



**ELED 545 01W**  
**Issues in the Development of the Elementary Curriculum**  
**COURSE SYLLABUS: Fall 2015**

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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Supplementary Readings:**

Textbook Required:

Wiggins, G.& McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

ISBN: 978-1-4166-0035-0

This book is not required, but would assist you in a comprehensive understanding of the course:

McTighe, J. & Wiggins, G. (2004) *Understanding by Design Professional Development Workbook*. ASCD.

ISBN 978-0-87120-855-2

**Course Description:**

ELED 545: The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades.

**Student Learning Outcomes:**

**Overall Objective:** The primary objective of this class is for students to: (1) become more fully aware of best practices in teaching the primary subject areas in elementary schools; (2) employ best practices in their classrooms not previously used; (3) document results of employing best practices; (4) develop an in-depth awareness of one curriculum area in support of the primary curriculum; (5) contrast currently used teaching practices with those

recognized as best practices; and (6) recognize how to adjust instructional practices accordingly

By the conclusion of the term the students will:

1. Be knowledgeable of the TEKS/curriculum taught in elementary schools, where they are found, and how they align with state and national standards.
2. Become acquainted with best practices in the major subjects taught in elementary schools.
3. Be familiar with some of the important literature on curriculum development.
4. Develop competencies to teach learning strategies and curriculum for a classroom based on the learning acquired in this course.
5. Develop competencies in planning, writing, and presenting results of research.

### **Scholarly Objectives:**

By the conclusion of the term the students will demonstrate the ability to:

1. use APA format within written assignments.
2. write analytically to address issues and trends in the field of special education.
3. review current research in the field of special education.
4. actively participate in professional dialogues addressing issues and trends in the field of education.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

1. **Adhere to the Code of Conduct.** "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures).
2. **Attend Class** – This course is completely online. You will be expected to turn in assignments by the due date, participate in discussions, and maintain academic integrity throughout the duration of the course. Students who miss scheduled due dates for assignments and discussions are subject to a reduction in their final grade. Excused absences include (a) verified illness, (b) participation in a required/authorized university activity, (c) death in the student's immediate family, (d) obligation at legal proceedings, and (e) other absence determined by individual faculty members to be excusable. One unexcused absence will reduce the final grade by one letter. Two unexcused absences will reduce the final grade by two letters. At the discretion of the faculty, a student who misses more than two sessions, regardless of the reasons, may fail the course or be required to take an incomplete and/or repeat the course. Exceptions to this policy are at the discretion of the faculty. When missing classes, students are responsible for obtaining class materials, assignments, and notes from ecollege.
3. **Participate.** A noticeable trait of master teachers is the way in which they actively pursue and interact with their own learning journey. You should commit yourself to active learning by demonstrating the attributes of inquisitiveness, questioning, searching, struggling, contributing, and modifying according to your goals and dreams as a developing master teacher. Your participation, both quantity and quality should be evidence both during our class meetings and through your interactions with the portion of the courses, e.g., threaded

discussions, journaling, etc. Your faculty will make a subjective judgment as to the overall quantity and quality of class participation.

## Specific Requirements

**4. Article Reviews** – You will review **two (2)** articles following the article review format below. The professor will make the articles available through links in eCollege in the Webliography section of eCollege. You will also have the opportunity to correspond with an embedded librarian. You will search for an article that you have a particular interest in that relates to curriculum design. Databases typically used in this type of a search are JSTOR, ERIC, and EBSCO host etc. Feel free to contact the embedded librarian for assistance. To be successful in this assignment, you should include:

- a. Name, date, and professor in the top right hand corner
- b. APA reference for article centered as title
- c. Thesis statement – one sentence that states the central idea of the article
- d. Question – every academic article is an attempt to answer a question
- e. Summary of the article – in one paragraph tell the main points, include the answer to the question, if the question is not answered state that the author failed to answer the question.
- f. Criticism – in one paragraph explain why you agree or disagree with the author. Be sure to include reasons to defend your position.

*Article 1 is due during week 4- specific dates will be posted in eCollege*

*Article 2 is due during week 11- specific dates will be posted in eCollege*

**5. Reaction Papers/Assignments and Threaded Discussions.** specific chapters you read are to be followed by one of two types of response assignments: (1) reaction papers which are completed and submitted to eCollege or (2) threaded discussions which require you to interact online with a small group of your colleagues. Reaction papers are evaluated based on the quality of the written work. Threaded discussions are graded on the quality of your contributions to your colleagues. Discussions and reaction papers will occur regularly. Be sure to be active in the discussions and reaction papers throughout the semester. You are expected to participate and engage in thoughtful discussions, reflections, and responses in the threaded discussions and in the reaction papers.

**6. Unit of Study.** You will write a unit of study based on the Understanding by Design, backwards design with the end in mind as developed by Wiggins and McTighe. You may write a unit of study based on the curriculum used in your current district. This unit of study needs to be of a quality that you can present to a school or district in order to explain the Understanding by Design concept or to explain the importance of the curriculum your district currently employs.

