

**Rutgers, The State University of New Jersey**  
Education Course 15: 310:500: B1 Curriculum and Instruction  
3.0 Credits

Facilitator: Janice DeCicco Fipp, Ed.D. Adjunct Faculty Member, Rutgers University  
Summer Semester 2013 Location: Online Asynchronous

Texts: Curriculum Development: Theory Into Practice, 4th Ed.  
Daniel Tanner and Laurel N. Tanner. Englewood Cliffs, NJ: Prentice-Hall. Inc.,  
1995, 2006.

### Course Introduction

This course provides an integrated view of problems of curriculum and instruction at the elementary and secondary levels, including the various roles of the professional educator, problems related to the design and implementation of the written curriculum, instructional issues, and the interrelationships between current issues in curriculum development and social forces.

### Course Objectives

1. review major trends in the planning and organizing of curriculum
2. understand the historical progression of theory on curriculum and analyze successful and failed curriculum initiatives
3. identify major theorists who have helped to develop the field and explain the significance of their work in relation to contemporary viewpoints and practice
4. know the terminology of curriculum studies to enhance the comprehension of the literature in the field
5. compare and differentiate among a variety of curriculum perspectives and paradigms
6. apply knowledge of curriculum perspectives to current issues in curriculum such as the common core standards
7. appraise curriculum content standards for comprehensiveness and quality
8. evaluate curriculum designs and implementation models as well as discussion of teacher/principal evaluation models to support instruction (AchieveNJ)
9. investigate research-based instructional strategies

### Requirements:

1. Critical readings of text and of research articles and documents as assigned.
2. Class attendance and participation online. Weekly questions will be worth 2 points per week for a total of 10 points toward the final grade. Weekly assignments will include the contemporary application of curriculum and instruction issues.

3. Papers and assignments to be submitted.
4. Weekly assignments online and weekly participation is required online. You are expected to participate in discussions and assignments each week. Participation means adding valuable substantive comments regarding the readings and the application or reaction to a concept or idea.
5. Of the utmost importance....every paper submitted in the drop box must be saved as; with your last name and the name of the assignment.  
For example if I am in the class and I am submitting the Annotated Bibliography assignment which I have saved to be compatible with Word 03 (that is what I have), I would...Save As : FippAnnotatedBibiliography ( You would be surprised at the number of documents I have to open and they all say "doc." I have no idea whose is whose when I go to attach and send them back to you. Points will be deducted if you do not save as with your last name and the name of the assignment. Thanks so much!
6. In addition every assignment submitted must have a cover sheet with one's name and the name of the assignment. ( Again, you would not believe the number of people who submit a paper with no name anywhere on it.) Again, I thank you. Points will be deducted for no name.
7. In addition, you are welcome to email me on a daily basis, not a problem, but I ask that you sign the email with your full name and the name of the course. (Again, people send me emails and ask all kinds of questions expecting me to recognize the email addresses of hundreds of my students....I am just not that good.)

Long Term Assignments:

1. **Reaction Papers:** Each of the following papers will focus on your critical interpretations of significant implications of the readings. They may begin with a brief recapitulation or summary of the readings, but the interpretation of the implications is paramount.

These papers will be focal points of class discussions and, consequently, must be submitted on time.

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|---------------------|---|
| <b>Part I Due</b>   | Perspectives and Prospects, Preface and Chapters 2, 3 & 4               |
| <b>Part II Due</b>  | The Emergent Curriculum Field Chapters 6, 7 and 8                       |
| <b>Part III Due</b> | Curriculum Design, Development and Evaluation<br>Chapters 10, 11 and 12 |
| <b>Part IV Due</b>  | Chapters 14 and 15  |

Papers will be double spaced and approximately three typed pages. The reference page does not count toward the pages or word count.(You really do not need the reference page because it is the only source for these reaction papers.) The paper will be graded for content and for writing.

**Each reaction Paper is worth 10 points for a total of forty points toward the final grade.**

2. **Annotated Bibliography:** Due Identify five articles from professional journals on the same topic or concept or theory or practice in the field of curriculum or instruction. Based on these five articles from professional journals; write a short synopsis and corresponding reactions to and reflections will be shared in the online classroom as discussions and the composite document will be submitted. One page will be the bibliography and the paper will be concise no more than three pages. **The Annotated Bibliography is worth 20 points.**
  
3. **Ethnographic study** and analysis of curriculum development and instructional process: Each participant will prepare a study of a school district for which he or she is familiar to include:
  - a) a brief description of the district; b) the major beliefs, formal philosophy, goals for and beliefs about students; c) the role of professional educators in the curriculum/ instructional process; d) a description of the process of curriculum development, implementation, professional development, and evaluation of curriculum. Interview of a district employee may be necessary, but at least a review of documents. **Due Worth 30 points.**

### Absence From the Online Classroom for One Week or More

The nature of this online course requires that students participate actively as described. Absence from participation for one week will be deemed excessive and will result in points deducted from the final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from the online classroom environment. The instructor reserves the right to request documentation supporting reasons for absence.

