

Syllabus – Curriculum Development in the Elementary School

15:251:572

On-Line Course

Summer 2014

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Texts

Curriculum Development: A Guide to Practice. 9th Edition By Jon W. Wiles and Joseph C. Bondi. : Pearson, 2015.

The Child and the Curriculum and The School and Society. Dewey, John. Chicago: The University of Chicago Press, 1902 and 1900.

Professional Capital, Transforming Teaching in Every School.

Hargreaves, Andy and Fullan, Michael. New York, New York: Teachers College Press, 2012.

We will also use **excerpts** from the book: **Curriculum and Instructional Methods for the Elementary and Middle School.** 7th ed., Lemlech, Johanna K. Boston, Mass.: Allyn and Bacon, 2010. *(Please note, I will provide the excerpts. It is not necessary to purchase this text.)*

Please note that electronic versions of these books may be less expensive and are perfectly acceptable.

Course Competencies

New Jersey has transitioned to the Common Core State Standards. The Common Core Standards will be addressed in this course along with the following Administrative Course Standards:

1. General Leadership:

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a)

2: Leading a common vision of learning in the school community (elements of developing and implementing shared vision);(i) Leading with integrity and fairness;(v)

2. Instructional Leadership:

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a)
2:Leading a common vision of learning in the school community (instructional elements);(i) Leading a climate and culture conducive to student learning and staff professional growth;(ii)

3. Context/Community:

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a)
2:Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;(iv) Leading with a perspective of the larger political, social, economic and legal context;(vi)

Requirements

- 1. Critical reading of texts and selected references/reports**
- 2. Independent Research**
- 3. Participation in Threaded Discussions**
- 4. Assigned papers**
- 5. Video/National Reports - critiques**
- 6. Reflective Journal entries**
- 7. On-line participation**

Assignments

Threaded Discussions/Threaded Debates

Threaded Discussions/Debates are a key aspect of this course allowing for you to interact with your peers concerning important issues in the field of Elementary School Curriculum Development. Your objective is to post well thought-out comments supported by current research while remaining focused on the assigned discussion topics.

Written Reports/Papers

Papers and written reports should focus on your critical interpretations of significant implications of the readings. The papers should not recapitulate or summarize the readings.

Reflective Journal Entries

This is your opportunity to address issues that are important to the field and to pose questions specific to your particular area of interest. Entries may be guided (based on provided information) or totally independent. Running reflections on the readings, discussions, and the direction of the profession would be appropriate topics for an independent reflective journal entry. Reflective journal entries provide an opportunity for a one-on-one discussion with your professor.

Videos and National Reports

Critiques of assigned videos and/or national reports, should be concise, well thought-out, and reflective of your position on the issues as addressed and supported by research.

Book Critique

This is a written critique of Professional Capital, focusing on your critical reactions and interpretations of significant implications of the authors' thesis.

Did You Know Thread

You should check this post often and respond to items that pique your interest. You may also post an issue important to you that might generate a response from classmates. Participation in this Thread is not required but highly recommended.

Course Outline

Unit 1: June 23 to July 5

Chapters 1– 3 in Curriculum Development: A Guide to Practice.

First Threaded Discussion (to address the Common Core movement)
First Critical Reaction Paper (will consider the historical impact of The Child and the Curriculum and The School and Society)
Reflective Journal Entries (2)
Video – “Effective Teaching”

Unit 2: July 6 to July 18

Consider the historical impact of assigned national reports/readings
Second Threaded Discussion (to address elementary curriculum development and the inclusion movement)
Second Critical Reaction Paper (to consider the implications of the Learning Criteria and Chapters 4-6 in Curriculum Development: A Guide to Practice)
Reflective Journal Entries (2)
Video – to be announced

Unit 3: July 19 to July 31

Third Threaded Discussion (will consider the impact of technology on the elementary curriculum)
Third Critical Reaction Paper (to consider the implications of Chapters 7, 8, and 10 in Curriculum Development: A Guide to Practice)
Reflective Journal Entries (2)
Video – to be announced
Book Critique – Professional Capital

Grading Policy

20% Threaded Discussions
20% Critical Reaction papers

20% Video Reaction papers
20% Book Critique
20% Reflective Journal Entries

Students With Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus disability service office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your course as possible. To begin this process, please complete the Registration form on the ODS site at:

<https://ods.rutgers.edu/students/registration-form>.