*Unit of Study is due during week 13- specific dates will be posted in eCollege*

## Grading

### Evaluating Work Products.

Individual assignments are evaluated on the following factors:

1. Depth of thought behind the writing
2. Language structure, grammar,
3. Quality of word choice that may be unusually striking, vivid, or creative
4. Organization
5. Thoroughness in the understanding and assimilation of concepts
6. Appropriateness of the content presented
7. Sense of unity in the product, i.e., polished
8. Transitions between concepts or thoughts
9. Frequency of sentence variation which adds to flow and unity of paper
10. Number of errors

In other words I expect Master's level writing. If that is a problem for you then email me and we can discuss some links that will help you with your writing. When you graduate with a Master's and people know that you have that education, it is expected that you have a command of the English language. Writing well will help you with that command and in addition will help you think better.

### Grading Assignments:

Using the grading factors outlined above, you will receive one of the following grades on your work:

- 5 (A) = Exceptional – Exceeds expectations in all areas addressed with exceptional quality.** Typically only a few students will earn a “5” on any one assignment. Students earning a 3, 4, or 5 may not resubmit an assignment for additional evaluation unless directed to do so by the instructor.
- 4 (B) = Above Average – Exceeds minimum expectations in the majority of areas addressed.** The majority of students will earn a “4” or “3” on most assignments. Students earning a 4 may not resubmit assignments for additional evaluation unless directed to do so by the instructor.
- 3 (C) = Average. The product is adequate in most areas and the minimum expectations are addressed.** The majority of students tend to earn a “4” or “3” on most assignments. Assignment earning a “3” may not be resubmitted for additional credit.
- 2 (D) = Below Average. Below average performance in most of the areas addressed.** An assignment earning a “2” may be resubmitted for review; however, the highest grade on resubmit is a “3.”
- 1 (D) = Inadequate. A poorly done product.** An assignment earning a “1” may be redone and resubmitted for review; however, the highest grade on resubmit is a “3.”
- 0 (F) = Not Turned In Or Unacceptable Work.** A grade of “0” is generally associated with the letter grade of F.

## Late Work

All work turned in through ecollege is timed. Late work is considered any work turned in more than 30 minutes past the due time stated in the *Schedule of Assignments*. Work turned in during class is considered late if it is not ready at the beginning of class. All late work is subject to a reduction in grade as follows:

- Up to 24 hours late – reduction of one numerical grade, e.g., from 5 to 4
- Up to one week late - reduction of two numerical grades, e.g., from 5 to 3.
- Up to two weeks late – reduction of three numerical grades, e.g., from 5 to 2.
- More than two weeks late – Grade of “0”

### **Determination of Final Grade.**

<b>Article Reviews</b>	<b>25%</b>
<b>Chapter Reaction Papers &amp; Threaded Discussions equal</b>	<b>25%</b>
<b>Unit of Study equal</b>	<b><u>50%</u></b>
<b>Total</b>	<b>100%</b>

Numerical grades are recorded in ecollege and available to you when you click on “Gradebook.” ecollege also calculates a “percentage score” based on the assignments completed to date and also based on the total number of assignments for the semester. The most important percentage is the one based on assignments completed to date.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Instructors use percentage scores to calculate a preliminary final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc.

Once the grade is determined based on the criteria above, it is then adjusted upward for participation, enthusiasm, cooperation, and general code of conduct; adjusted downward for attendance, lack of participation, and other factors that might apply. In a typical cohort class about 70-75% of students earn A, 20-25% earn B, and 5-10% earn C.

### **APPEAL of FINAL GRADE**

Any student who is not satisfied with their final grade in the course and who believes he or she can justify why the final grade should be higher is welcome to participate in the appeals process. The policy for appealing a semester grade is available through the office of the Department of Elementary Education, Texas A&M University-Commerce, Commerce, Texas. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Elementary Education and continue the appeal at that level.

### **ACADEMIC INTEGRITY/HONESTY STATEMENT**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or

instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or are brought before a higher level of governance for possible dismissal from the university.

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services. Halladay Student Services Building, Room 303 A/D, Phone (903) 886-5835, [Leigh.Powell@tamu-commerce.edu](mailto:Leigh.Powell@tamu-commerce.edu)

## **TECHNOLOGY REQUIREMENTS**

**Internet Connection.** An internet connected is necessary. Internet access/connection – high speed recommended (not dial-up)

**Word Processor.** MS Word is the recommended word processor for ecollege

**Operating Systems.** Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

**Browser Testing.** It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log into ecollege, click on the ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

## **ACCESS AND NAVIGATION**

This course will be facilitated using ecollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).]

## How to Access ecollege.

Because of university policy, you are not able to access our course in ecollege until the first official day of classes.

