



**SED 513: Secondary School Curriculum
Section: 81B
COURSE SYLLABUS: Fall 2017**

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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
Interactive Activity Presentations on Curriculum Concepts	200
Handouts on Chapters for Informative Presentation	150
Sabertooth Curriculum Paper	75
Unit Lesson Plan Using UbD Template	200
Reflection Paper on Teaching the Unit Lesson Plan	100
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 Fun Outside of School
- A Couple of Interesting Facts about You
- A CLOSE UP Picture of Yourself

Postings in Online Discussion Groups:

This class will participate in three, month-long discussion groups. One original posting will be due each week prior to Sunday midnight. Then one response posting must be posted by Saturday midnight. The threads each week may include topics such as, thoughts on a particular curriculum concept, topical issues related to education, sharing of significant additional resources, and thoughts from the reading. Note: At least one original post each month 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.

Interactive Activity Presentations on a Curriculum Concept:

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

- A handout on the chapter not to exceed one typed page per chapter (minimum 10 point font)

- An interactive activity based on the curricular concepts in the assigned reading that reinforces the content and offers new ways to think about the topics
- Note: no points will be awarded for presentation of content. Presenters can quickly review the key points. The handouts may serve as a useful resource for this review. The expectation is that audience has prepared by reading the assigned material.
- Formative assessment should be highly evident in the presentation.
- 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

Unit Lesson Plans using the Understanding by Design Template:

Prepare a lesson using the UbD template. Be sure to provide robust information for each section. Refer to Chapter 11 of UbD for more detailed explanations of the sections. These unit lesson plans will be presented in your assigned school according to the DTR schedule. Following the teaching of the unit, each student will write a 250 to 500 word reflection on the experience of creating the lesson plan, teaching the lesson plan, and thoughts on changes/adjustments to make on the lesson plan and/or instruction.

Final Creative Presentation

Students will create a document/video or other creation the equivalent of 500 to 1000 words (or 3 to 4 minutes of video) that CREATIVELY describes what personal revelations you have experienced about curriculum. Focus on a limited number of topics that really resonated with you and share your newly discovered perspectives and how those will impact your approach to teaching. Post a link or text to your creative presentation in the designated Discussion

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

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 Procedures

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web

url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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. The class will meet on Fridays. The exact dates that SED 513 will meet are being coordinated with DTR personnel.

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.

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