

Rutgers University

Syllabus

15:310:500:90

Curriculum and Instruction

Fall 2017

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Introduction

Welcome to what I hope will be an informative, enriching and exciting educational experience for each of you. As we discuss, explore and analyze current theories, initiatives and practices in two major areas of our profession which are inextricably intertwined, Curriculum and Instruction, a historical-philosophical perspective will be integrated into our journey for the purpose of providing insight into the origins of some current educational initiatives. To this end, I will be providing several original reports for you to read. The textbook I have selected for this course will serve as a resource for you to gather additional information and opinions, and to formulate a broader understanding on the intent and success of the initiatives promulgated in these documents. It will also assist you to articulate your thoughts when you make your posts in our threaded discussions and express your perspectives when you complete the assigned written reports. Of course, the internet is also a viable resource for you to utilize. It is hoped that your reflection on the readings and the discussions that you will be undertaking and participating in during this course will provide you with insight into the beginnings and formulation of current theories, initiatives and practices, and, most importantly, will enable you to develop your professional position on current issues in the design of curriculum and the nature of instruction.

Course Description

15:310:500 Curriculum and Instruction: Integrated view of problems of curriculum and instruction at the elementary and secondary levels, including (1) the various roles of the professional teacher, (2) problems of curriculum design, and (3) interrelationships between current issues and social forces.

Applicable Standards

This course is designed to align with the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 as follows:

1. General Leadership

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote each student's academic success and well-being.

2. Instructional Leadership:

Effective educational leaders:

Standard 1, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote each student's academic success and well-being.

3. Management:

Effective educational leaders:

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

4. Context/Community:

Effective educational leaders:

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Textbook

Although I intend to provide you with several readings, slide shows, power point presentations and videos during this course, the Tanner textbook can serve you well as a valuable resource for this course and in the future. So, referencing it as you complete the reports assigned and as you participate in our threaded discussions will be valuable. I highly recommend this textbook to you for your professional library. It can be purchased or rented on Amazon. The Rosen book is required reading and will be needed to complete one of the written reports. Although the Rosen book can also be purchased or rented on Amazon, in all likelihood, it can also be found in your local library.

Tanner, Daniel, and Laurel Tanner. 2007. Curriculum Development: Theory into Practice. Upper Saddle River, New Jersey: Pearson Education, Inc.
ISBN-13: 978-0-13-086473-4

Rosen, Larry D. 2010. Rewired: Understanding the iGeneration and the Way They Learn. New York, New York: Palgrave Macmillan.
ISBN-13: 978-0-230-61478-9

Water Cooler

The “Water Cooler” thread is your place to post and discuss any ideas that are of general interest to the class which are not specifically related to the course threaded discussions or assigned reports. **Also**, the “Water Cooler” thread is a place to post (share) citations, with a brief overview/summary, of related sources – periodical publications, newspaper articles, books, etc. - which would supplement, complement or enrich the readings and/or discussions specifically undertaken during our course. Participation in this thread is optional but highly recommended. Strong consideration will be given to **extra-credit** for **significant** contributions to our "Water Cooler" which supplement, complement or enrich our course readings or discussions.

“Housekeeping,” “E-mail” and “Office Hours”

During our course, the three ways your questions/concerns can be addressed are:

- (1) the “Housekeeping” option in our on-line course;
- (2) e-mail via the Canvas platform (defabiis@rci.rutgers.edu);
- (3) individual “Office Hours.”

Please use “Housekeeping” if it is a general question that someone else in the class can benefit from the information. Use the e-mail option at any time. Individual “Office Hours” can be arranged upon request. Just e-mail me your request and we will arrange direct communication via a phone conversation at a time that is convenient to your schedule.

Course Policies

Please Read Carefully

Questions: If you have general questions regarding the syllabus, similar to those that would be asked at the beginning of a "face to face" class, please post them to the “Housekeeping” thread and I will try to clarify. In fact it is important during this course that you frequently **check** the “Housekeeping” thread to see if a policy question you may have was raised by a classmate and answered in housekeeping.

