



**SED 513: Secondary School Curriculum
Section: 81B
COURSE SYLLABUS: Fall 2016**

Instructor: Mark J. Reid, Ph.D. – Associate Professor
Office Location: Commerce Campus – Education North 203B
Office Hours: Online or by appointment
Office Phone: 903.886.5124
Office Fax: 903.886.5985
Email Address: mark.reid@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Grant Wiggins and Jay McTighe (2005). Understanding By Design. 2nd Edition. Association of Supervision and Curriculum Development, Alexandria, VA. ISBN 0131950843

J. Abner Peddiwell. (Originally 1939). The Sabertooth Curriculum. Various publishers.

Note: You may share this text or borrow one of my copies.

Course Description:

Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

Student Learning Outcomes:

Learning Outcome #1: The learner will be an active and engaged participant in small group, and class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Learning Outcome #2: The learner will identify historical landmark events which contribute to the development of today's curriculum.

Learning Outcome #3: The learner will list and discuss features of the Saber-Tooth Curriculum which compares with features of today's schools.

Learning Outcome #4: The learner will prepare a paper/project related to curriculum development or history and present this information to the class.

COURSE REQUIREMENTS

Instructional Methods

Students will experience many types of instructional strategies - many of which focus on the a student centered approach, for example, Jigsaw. Discussion on the strategies of how they are being used and how to implement them in the K-12 environment.

Activities/Assessments

Introductory Postings in the Student Lounge with Picture	25
Postings in Online Discussion Groups (50 points/month x 3)	150
Informative Presentation on Curriculum Concepts	200
Handouts on Chapters for Informative Presentation	150
Sabertooth Curriculum Paper	75
Final Creative Presentation	150
Participation during Class Sessions (50 points x 5)	250
Additional assignments TBD	25 to 50

Note: Additional assignments or revisions to assignments may occur during the semester. Also, late work will not receive credit, however, ALL work must be completed (late or not) in order to receive an "A."

Grading

The final course grade will be determined by adding the points earned and dividing that total by the total possible points. This percentage will be compared to the scale below.

- 100% - 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- 59% or below = F

Instructions for Assignments:

Note: These are examples of the types of assignments, but may change for the final version of the syllabus

Introductory Postings in the Student Lounge

During the first week of class students will post an introduction in the Student Lounge on eCollege:

- Subject You Teach
- Brief History of Teaching Career (or Working With Young People)
- Preview of Fall Teaching Plans
- Plans for Summer Fun
- A Couple of Interesting Facts about You
- A CLOSE UP Picture of Yourself

Postings in Online Discussion Groups:

This class will participate in three, week-long discussion groups. Two original postings will be due each week prior to Sunday midnight. Then two response postings must be posted by Tuesday midnight. The threads each week may include topics such as, thoughts on a particular assessment concept, topical issues related to education, sharing of significant additional resources, and thoughts from the reading. Note: At least one original post each week must be in the thread on the required reading (This original posting should demonstrate that you did the reading).

Be sure to log onto the Discussion multiple times each week so that you can have conversations with your classmates.

Informative Presentations on an Assessment Concept:

Students will be assigned chapter(s)/section(s) in the textbook. Students will then prepare:

- The presentations not to exceed 30 minutes per chapter
- A handout on the chapter not to exceed one typed page per chapter (minimum 10 point font)
- A short quiz (or other assessment) that will be scored and returned to the students in the audience – the idea here is to check for understanding and to show everyone in the room that learning has occurred

Final Creative Presentation

During the final class session, each student will present an 15 to 20 minute creative presentation on a topic or topics learned during the semester. Presentations can be in the form of songs, skits, poems, raps, or other creative formats or combinations of formats. The two main foci of the presentations are: 1) Audience Engagement and 2) Demonstrate deep learning during the course.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course. In terms of technology you will need:

- *Internet access/connection – high speed recommended (not dial-up) - Note: you must be able to access the university library databases*
- *Word Processor (i.e. MS Word or Word Perfect)*
- *Flashdrive or other portable media storage device*

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use the telephones numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words 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. Plagiarized assignments will receive no credit.

See <http://www.plagiarism.org/> for more details about how to avoid plagiarism.

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@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*).

Attendance Policy:

As per University Policy B-19: Students are expected to be present for all class meetings for any course in which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. Students will be allowed to make up missed work if the absence is determined excused by the

instructor. **"Faculty members may recommend to the appropriate college dean that a student be dropped from a course when unexcused absences reach approximately 20%" (3 classes of 513) "of total scheduled class meetings for the term."**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

See Course Requirements for a list of course assignments. Schedule of Class Dates will be provided during the first class on Friday, September 9th from 1:00 to 6:00.

BIBLIOGRAPHY OF BOOKS:

Armstrong, Thomas, *Multiple Intelligences In The Classroom*, ASCD Yearbook, ASCD, Alexandria, Virginia, 1994.

Benjamin, Harold, *Saber-Tooth Curriculum*.

Costa, Arthur L., *Discovering and Exploring Habits of Mind*, ASCD: Alexandria, Virginia, 2000.

English, Fenwick., Editor, *Fundamental Curriculum Decisions*, 1983 Yearbook.

Hollins, Etta, *Transforming Curriculum for a Culturally Diverse Society*, Lawrence Erlbaum Associates, Publishing, New Jersey, 1996.

Jacob, Heidi Hayes, *Getting Results with Curriculum Mapping*, ASCD: Alexandria, Virginia, 2004.

Jensen, Eric, *Teaching with the Brain in Mind*, 2nd Edition, ASCD: Alexandria, Virginia, 2005.

Kobrin, David, *In There With The Kids: Crafting Lessons That Connect with Students*, ASCD Yearbook, ASCD, Alexandria, Virginia, 2004.

Marzano, Robert J., *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, ASCD Yearbook, ASCD, Alexandria, Virginia, 2001.

Marzano, Robert J., *A Handbook for Classroom Instruction That Works*, ASCD Yearbook, ASCD, Alexandria, Virginia, 2001.

Marzano, Robert, *What Works in Schools: Translating Research into Action*, ASCD Yearbook, ASCD, Alexandria, Virginia, 2003.

Marzano, Robert J., *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, ASCD: Alexandria, Virginia, 2004.

Tomlinson, Carol Ann, *The Differentiated Classroom: Responding to the Needs of all Learners*, ASCD Yearbook, ASCD, Alexandria, Virginia, 1999.

Wiggins, Grant and Jay McTighe, *Understanding by Design*, Expanded 2nd Edition, ASCD: Alexandria, Virginia, 2005.

Wiles, Jon and Joseph Bondi, *Curriculum Development: A Guide to Practice*, Charles E. Merrill Publishing Company, 1984.