

# **Syllabus – Curriculum Development in the Middle and Junior High School**

**15:310:510:90**

**On-line Course**

**Spring 2019**

**Dr. John W. Hannum**

**973-670-6753**

**Jh15nw@gmail.com**

## **Texts**

**Curriculum Leadership *Strategies For Development and Implementation*, Fifth Edition, by Allan A. Glatthorn, Floyd Boschee, Bruce M. Whitehead, and Bonnie F. Boschee. Thousand Oaks, California: Sage Publications, 2019.**

**Most Likely to Succeed *Preparing Our Kids For The Innovation Era*, by Tony Wagner and Ted Dintersmith. New York, New York: Scribner, 2015.**

## **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 Educational Leader Standards (Please note the following Standards were revised in 2015):**

### **Standard 1. Mission, Vision, and Core Values**

**Effective educational leaders 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. Ethics and Professional Norms**

**Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.**

### **Standard 3. Equity and Cultural Responsiveness**

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

### **Standard 4. Curriculum, Instruction, and Assessment**

**Effective educational leaders 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. Community of Care and Support for Students**

**Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.**

### **Standard 6. Professional Capacity of School Personnel**

**Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.**

### **Standard 7. Professional Community for Teachers and Staff**

**Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.**

### **Standard 8. Meaningful Engagement of Families and Community**

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

### **Standard 9. Operations and Management**

**Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.**

### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

## Requirements

1. Critical reading of texts and selected references/reports
2. Participation in Threaded Discussions
3. Participation in Threaded Debate
4. Assigned papers
5. Video/National Reports-critiques
6. Reflective Journal entries
7. On-line participation
8. Design an Interdisciplinary Course for a Middle School Curriculum based on information gleaned from taking this course.

## Assignments

### Threaded Discussions

Threaded Discussions are a key aspect of this course allowing for you to interact with your peers concerning important issues in the field of Middle School curriculum development. Your objective is to post well-developed concepts while remaining focused on the assigned discussion topic.

### Threaded Debate Discussion

Threaded Debate will allow you the opportunity to take a stand on an issue discussed in the course. The instructor will assign positions and topic. You will need to research and support the position you are assigned.

### Written Reports/Papers

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

### Reflective Journal Entries

This is your opportunity to address issues that are important to you or raise 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 entries for the reflective journal. Once I respond to your entry, you will have 48 hours to address my questions.

### **Video/Report Critiques**

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

### **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.

### **Comprehensive Curriculum**

This is the culminating activity for the course. By applying the knowledge gleaned throughout the semester, you will have an opportunity to Design a curriculum for a middle school course of your choosing.

## **Course Outline**

### **Unit 1: January 22 to February 27**

Read Part I in Glatthorn

Read The Story of the Eight Year Study

Consider the historical impact of assigned national reports/readings

First Threaded Discussion (based on your reading of the Eight Year Study)

First Critical Reaction Paper – to be based on assigned readings and Part I in Glatthorn

Reflective Journal Entries (2)

Video – *Creating, Leading, and Sustaining an Innovative Education System*

### **Unit 2: February 28 to April 5**

Read Parts II and III in Glatthorn

Consider the implications of the Learning Criteria and the articles referencing Middle Grade Reform (found in Doc Sharing)  
Consider the historical impact of assigned national reports/readings  
Second Threaded Discussion (based on your conclusions regarding the impact of technology on the Middle School Curriculum)  
Second Critical Reaction Paper – to be based on Parts II and III in Glatthorn and supplemental readings  
Reflective Journal Entries (2)  
Video – *Connecting Successful Practices to Next Practices and the Role of Empowerment*

### **Unit 3: April 6 – May 15**

Read Part IV in Glatthorn  
Design a comprehensive interdisciplinary curriculum (with reference to the common core standards) for an actual Middle School course of your choice  
Reflective Journal Entries (2)  
Video – to be announced  
Threaded Debate Discussion (topics to be assigned)

### **Grading Policy**

20% Threaded Discussions/Threaded Debate  
30% Critical Reaction papers /Comprehensive Curriculum Construction  
20% Book Critique  
10% Video Reaction papers and reactions to National Reports  
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>.