Since this is an on-line course, your full participation in the course materials in E-course is required. It is important that you log into E-course frequently to read and participate in new discussions.

You are responsible for staying on top of your assignments. Once in a while E-course has a problem moving files around and I may need to contact you by e-mail. So, **it is important that you check your Rutgers e-mail (not your personal e-mail).**

Discussion threads: particular emphasis must be placed on responding **in a timely fashion** to the postings of the members in your group. You are also responsible for the communication in your group's discussion threads. While I am in no way prohibiting discussions of material outside of E-course (in fact I am hoping for it), when I am grading your class participation all I have access to is what is on E-course. Therefore, if you have a good discussion in another format, i.e., text messaging, e-mails, be sure to post your thoughts in E-course.

I have posted **a rubric for grading threaded discussions** under the "Grading Policy" tab of this "Course Home" module. This rubric describes how I will be grading on-line participation during this course. Even though I will not respond to every posting, I will be reading your responses for quality of thought, quality of expression and I will also be looking at when you respond. Needless to say, it is easier to respond to the topic/issues if you post early, before everyone else "tackled" the topic/issue. So, beware of always being among the last respondents in a discussion. I will be reading all discussions and posting comments where I think necessary. Please keep in mind that I do expect you to respond to my questions and directions in these postings within forty-eight (48) hours.

Written reports: Your postings in threaded discussions are not an issue since I have access to them. Here are some instructions for submitting your written reports. Carefully follow the instructions on the activity. **All written reports are to be completed in Word, saved as Word documents and submitted using the appropriate assignment. Please do not upload your assignments to Files. Use the appropriate assignment from the Modules tab. All assignments are to be forwarded to me in this manner on or before the due date – no exceptions.**

The course policies and the syllabus are subject to revisions which will be posted in the "Announcements" section of E-course and you are expected to stay on top of changes made. **It is your responsibility to frequently check the postings I make in the "Announcements" section of our E-course.**

Course Outline

Unit 1: September 5th to October 7th

- Historical impact of seminal educational publications
 - “A Nation at Risk”
 - “The Road to Charlottesville – The 1989 Summit”
 - “America 2000”
 - “Goals 2000”
 - “NCLB”
 - “World Class Education”
- “The Changing Curriculum” – Threaded Discussion #1
 - September 17th (opens) – September 23rd (closes)
- “Historical-Philosophical” (1st Report)
 - due – October 7th

Unit 2: October 8th to November 18th

- New Jersey Core Curriculum Content Standards
 - Content Standards
 - Strands
 - Cumulative Progress Indicators
- Common Core State Standards
- “Instructional Philosophy” - Impact on Curriculum and Instruction of an Administrator’s Philosophy of Education in a Variety of Subject Areas - Writing, Reading, Mathematics, Science, etc. – Threaded Discussion #2
 - October 15th (opens) – October 21st(closes)
- “Curriculum-Instruction” (2nd Report)
 - due – November 4th
 - “Standards Based Reform Movement” – Threaded Discussion #3
 - November 5th (opens) – November 11th (closes)
- “Annotated Bibliography” final report
 - due – November 18th
 - “Common Core State Standards” (3rd Report)
 - TEAC Demonstration Task
 - due – November 25th

Unit 3: November 19th to December 16th

- “A New and Better Mindset?” – Threaded Discussion #4
 - November 26th (opens) – December 2nd (closes)
- The Influence of Technology on Curriculum and Instruction
- “Technology” (4th Report)
 - due – December 16th

Grading Policy

Criteria: Overall assessment for this course is based on five (5) written reports and participation in four (4) threaded discussions.