No student may be off line for an entire week. Although there are 2 points achievable for participation each week when the participation meets the standard, absence from the online environment for a week puts one at risk for a drop in points over and above the 2 points.

### Special Needs

If you are eligible for special education under Section 504 of the Americans with Disabilities Act, you must notify the instructor at the start of the course. Reasonable accommodations and modifications will be made in response to one's 504 plan. For additional assistance, contact the Rutgers University Campus Coordinator at (732) 932-1711.

### Assignment Submission Policy

\*No grades will be curved and no extra credit will be given.

\*Late assignments will be accepted only with advance permission from the instructor. \*Late assignments will have 2% of the total worth deducted for each day late.

\*Students must review and be familiar with the Policy on Academic Integrity for Rutgers University. Violations of that policy will be handled according to the policy and procedures outlined in the catalogue. Breach of this policy will result in course failure and the possibility of expulsion. Plagiarism, turning in someone else's work, work obtained through the internet, or work written for another course are all reasons for failure of this course and possible dismissal from the University.

### Terminology and Online Etiquette

The language to be used in regard to students with disabilities has changed over the years. We are at a point in time where we understand that the discussion should refer to students with disabilities as the Individuals With Disabilities Education Act demonstrates by using "people first language". Therefore, we will use the terminology used in the law as prepositional constructions such as, "students with learning disabilities" or "students with Down Syndrome" as opposed to the adjectival constructions used in the past, such as "retarded students". See the APA manual for more person-first terminology.

In addition, the challenge in an online environment is to communicate in a professional manner without demonstrating negative feelings in one's writing toward others. That is achieved by proofreading whatever is written before posting it, by not attacking someone else's opinion or statement with the use of negative vocabulary or offensive choice of words or tone. In addition, one's "type" can also be construed as emotional when bold type or exclamations are used. We must be open to diversity of thinking. Be very careful to think of the courtesy needed in this environment, prior to posting.

### Format for Assignments

All assignments should be typed, double spaced and neat. Edit your work carefully before submitting it. Grammar, spelling and sentence and paragraph structure as well as APA format are all part of the grading process. Please use 12 point font in a traditional/ professional font such as Times Roman. All assignments must be completed using APA format (5<sup>th</sup> Edition). This includes participation posts.

The number of pages recommended for an assignment does not include the paper's title page nor its references or attachment.

## **Course Outline**

### **Week One**

Introduction to the Course, to the online environment and to Chapters One of Tanner and Tanner as well as other course materials  
Purchase the book ASAP You may have to do overnight and pay extra so you have the book by next week ...no later than Monday July 13.  
Answer questions under Week One Online.  
Review the long term assignments described in this syllabus. Read it and reread it and make a calendar to keep up on the readings and the assignments. We move so quickly in this summer environment. Although, I have taken two major assignments away and I have taken away the two texts, we still have lots to accomplish in this short period of time.

### **Week Two**

Identify topic and articles for Annotated Bibliography  
Read text and begin the first Reaction Paper due at the end of this week  
Answer questions under Week One Online and respond to other participants' answers.

### **Week Three**

Read text and prepare for the Reaction paper due the end of the week  
Answer questions under Week Three online.

### **Week Four**

Read and Prepare Reaction Paper Three  
Answer questions under Week Four online.  
Work on Ethnographic Study and Annotated Bibliography

### **Week Five**

Read and Prepare reaction Paper Four  
Answer questions under Week Five online  
Submit Ethnographic Study

**This Syllabus is Subject to Change.**

The main goal here is to meet the learning objectives for our course. It is to leave the course with knowledge, skill, an appropriate disposition for an educational leader and the ability to apply all to enhancing the teaching and learning opportunities for all students.

Therefore, I would expect you to dedicate and plan to devote a minimum of 9 hours per week to our course. Broken down, that means approximately 3 hours on the online class sight reading and watching lectures, reading articles, investigating websites and completing weekly assignments online as directed.

It will also include approximately three hours per week reading the text materials and learning it. In addition, you will need to put at least three hours per week into completing the major course assignments that are outlined in the syllabus.

I would create a time management system, so you build in 9 hours per week for this course.

Now, equated to an onground class where you spend 30 minutes in transportation to and from the class and then you spend three hours per week in class and you then spend three hours reading the materials and three hours completing the same major assignments, it is the same.

I look forward to leading you in this valuable journey.

Janice DeCicco Fipp, Ed.D.