Professional Education Unit
Foundational and Graduate Studies in Education

Curriculum Construction (Online)
EDEL 630 301
Spring 2011

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Course Description:

EDEL 630. Curriculum Construction (3-0-3) On Demand. Study of basic principles of curriculum development in local school systems.

Required Field Experience Hours: N/A

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

By the end of this course, the candidate will be able to:

1. Students will develop a definition of curriculum and how it relates to instruction within the school.
2. Students will identify major curriculum theorists and their contributions to the field of curriculum development.
3. Students will identify major curriculum challenges within the P-12 school environment.
4. Students will apply understanding of curriculum construction to the development of curriculum within the local school.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	Educational Technology			Advanced Multimedia Design	
Aligned with → Assessment ↓ (point values)	**Kentucky Teacher Standards (KYS)**	**Education Professional Standards Board (EPSB)**	**(ISTE) International Society for Technology in Education**	**(AECT) Association for Educational Communications and Technology**	**NCATE**
[Pedagogical Creed, 100 pts.] CFO: 1 SLO: 1	3	Closing the Achievement Gap	II, III, V	1	1a, 1b, 1c
[Annotated Curriculum Bibliography, 150 pts.] CFO: 1, 2, 4, SLO: 1, 2, 3	3, 7,	Closing the Achievement Gap Literacy/Reading Assessment Diversity	II, III, V	1	1a, 1b, 1c, 1e
[Analysis and Curricular Map Project, 150 pts.] CFO: 1, 2, 4, SLO: 3, 4	1, 3, 4, 5, 6	Closing the Achievement Gap Assessment Diversity	I, II, III, IV	1, 2, 3, 4, 5	1a, 1b, 1c
[Group led Discussion, 20 pts.] CFO: 1, 3 SLO: 1, 4	1, 3, 4, 5	Closing the Achievement Gap Literacy/Reading Assessment Diversity	II, III, V	1	1a, 1b, 1c
[Group led Diversity Discussion, 20 pts.] CFO: 1, 4 SLO: 1, 3	1, 3, 4, 5	Closing the Achievement Gap Literacy/Reading Assessment Diversity	II, III, V, VI	1	1a, 1b, 1c, 4a
[Online Participation, 160 pts.] CFO: 1 SLO: 1, 3, 4	1, 3, 4, 5	Closing the Achievement Gap Literacy/Reading Assessment Diversity	II, III, V	1	1a, 1b, 1c

Assignment Descriptions:

Curriculum Construction	
Assessment (point value)	**Description**
[Pedagogical Creed, 100 pts.]	You will create a personal pedagogic creed that describes your beliefs of what education is, what the school is, the subject matter of education, the nature of the method, and the school and social progress. This will be a 3-5 page paper that will be submitted on BlackBoard.
[Annotated Curriculum Bibliography, 150 pts.]	You will develop an annotated bibliography of **ten** research articles regarding writings related to your primary curriculum area. These articles can be found using the MSU online article search engine. You can also utilize **appropriate** research articles online. You will need to first provide an introduction section to your bibliography describing your curriculum area and the challenges you face within your curriculum area. You will need to provide a citation for each article using the APA format. You can find an example of the format in the external links section. The articles should focus on topics related to the challenges within your curricular area. You will need to provide a summary of each article as well as a discussion about the potential impact the selected article might have on your curricular area.
[Analysis and Curricular Map Project, 150 pts.]	You will conduct a detailed analysis of the current curricular map for your curricular or grade level area. You will need to discuss what works and what doesn't work with the current curricular map. You will also construct a new curricular map utilizing the knowledge that you have acquired during this course as well as integrating ideas of what you think would work best within your curricular or grade level area.
[Online Discussion Board Participation, 160 pts.]	Online participation is a large portion of the course. You are expected to be engaged in all of the online discussion boards, virtual chats, and collaborations with your class group. *Note regarding discussion boards:* Each participant will be expected to engage in significant discussion on the boards. This means you need to participate beyond your initial posting with more than 1-2 sentence comments of agreement.
[Group Led Discussions, 20 pts.]	Participants in a group will lead a weeklong discussion on assigned chapters. The group will develop the focus questions for the discussion and guide the discussion with the class. Each team will lead two different discussions during the semester.
Group Led Diversity Discussion, 20 pts.]	Participants in a group will lead a weeklong discussion on assigned chapters focusing on diversity related curriculum issues. The team will develop the focus questions for the discussion and guide the discussion with the class. Each team will lead one discussion. All other participants are expected to actively participate as they would in any regular online discussion.

Grading Scale:

A =100%-90%
B = 89%-80%
C = 79%-70%
D = 69%-60%
E = 59% and below

Required Textbooks:

- Flinders, D.J., & Thornton, S.J. (2009). The Curriculum Studies Reader (3rd Ed.). New York, Routledge Falmer. ISBN 0-415-94523-2
- Eisner, E.W. (1994). Cognition and Curriculum Reconsidered (2nd Ed.). New York, Teachers College Press. ISBN 978-0-8077-3310-3

Course Evaluation:

All submitted work will be evaluated based on the overall design, quality of work, and quality of writing (use of punctuation, grammar, and spelling). Project evaluation documentation will be sent to each student upon grading of the project Assignments located on BlackBoard. Grades will be posted on the BlackBoard gradebook, which is available to each participant.

