

Rutgers The State University of New Jersey

Education Course 15: 310:500: H1 Curriculum and Instruction

3.0 Credits

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Summer Semester 2014 Location: Online Asynchronous

7/7/14-8/13/14

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.

Part I Due Date week one	Chapters 1,2,3
Part II Due Date week two	Chapters 4, 5,6
Part III Due Date week three	Chapters 7, 8 and 9
Part IV Due Date week four	Chapters 10, 11, 12
Part V Due Date week five	Chapters 13, 14, 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 Tuesday of week five. 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. **Paper – Curriculum Planning and Mapping worth 30 points and due on end of Week Four**

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Each student will select one full unit of study from a subject/course that they currently teach or are familiar with and prepare a basic critical learning path diagram and a detailed curriculum map for that unit of study.

Objectives of Assignment:

- Practice in organizing a curricular topic.
- Application of curriculum tools presented in class.
- Practice in preparing a critical learning path diagram.
- Practice in preparing a curriculum map.

Part One: Critical Learning Path (CLP) Diagram

- Critical Learning Path diagrams were presented in class as a useful tool to organize and sequence curriculum in order to achieve a desired learning outcome.
- Using the unit of study you have selected, prepare a reasonably detailed Critical Learning Path diagram for the desired learning outcome of your unit.
- Choose an appropriate format for your diagram. It may be a flowchart with boxes, lines, circles etc. Alternatively, it might simply be a series of typed phrases and arrows to show the sequence or some other graphical representation of your design. Your choice, but keep it logical, neat and simple to follow.
- As your chosen unit is one that already exists in your school, be careful not to simply diagram what exists now without thought. Are the existing steps in the sequence absolutely necessary to achieve the final desired learning outcome? Can some steps be dropped? Are there some steps that should be added?
- Your grade will reflect the thoughtfulness of the steps included in the path as well as the chosen sequence of the steps. Be sure that the steps indicated are indeed critical to the final outcome.

- Over all, remember the purpose of a Critical Learning Path diagram. It should
 - Clearly identify critical learning steps to the final objective.
 - Display the sequence of the steps.
 - Be well organized and easy for all to read and understand.
 - Be useful for teachers.

Part Two: Curriculum Mapping

- Part Two is to provide a reasonably detailed Curriculum Mapping of your chosen unit.
- Use the official Happy Town Curriculum Mapping Template to construct your map. The mapping template is provided for you in SAKAI>RESOURCES>ASSIGNMENTS. A sample of a partially completed mapping is also provided for your reference.
- Your map should be aligned with applicable, current New Jersey Core Curriculum Content Standards.
- Employ the basic concepts of Understanding by Design to construct your map.
- Be sure to provide sufficient detail in your map. Your map not only serves to document curriculum, teachers will use it when they teach this unit.
- The template is in WORD. You may expand the various sections as necessary, BUT you may not modify the format of the template. Additional material may be appended to your map if you feel that it is necessary.
- The objective of your map is to provide detail on the content of your unit/topic and provide teachers support when teaching the unit/topic. Again, be thorough, but concise.

Submission

- This is a graduate paper. All writing standards apply. Be clear and concise in your writing.
- Avoid the use of jargon. Remember that some of the curriculum decision makers are laypersons serving on the Board of Education and the District's Curriculum Advisory Committee.
- You will be evaluated on:
 - The instructional quality of your CLP Diagram and Unit Map.
 - The detail provided in each.
 - The quality of organization of both pieces.
 - The usefulness of your diagram and your map to teachers.
 - The overall precision of your writing.
- Please organize your Diagram and your Map as two (2) separate documents.
- These go into Drop box together

Due **Worth 30 points.**

Assignment Number 4. BUT actually the First to be Focused on and DONE first two weeks of the course:

Curriculum and Instruction

Demonstration Task 15:310:500

Introduction

A critical component of a standards based curriculum is the planning and implementation of activities to achieve the standards in individual classrooms. In this assignment you will examine the plans that two different teachers formulate to achieve a specific standard(s) in one of their classroom lessons and then observe the execution of that lesson to assess its success in achieving the standard(s).

