’s topics. **Completion of Discussion Board 5** due **May 5**.

Work on **Political Essay** (Assignment 5) due **April 26**.

This assignment is similar to the written argument for the group debate. Choose a topic from your syllabus list, textbook, or *Taking Sides* that has not been covered previously. Briefly explain both sides of the issue, then choose which side you support. Provide one outside source and your own personal argument to defend the side of your choice. 1-2 pages minimum.

April 26-May 2

Reading assignment includes Individual Research PowerPoints posted in Blackboard under Course Documents. Peer Evaluation forms found in Course Information. Please copy and paste to submit all evaluations to professor as **one** Word document.

Peer evaluations due May 2.

May 3-9

Discussion Board 5 due May 5. This includes your own posting and monitoring of your Individual Research topic discussion, as well as posting to at least 2 other classmates.

Review for final exam:

Chapters 5-9 in Marsh & Willis textbook

Taking Sides Issues 14 & 18

Political Essay and Group Debate Material

You will need a copy of your personal definition of curriculum given the first week of class. If you do not have it, please ask professor ahead of time to send a copy before beginning the test.

See "Testing Advice" in Course Information.

Final Exam - online – weekend of May 7-9.

Available 5:00am Friday morning through Sunday at 11:55pm.

Contact professor if you are having problems with Blackboard.

Home phone: 944-1223 Cell phone: 450-3816

Final exam will be released for your review after all students have finished. Please contact the professor if you have questions about your grade. I will be turning in your final grades as soon as the tests are completed. You must catch me immediately if you have a question!! Look in Blackboard grade center as soon as possible because I try to grade them as they come in to me.

Group/Individual Possible Research Project Topics

1. Standardized/High Stakes Testing
2. Standards Movement
3. Teacher Accountability
4. Charter Schools
5. Home Schooling
6. Centralized/Standardized National Curriculum
7. NAEP – National Assessment of Educational Progress
8. TAKS – Texas Assessment of Knowledge and Skills
9. No Child Left Behind
10. Inclusion
11. Religion in Public Schools
12. Violence in Schools
13. Choice and Vouchers

14. Distance Learning
15. Gender Equity
16. Class Size
17. Uniforms
18. Tracking
19. Technology/Computer use in schools
20. Use of Internet in Classrooms
21. Professional Development
22. College Access
23. Community Service
24. School-to-Work
25. Alternative Certification
26. Teacher Empowerment
27. Privatization of Public Schools
28. Vouchers
29. School Uniforms
30. Separate classes/school campuses by gender
31. Outcome-based Education
32. Constructivist teaching
33. Gifted Education/Creativity
34. Intergenerational Education
35. Middle Schools
36. Legislation and Public Schools
37. Exclusion of the Fine Arts in the Curriculum
38. Project-based Multimedia Instruction
39. HIV Education
40. School-within-a-School
41. Retention and Social Promotion
42. ESL/ELL Education
43. Bilingual Education
44. Character Education
45. Curriculum Mapping
46. Digital Divide
47. Brain Research and Learning
48. Student Drug Testing
49. Zero Tolerance Policy
50. Homework

(Alternative topics in your personal interest area may be approved by the professor upon request.)