16%	"Historical-Philosophical" Report
16%	"Common Core State Standards" Report TEAC Demonstration Task (required by GSE)
16%	"Curriculum-Instruction" Report
16%	"Technology" Report
16%	"Annotated Bibliography"
20%	Participation in four (4) threaded discussions

Grade Scale: The grading scale for this course follows the "Grades and Grading Policy" of the Graduate School of Education which is as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0 (90-100)
B		3.5 (85-89)
B	Good	3.0 (80-84)
C		2.5 (75-79)
C	Satisfactory	2.0 (70-74)
F	Failing	0.0 (0-69)

The Graduate School of Education does not assign the grades of D or D in its courses nor are minus grades assigned. Late papers: Assignments will be marked one half grade down (5%) for each twenty-four (24) hours they are late. There's usually a grace period – don't worry if you turn in your assignment at 1 a.m. versus midnight for example.

Assistance

Technical assistance for our course can be accessed by calling the Canvas Helpdesk at 877-778-8437 or the Rutgers Help Line at 877-361-1134. You can also contact the Canvas Helpdesk by chat through the "tech support" tab within our E-course if you have any technical questions, i.e., how do I upload a document, such as how do I upload a document to an "assignment." I am also available to answer **any content questions** you may have on the course itself. I will do my best to respond as quickly as possible. Please keep in mind that a majority of questions pertaining to the content of our course can be addressed through the "Housekeeping" thread.

Academic Integrity Policy

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu> (Links to an external site.)Links to an external site.). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf (Links to an external site.)Links to an external site.

Rutgers University Libraries

We are very fortunate to have Leslin Charles, an Instructional Design Librarian on the Rutgers-New Brunswick campuses, as our "resident librarian" for the entire time of our course! So, for assistance at all stages in completing any assignment, particularly the annotated bibliography report, you can e-mail her or post questions to her using the "Annotated Bibliography Peer Sharing" threaded discussion listed under the "Course Home" portion of our course. Also, for assistance in completing this assignment, our "resident librarian" has prepared a web site offering a "Course Research Tutorial" (approximately 12 minutes), an "Annotated Tips and Examples" presentation, and a "Library Resource" option which you can consult to determine the appropriate research and evaluative strategies for successfully completing this assignment, and to select the most valuable resources focusing on your topic. It is highly recommended that you explore this site before starting to complete this assignment. You can access this site by clicking [here \(Links to an external site.\)Links to an external site.](#).

In addition, the Rutgers University Libraries option under the "Course Home" section of our course is also your connection to the rich resources offered by the Rutgers University Libraries. You can use the link provided under this option to get research help related to this class.

Office of Disability Services

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> (Links to an external site.)Links to an external site. . If the documentation supports your request for reasonable accommodations, your campus's disability services 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 courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form> (Links to an external site.)Links to an external site.

Very Important Notice

Prior to accessing this online course(s) or course supplement, please be sure that you are registered, have a valid Rutgers NetID (network identifier), Password and Rutgers e-mail account. This is very important because I will be providing course updates and progress reports using your Rutgers e-mail account not your personal e-mail. So, please make sure that you provide your Rutgers e-mail address when completing your "Profile Form." Failure to do so will leave you "in the dark" because I use e-mail as an important means of communication. In order to make sure all is well with the e-mail address you provide on your "Profile Form," I will check the e-mail address you provided on your form against the e-mail address embedded in our E-course. I will notify you if there is a discrepancy.

The **Rutgers NetID** is the standard login credential for RutgersOnline, however, your initial password will be unique to RutgersOnline and will not necessarily be the same password that you use for a Rutgers email account (e.g. eden, pegasus, clam).

Confirmations of login and password are sent via email to your Rutgers default email address (usually your Rutgers email account). You should have received your RutgersOnline login information by email shortly after you registered and paid for this course. For more information about Rutgers NetID, please visit: [Rutgers NetID \(Links to an external site.\)Links to an external site.](#)

If you do not know your login or have questions concerning your login please email webmaster@ecompanion.rutgers.edu or call 732-932-4702.

Also, you can contact Marie Pavelchak, Senior Student Services Coordinator, at (732)-932-7496 ext 8202 or marie.pavelchak@gse.rutgers.edu to ensure that your current contact information is on record.