

Fipp Curr Dev Syllabus

Rutgers The State University of New Jersey

Tuesday January 20, 2015 through May 11, 2015

Education Course Curriculum Development in the Elementary Schools 15.251.572:90 3.0 Credits

Facilitator: Janice DeCicco Fipp, Ed.D. Adjunct Faculty Member, Rutgers University

Spring Semester 2015 Location: Online Asynchronous

Texts: Please order immediately and purchase membership:

Ralph Tyler, Basic Principles of Curriculum and Instruction. The University of Chicago Press. (You could even purchase an eBook from Amazon for \$8.16)

Membership into American Society of Curriculum Development (ASCD) online Basic Membership for \$39.00 for the year. Your district may have a premium membership, if so, as long as you have access online then you may use that.

Additional readings and websites to access:

Internet Access to the NJ Department of Education Website to access the NJ Common Core Standards and the Core Curriculum Content Standards etc. as well as other websites as assigned.

Differentiation of Curriculum Creation to Level Assignments and Lessons. Websites that introduce you to Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences.

Websites that introduce you to curriculum development in alignment with the Charlotte Danielson Domains for Teacher Evaluation.

Department of Education website and PARCC website to gain information regarding the Partnership for Assessment of Readiness for College and Careers (PARCC)

Course Introduction

In this course, we will examine the historical impact of events and documents that continue to impact the elementary school curriculum development concepts as well as the events and documents that have impacted change. There will be an opportunity to research who the elementary school student is and what he or she needs to be successful academically and socially.

All contemporary issues in elementary school will be discussed and researched such as how to differentiate in our classrooms with so much diversity, how to implement the common core and how to teach reading and writing across the curriculum

We will examine the characteristics of successful elementary schools and the research that supports the creation of these characteristics.

The assignments for this course will also take the participants through a process of investigation of research and practice past and present regarding elementary school curriculum.

Requirements:

1. Critical readings of text and of selected references and websites.
2. Class attendance and participation online.
3. Timely completion of assigned papers and assignments.

Objectives: The learner will be able to:

Define and discuss curriculum and instruction.

Discuss the roles of the principal and curriculum leader and teachers and parents in curriculum development and curriculum application and assessment.

Discuss the purpose for the creation of curriculum infused with the Common Core.

Analyze models for curriculum development over the years.

Discuss very contemporary issues facing school leaders today in terms of curriculum and instruction in our elementary schools, such as the creation of curriculum for instruction to meet the needs of individual students.

Begin a habit of being well read in your professional area as an educational leader, by becoming a member of an association such as ASCD.

Assignments:

Mandatory Requirements for all assignments:

Papers will be double spaced in Word.

Please Follow This Directive: Please “**save as**”, every assignment, with your **last name and the name of the assignment**. **Every pages of each assignment must contain your name and a page number**.

1. **Annotated Bibliography:** Identify one topic of interest within the realm of Curriculum Development in the Elementary School.
Receive approval from the course instructor to proceed.

- A. Locate and read ten articles from professional journals on the topic chosen.
- B. Identify one resource and then write a short synopsis.
- C. Then list the second resource and do the same short synopsis of it and continue until you have identified each of the ten resources and have provided a synopsis of each.
- D. Finally, create a summary of reactions to and reflections of all of the resources, this includes, but is not limited to your opinion. **Due last day of Week Eight. Ten Points.**

2) **Ethnographic Study** and Analysis of curriculum development and the instructional process of an elementary school:

Each participant will prepare a study of an elementary school for which he or she is familiar or will become familiar. The process will include:

- a) brief description of the school; b) a description of the process of curriculum development, implementation, c) professional development, and d) evaluation of curriculum; e) a description of how the core curriculum content standards are implemented in the curriculum; f) a discussion of what curriculum delivery looks like within the classrooms in terms of implementation, g) types of assessment used in classrooms and h) recommendations for improving any aspect of the above

Due last day of Week Thirteen. Ten Points.

3) **Philosophies of Education**

Find an article that discusses the following four philosophies of education and create a graphic that allows you to show the similarities and the differences of the four philosophies of education introduced: social re- constructivism, perennialism, progressivism and essentialism.

Cite the article or articles read.

PART TWO: Explain why essentialism and progressivism are deemed to have special significance for our schools?

Due last day of Week Nine. 10 points

4) **Weekly Assignments**

Weekly assignments will take the participant into the materials and apply the concepts in discussions, case studies, and in the creation of short answers to questions and problems posed.

Assignments will be posted on Tuesday of each week, beginning week two, and they will be due between Saturday, by midnight. Sunday and Monday of that same week (or prior) are to be used to post responses to other participants' postings. This is how we interact.

You are to comment on two or more posts of others no later than Mondays at midnight of each week. Questions of the week or assignments for the week are due Saturday to give everyone an opportunity to interact with other participants by reading posts placed in our classroom by each of you and responding to them as part of the weekly assignment.

Weekly Assignments will be worth Five Points Per Week for a total of 70 possible points. Larger assignments in this syllabus are due on Mondays.

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 a deduction of 10 points 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.

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 any comments in writing.

Format for Assignments

All assignments must 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.

See the requirements regarding posting all assignments in **Word and "saving the documents as" Participant Last Name and Assignment Name, as discussed earlier in this syllabus.** This is the only way I can collect numerous documents and categorize them if they are saved with your last name and the name of the assignment. In addition, each page must have your last name and page number on it.

Course Schedule

Week One – January 20

Order the Tyler book and be sure to get a basic membership to ASCD.

Review the NJ Department of Education Website. Find the NJ Common Core Standards in ELA and Mathematics and the Core Curriculum Content Standards and the Frameworks for each of the remaining subject areas.

Review the new eCollege site.

Week Two – January 27

Research using Rutgers Library online: Identify One Item You See As A Very Urgent Issue To Be Discussed In Educational Arenas Regarding Curriculum and Instruction.

Identify the Issue and Identify **Two Articles Regarding the Issue.** I want you to get comfortable using the Rutgers Library online. Read The Articles and By Saturday at Midnight, post two paragraphs.

One paragraph introduces the issue and why you believe it is an urgent issue to be discussed.

The second paragraph will discuss aspects of the issue discussed within the two articles you read.

Thirdly, List out citations of the two articles you read.

Introduction to Common Core

Read assigned article provided in classroom

Week Three – February 3

Read Introduction and first half of Chapter One from Tyler's book. Pages 1 to 32

Week Four – February 7

Read second half of chapter one of Tyler's book, pages 33 to 62.

Week Five – February 14

Differentiation Why and How: Using Bloom's and Gardner's Models

Read pages 63 to 82, Chapter Two of Tyler's book

Week Six – February 24

Read pages 83 to 103 in Tyler's book, Chapter 3.

More on Bloom and Gardner and Differentiation

Week Seven – March 3

Read Chapter 4 of Tyler's book, pages 104 to 125.

Teacher Evaluation Models

Week Eight – March 10

Annotated Bibliography is due on March 17

Read Chapter Five of Tyler’s book, pages 126 to End.

Week Nine – March 17

Philosophies of Education Comparison of Strengths and Weaknesses is Due March 24

Discussion of philosophies of Education

Week Ten – March 24

Discussion of PARCC and all that surrounds it.

Week Eleven – March 31

Curriculum Articulation

Week Twelve – April 14

Common Core

Week Thirteen – April 21

Ethnographic Study is last day of this week 13

Contemporary Issues Facing Curriculum Leaders

Week Fourteen –April 28

Curriculum in the Elementary School Articulation to the Middle and High School

Week 15 - May 5 to May 11

Teachers' Role Regarding The Curriculum