



## SED 513 SECONDARY SCHOOL CURRICULUM COURSE SYLLABUS

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**Office Location:** Texas A&M – Commerce

Mesquite Metroplex Center, Office 105

**Office Hours:** 12 noon – 4:00pm, Mondays and Tuesdays

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### COURSE INFORMATION

**Textbook Required:** Wiggins, Grant, Understanding By Design, Expanded 2<sup>nd</sup> Edition, Association for Supervision and Curriculum Development, 2005.

Microphone Required for online eCollege Class Live Pro Sessions

**Course Description:** This course focuses on the bases for design and development of curriculum. Specific emphasis is placed on the factors that affect the design, development and implementation and evaluation of curriculum. Particular attention will be given to the practical applications of curricular design, evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

#### **Student Learning Outcomes:**

Secondary Education students will demonstrate knowledge of the relationship between teaching and learning and the writing and evaluation of curriculum. Knowledge of principles of learning, human development, knowledge, and social forces will be evidenced.

The student will be able to...

- Identify historical events which contribute to the development of today's secondary school curriculum.
- Discuss criteria for the development and evaluation of curriculum
- Discuss the advantages and disadvantages of grouping practices as an example of those processes which should be addressed prior to the implementation of curricular innovation.

- Analyze and discuss those bases and factors (Nature of Knowledge, Nature of Learning, Human Development and Social Forces) which contribute to the development and evaluation of curriculum.
- Discuss the features of depth and complexity in designing and implementing the differentiated curriculum based on the Understanding By Design textbook.
- Discuss those factors necessary in the creation of a curriculum for the heterogeneous classroom where the needs of all learners are addressed.
- Discuss current curricula issues.
- Describe the contributions of key leaders in curriculum development.

**Major topics to be discussed:**

- The Bases of Curriculum Development
- Historical Development of Curriculum
- Grouping Practices
- Curricular Differentiation
- Textbook Adoption
- Curricular Relevance
- Perennial Issues in Education
- Curriculum and the Heterogeneous Classroom
- The Parallel Curriculum
- Depth and Complexity and the Curriculum
- Curriculum Mapping

**COURSE REQUIREMENTS**

- Each student will read Chapters from Understanding By Design, Grant Wiggins. Response sheets for each chapter with documented page numbers as sources of responses will be submitted. Each of 13 response sheets @ 10 points each will be completed. UBD will be the resource used for responding to Discussion Prompts.
- Complete a mid term (50 item Multiple Choice exam) and a final examination (50 Multiple Choice Items) based on specified objectives
  - Historical development of curriculum
  - Grouping Practices
  - Identification of educational leaders and other educational Terms and
  - publications

- Bases of curriculum development and evaluation
- Textbook Adoption
- Students will participate in Class Discussions
- Each student will participate in selected online and in-class activities.

**Each student will apply the four bases of curriculum development in evaluation of a selected school. The result of this school evaluation will be presented online by means of a powerpoint presentation. A presentation schedule will be developed for this purpose.**

### **Grading**

Evaluation Procedures: All course assignments must be completed according to rubrics and specifications of the course. None of the assignments will be optional unless indicated. All assignments, papers, exams will be graded on the following scale: 95-100 A; 94-90 A-; 89-85 B; 84-80 B-; 79 – 75 C; 74 – 70 C - The spirit of all work in the class requires that work is completed with professionalism as opposed to completing the assignment just to have it done. The resubmit option is offered in a positive way and as a means to polish an assignment and receive a grade more representative of your abilities.

### **Access and Navigation**

**Become familiar with the outline and content of the online class by reviewing the overview page for each week and the items on the navigation bar to the left of your monitor and located under each Weekly Overview. Become familiar with the items at the very top of your screen. Access email, Live (for Class Live Pro), Doc Sharing, the DropBox and Webliography from the top of your monitor.**

### **Communication and Support**

**For support throughout this class communicate with the instructor by email or phone (972-345-5386). You may text using the number, 972-345-5386 for a quick response.**

**Absences:** Should it be necessary to be absent from the class for an extended period of time, the instructor should be contacted.

All work in this class is to be completed individually unless specifically and explicitly assigned as a group project.

## TECHNOLOGY REQUIREMENTS

### Hardware

Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

• Windows 98/NT/2000/ME/XP

Pentium (2 GHz or greater)

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

• Macintosh

OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

### Software

○ Word Processor - Microsoft Word is required. Microsoft Works, WordPerfect, and AppleWorks are not acceptable.

### Connectivity

○ Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high speed internet is available.