For each of the two teachers you will:

- a. Meet with the teacher in a pre-lesson conference format to discuss their plans to achieve standard(s) in a specific upcoming lesson.
- b. Analyze and critique the teacher's plan.
- c. Observe the specific classroom lesson being delivered by the teacher in his/her classroom to assess progress made to achieve the standard(s).
- d. Analyze and comment on the lesson's achievement of the standard(s).

Your final product will be one written report containing two major sections. Each major section will report on the planning and classroom observation of one of the teachers.

Selection of Teachers

- Select two (2) different teachers to work with on this activity.
- Be sure that each teacher understands that your work will involve a pre-lesson conference to review lesson planning and a classroom observation of that lesson.
- Allow the teacher volunteer to select the lesson that will be involved.
- Follow appropriate protocol in your school for selecting the teachers, reviewing their lesson plans, observing their classes etc.

Examining Lesson Planning

- Meet individually (pre-conference) with each teacher after they have planned their lesson, but before it is delivered in their classroom.

- First, ask each teacher to identify the specific core curriculum standard(s) they will achieve in their classroom during this lesson.
- Next, ask each teacher to share his/her plan to meet the standard, or some component of the standard during this lesson.
 - Remember to ask the teacher to describe the student products or student behaviors that will manifest achievement of the standard.
 - The teacher should also discuss the instructional activities and student exercises that will elicit the standards meeting behaviors or products they identified.
 - The focus here is on “what the student will do or produce to demonstrate the achievement of the standard.”
- Finally, ask the teacher to provide a copy of his/her lesson plan.
- After the Pre-Lesson Conference, for the first part of each major section of your report:
 - Write 1-2 pages summarizing the pre-lesson conference. Be sure to identify the standard to be addressed and discuss the teacher’s lesson plan including activities and evaluation tool.
 - Complete a copy of the “**Expectations for Standards-Based Lesson Plans**” form (below) and insert into your report.
 - Write 1-2 pages critiquing the potential of the lesson plan to achieve the desired standard(s). Be sure to cover all components of the plan and provide rationale for your judgments.

Observing the Classroom Lesson

- Observe the planned lesson as it is executed in the teacher’s classroom. Be sure to stay for the entire lesson.
- The objective of the observation is not to evaluate the teacher, but to observe the extent to which students demonstrate standards achieving behaviors. Student behaviors are observed to see if manifestations of standards achievement take place in the classroom lesson.
- At the end of the observation, representative samples of student work should be reviewed. Do these samples provide evidence of achievement of the standard?
- After the observation, for the second part of each major section of your report:
 - Write a 1-2 page summary of the lesson as observed. Be sure to include observed student performance.
 - Complete a copy of the “**Criteria for Evaluating a Standards-Based Lesson**” form (below) and insert into your report.
 - Write a 1-2 page commentary on the evidence you have observed that the desired standards were achieved. What were the most effective activities? What activities were least effective? Do the student work samples so achievement of the desired outcomes? How might student mastery be improved? Provide rationale for your judgments.

General Notes

Do not identify in any manner the actual classes, teachers, or students observed. Label the teachers A and B.

Submission

- Submit one written copy of your final report to your instructor.

- Your final report (6 – 12 pages) will consist of a major section for each teacher. Within each major section will be the required written materials on the lesson plan and the classroom observation.
- In addition to being a course assignment, this project is also an Educational Administration Demonstration Task.
- Upload an electronic copy of your complete report to the your portfolio in the Educational Administration Portfolio site on SAKAI. Your instructor will provide instructions for uploading.

Evaluation of Your Report

Your final report will be evaluated following the attached Demonstration Task Rubric.

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 (5th 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

Connect with a School TODAY!!! Assignment Number Four on this syllabus will be completed these first two weeks of the course, so you must get into a school. It is a requirement of these curriculum courses. 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. We 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 a minimum of two participants' answers.

Week Three

Read text and prepare for the Reaction paper due the end of the week
Answer questions under Week Three online.
Work on Planning and Mapping Assignment

Week Four

Read and Prepare Reaction Paper Three
Answer questions under Week Four online.
Work on Planning and Mapping Assignment and
Annotated Bibliography

Week Five

Read and Prepare Reaction Paper
Answer questions under Week Five online

This Syllabus is Subject to Change.