1. Go the main TAMU-Commerce website: <https://leo.tamuc.edu/>
2. Click the “myLeo/Webtrax” link located just below the word “Business” in the main photo of the campus. This will take you to the “myLeo” home page for everything you do online: entering ecollege, registering for classes, paying tuition and fees, getting your transcripts, changing your name and address, checking email, etc.
3. Enter your USER Name (Campus-wide ID No.) and your PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register. Once you log in, you will have several options. At the top of the page, click “ecollege” for the home page of ecollege. Read the announcements on the home page.
4. Click on “My Courses,” the link at the top located next to HOME.
5. In one of the gray bands, click the + sign next to the semester of this class. That will take you to your course.

## What Should Students Do First?

1. Upon entering the courses, read any announcements that have been posted.
2. Click on ‘Course Home.” Read my welcome message to the right and watch the slide show to give you an overview of the course.
3. Click on all of the links under "Course Home" to get acquainted with the syllabus, technical support, the library, how to communicate, the ecollege tutorial, and the Schedule of Assignments.
4. Click on “Unit 1” and read the introduction to the right.
5. Click on each link under Unit 1 and review each assignment so you can get an idea what you will be doing.
6. Click again on the "Schedule of Assignments." Print it out and keep it handy so you can see the due dates.
7. When you have questions, go to the Virtual Office and enter your questions.

## How Should Students Proceed Through each Unit of Study?

As you proceed through each unit in the class, please keep in mind the following important principles:

**1. Assignments.** All assignments for each unit are explained in the links on the left navigation bar. Everything you need to know about each assignment can be found within the assignment. I try to explain as clearly as I can, but writing lacks the clarity of the spoken word. Never hesitate to ask me if you are unsure about an assignment. It is better to ask me to clarify what I expect than to find that you have done an assignment wrong.

**2. Needed Documents Are Provided.** When documents are required, they are usually embedded within the assignment. Look for the blue links. When an assignment requires you to have a document, that document will be provided to you simply by clicking on the blue link there in the lesson.

**3. Asynchronous discussions.** This course may include **Asynchronous** discussions (not live). If it does, they will be conducted using the Threaded Discussion feature of ecollege. When you click on a Threaded Discussion link, you will be given instructions on how to use this feature. In a typical case you will be asked to respond to a topic or question. You will enter your initial response to that question and everyone else in the group will do the same. A few days later you will be asked to return to the discussion, read over what has been written, and then respond to initial entries and others will respond to yours as well. When someone responds to you and it needs or deserves a reaction, you continue that dialog. Grading for threaded discussion is usually based on (1) how many you dialog with, (2) how much you say, and (3) the quality of your entries..

**6. The DropBox.** Unless specified, you will submit your assignments electronically using the ecollege dropbox tool.

## COMMUNICATION AND SUPPORT

### Questions about the course, assignments, syllabus, etc.

Contact me via **Virtual Office** any time 24/7. When you have a question about the course or particular assignments, use **Virtual Office**. It is a great way to ask questions that others might need to ask as well and I don't have to answer the questions multiple times. I check Virtual Office daily.

### Office Hours

**Virtual Office:** You can visit Virtual Office anytime 24/7. Post your questions or concerns and I will respond to you as soon as I see it – typically within 24 hours.

### Submitting assignments:

All assignments are submitted through the ecollege Dropbox. Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work. I use a document called "Schedule of Assignments" to record every assignment along with the date and time each is due.

### Announcements:

Announcements are posted often during the semester. They are posted on the home page when you go to the course. In some cases I will also send the same announcement to you via the ecollege email system inside of the course.

### Email Correspondence

**From me to you:** all emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

**From you to me:** Always send emails through [laura.isbell@tamuc.edu](mailto:laura.isbell@tamuc.edu)  
Or call or text me at 214.334.1400 (personal phone)

### Emergencies



Call me at 254-640-1643. Please don't call after 9 PM send a text.

### **ecollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of ecollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an ecollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with ecollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with ecollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with ecollege (i.e. How to submit to dropbox, How to post to discussions etc...)

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **Course Specific Procedures/Policies:**

#### **Late Work.**

Specific dates and times are established for every assignment. Grades on work not turned in when due are automatically reduced beginning immediately upon exceeding the deadline. For example, assignments typically have a midnight deadline. If you exceed that midnight deadline, your work is automatically reduced by one numerical grade. For the next 24 hour period, the grade is reduced again by one. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the ecollege clock. Refer to the earlier section on grading for more details.

**Appeal of the Final Grade** (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
  - a) Some basis other than performance, or
  - b) standards different from those applied to other students in the same course section, or
  - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal

must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.

4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principal the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

### **Academic Integrity/Honesty Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

### **University Specific Procedures:**

#### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**StudentDisabilityServices@tamuc.edu**

**[Student Disability Resources & Services](#)**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Schedule of Assignments are located in eCollege.