### Email

- Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

## **Web Browser**

- Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at [www.microsoft.com](http://www.microsoft.com) and [www.netscape.com](http://www.netscape.com), respectively.
- Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

## **Plug-ins**

- **Adobe Acrobat Reader**
  - Available at [www.adobe.com](http://www.adobe.com), this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- **Adobe Flash Player 9.0**
  - Available at [www.adobe.com](http://www.adobe.com). This allows you to view any content delivered in Flash.
- **Quicktime Video Player**
  - Available for free download [www.apple.com/quicktime](http://www.apple.com/quicktime).
- **RealPlayer**
  - Available at [www.real.com](http://www.real.com)
- **Windows MediaPlayer 11.0**

- Available at [www.microsoft.com/windows/windowsmedia/download](http://www.microsoft.com/windows/windowsmedia/download).

- **Java Applet**

- Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at

<http://java.com/en/index.jsp>.

### **Virus Protection**

- Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives - permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.
- Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

### **ACCESS AND NAVIGATION**

**Online Activity will be assigned at the direction of the instructor.**

### **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

#### **UNIVERSITY POLICIES**

#### **Accommodations for Students with Disabilities**

Services for Students with Disabilities (903) 886-5835

Each division within the University recognizes the needs of students with disabilities and is ready and willing to work with each student to solve problems as they arise.

The Director of Disability Resources and Services is located in the Halladay Student Services Building, third floor. Services for those with disabilities are provided through the Student Support Services/Trio Program (tutoring, mobility

assistants, readers, interpreters), the Counseling Center, the Communication Skills Center, the Mathematics Skills Center, and Disability Resources and Services. Students with learning disabilities must file an application during the first semester of enrollment at the university for eligibility for assignment to the Academic Support Committee. Applications are available

through the Trio Program, Disability Resources and Services, and Advisement Services.

Other campus services are available to the disabled through the Department of Housing, the University Police Department, the Clarence G. Allen Student Health Center, the James G. Gee Library, and the Student Recreation Center. In addition, the

Texas Rehabilitation Commission and the Texas Commission for the Blind work closely with the university to offer support to students who qualify. (TAMUC, 2008-2009)

**Research:** Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, **all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research.** If you disagree to this, you may complete a research exempt form, and I will not use any response I know is from you.

## **Standards of Conduct**

This policy defines good standing for graduate students enrolled at Texas A&M Commerce. Entering students who have been fully admitted (without any type of probationary admission, provisional admission, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. Students who are not in good

standing are not eligible to graduate until good standing has been achieved. (TAMUC, 2008-2009)

## **Academic Honesty**

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty

member agree on the penalty, assessment of the penalty concludes the disciplinary action. However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled. If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University policy for student appeals. The appeal process for this policy is through the following channels: department head, Dean of Graduate Studies and Research, and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council. In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations.

(TAMUC,2008-2009)

## **Policy for Assignment of an Incomplete Grade**

Students, who because of circumstances beyond their control are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of "X" (incomplete) in all courses in which they were maintaining passing grades. When an "X" is given for a grade in a course, the credit hours are not included for one semester (exclusive of summer) in calculating the grade point average. Grades of "X" earned during the spring or summer are to be completed by the end of the following fall semester. If the "X" is not removed by that time, the grade becomes an F, and the hours are included in the number of hours attempted. Recording a grade of "X" requires the filing of a plan for completion. The plan will be submitted with



the official grade record sent to the department head who will forward it to the Dean of the College.

The plan will include why the grade was given and steps

necessary for the student to receive the final grade. A grade of "IP" (in progress) will be used for courses that are scheduled over more than one semester. The grade of IP will not be computed in the grade point average and will be removed when the final grade is filed by the instructor. A grade of "I" will be given for courses in dissertation and thesis (including undergraduate honors thesis) for all registrations prior to the semester in which the final document is completed. The time limit imposed on the grade of "X" (one semester) does not apply for these courses. (TAMUC,2008-2009)

## **SED 513 Secondary School Curriculum Calendar**

<b>Date</b>	<b>Assignment</b>	<b>Presentations</b>	<b>Mid Term and Final Exam</b>
Session One	Introductions Organizational Tasks		
Session Two	Submit Week One Assignments		Mid Term Review Online Mid Term Exam Opens
Session Three	Submit Week Two Assignments		
Session Four	Submit Week Three Assignments		Final Exam Review Final Exam Accessible Class Live Pro Session, 9pm (Online)
Session Five	Submit Week Five Assignment	Curriculum Development and Evaluation Presentation	

### *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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.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*).