Attendance Policy:

This course is an online course where participants will be active in online learning environments. Participants are expected to contribute to the online activities that occur. All class assignments are due on the date assigned in class. **Unexcused late assignments will not be accepted.**

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

EDEL 630 301
Spring 2010 Tentative Daily Schedule

Week 1 Jan 18-23	**Readings** • Flinders*: Looking Back: A Prologue to Curriculum Studies* **Assignments** • Week 1 Discussion 1 - Introductions
Week 2 Jan 24-30	**Readings** • Flinders: Chp 1: *Scientific Methods in Curriculum Making* • Flinders: Chp 2: *A Critical Consideration of the New Pedagogy in its Relation to Modern Science* • Flinders: Chp 3: *My Pedagogic Creed* • Eisner: Chp 1: *Reforming Educational Reform* **Assignments** • **Personal Pedagogic Creed (Due: February 7)** • Week 2 Discussion 2 – Curriculum: An Introduction
Week 3 Jan 31-Feb 6	**Readings** • Eisner*:* Chp 2 *The Role of the Senses in Concept Formation* • Eisner: Chp 3 *Forms of Representation* **Assignments** • Week 3 Discussion 3 – Senses and Forms of Representation
Week 4 Feb 7-13	**Readings** • Eisner: Chp 4 From Cognition to Curriculum • Flinders*:* Chp 5 *Dare the School Build a New Social Order?* • Flinders*:* Chp 6 *The Rise of Scientific Curriculum-Making and Its Aftermath* **Assignments** • Week 4 Discussion 4 – Curriculum and Learning
Week 5 Feb 14-20	**Readings** • Flinders: Chp 7*: Basic Principles of Curriculum and Instruction* • Flinders: Chp 9: *Objectives* • Flinders: Chp: 10: *Educational Objectives – Help or Hinderance?* **Assignments** • Week 5 Discussion 5 – Senses and Forms of Representation • **Annotated Curriculum Bibliography (Due: March 14)**
Week 6 Feb 21-27	**Readings** • Flinders: Chp 11: *The Daily Grind* • Flinders: Chp 12: *The Practical: A Language for Curriculum* **Assignments** • Group 1 Led Curriculum Discussion
Week 7 Feb 28-Mar 6	**Readings** • Flinders: Chp 13: *Pedagogy of the Oppressed* • Flinders: Chp 14: *Curriculum and Consciousness* **Assignments** • Group 2 Led Curriculum Discussion
Week 8 Mar 7-13	**Readings** • Flinders: Chp 15: *The Reconceptualization of Curriculum Studies* • Flinders: Chp 16: *The Paideia Proposal* • Flinders: Chp 17: *The False Promise of the Paideia: A Critical Review of the Paideia* **Assignments**

	• Group 3 Led Curriculum Discussion
Week 9 Mar 14-20	**Readings** • Flinders: Chp 18: *Implementation as Mutual Adaptation: Change in Classroom Organization* • Flinders: Chp 19*: Controlling the Work of Teachers* **Assignments** • Group 4 Led Curriculum Discussion • **Analysis and Curricular Map Project (Due May 9)**
Mar 21-27	**Spring Break**
Week 11 Mar 24-30	**Readings** • Flinders: Chp 24*: High-Stakes Testing and Curriculum Control: A Qualitative Metasynthesis* • Flinders: Chp 25: *Standardizing Knowledge in a Multicultural Society* • Flinders: Chp 27: *What Does it Mean to Say a School is Doing Well?* **Assignments** • Week 11 Discussion 6 – High Stakes and Achievement
Week 12 Mar 28-Apr 3	**Readings** • Flinders: Chp 20: *How Schools Shortchange Girls: Three Perspectives on Curriculum* • Flinders: Chp 28: *Subtractive Schooling, Caring Relations, and Social Capital in the Schooling of U.S.-Mexican Youth* **Assignments** • Group 1 Led Diversity Discussion
Week 13 Apr 4-10	**Readings** • Flinders: Chp 29: *Teacher Experiences of Culture in the Curriculum* • Flinders: Chp 30: *Silence on Gays and Lesbians in Social Studies Curriculum* **Assignments** • Group 2 Led Diversity Discussion
Week 14 Apr 11-17	**Readings** • Flinders: Chp 31: *Curriculum and Teaching Face Globalization* • Flinders: Chp 32: *Gender Perspectives on Educating for Global Citizenship* **Assignments** • Group 3 Led Diversity Discussion • Week 14 Discussion 7: *Analysis and Curricular Map Update*
Week 15 Apr 18-24	**Readings:** • *NCLB* • *The Kentucky Educational Reform Act (located in the external links section)* • *Senate Bill 1* **Assignments** • Week 15 Discussion 8 – Curriculum Reform for the 21st Century
Week 16 Apr 25-May 1	**Curricular Analysis work**
Week 17 May 9-13	**Final Project Due**