

CRN 60286, EDUC 5338, Curriculum Design

Summer 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

EDUC 5338 is a 5-week course starting on June 7, 2021 and ending on July 9, 2021. This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Shelley B. Harris, Ph.D.

Office: WH 322r

Phone: 254-519-5797

Email: shelly.harris@tamuct.edu

Office Hours

Office hours are by appointment only. I accept in-person appointments on Thursdays from 11-3pm and virtual appointments as needed. Please call my office or send me an email to set up an appointment. Do not just show up and expect to see me – please set an appointment.

Student-instructor interaction

As your professor, my role is to facilitate in your learning and help assist you in your college journey. I will do my best to help you in any way. I will be checking email Monday - Friday. I do not check my email on weekends. My response time will be returned within 72 hours. When sending an email, please put the course name in the subject line. For the body of the email, remember to address me as Dr. Harris, include your detailed information with a possible solution, if needed, and include a salutation with your W#. Professional communication is expected at all times.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: The curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings are examined. Factors that influence the curriculum decision-making process and a review of theories of curriculum

development will be researched. Curriculum alignment and curriculum auditing will be major emphases of this course. Students will closely examine the backward design of the curriculum process.

Course Objective: The purpose of this course is to provide teachers and administrators with current research and trends associated with curriculum design. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom.

Student Learning Outcomes:

1. To provide several definitions of the term "curriculum" and describe the historical development of schools and the curriculum.
2. To identify the components of curriculum.
3. To scrutinize the curriculum evaluation process.
4. To identify the facets of understanding.
5. To examine curriculum alignment and curriculum auditing.
6. To develop a backward design unit document using established criteria in Understanding by Design.
7. To evaluate current curriculum trends through a critical lens.
8. To analyze the aligning and balancing of the standards-based curriculum.

Required Reading and Textbook(s)

Jacobs, H. H. (2010). *Curriculum 21: essential education for a changing world*. Association for Supervision and Curriculum Development.

Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. Univ. of Chicago Press.

Helpful Websites

Grammarly: www.grammarly.com

Owl Purdue:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS

Curriculum Development Concept Map	SLO's (1, 2, 4)	100 Points
Curriculum Evaluation	SLO's (3, 5, 8)	100 Points
Chapter Summaries (Tyler) (4 x 25 points each)	SLO's (1-5)	100 Points
Chapter Presentations (Jacobs)	SLO's (1-5)	200 Points
Backwards Design Project	SLO's (6-8)	200 Points

ASSIGNMENTS

Curriculum Development Concept Map

In general, there are four domains needed to develop curriculum: curriculum, assessment, standards and instruction. In this assignment, you must present a visual representation of how

you believe these four domains interact to build curriculum. Is there a driving force of the four? Are all equal players? How do you begin to design curriculum? Are there any factors missing? Using drawing tools from any application program, create a visual representation of the concept of curriculum development. This visual representation is based on your experiences, research, thoughts and beliefs about the development of the curriculum. You will demonstrate how you believe the process occurs. When you post your visual representation, you will also need to include a TWO-page written explanation of the process that addresses the role of each domain in the curriculum development process. This written explanation will include a minimum of FOUR scholarly sources to support your concept of curriculum development.

Curriculum Evaluation

Identify a curriculum that interests you—this should be a real example and one you can access. (ex. All About Reading) Your purpose is to evaluate the content of the curriculum. To do so you will need to choose criteria, indicating what the source is. If the curriculum is broad you might want to focus on a subset of goals, intentions, topics. You will write a scholarly paper, no more than five pages, detailing the curriculum you chose including screenshots of the program, sample lessons, examples of wording or formatting **and** your overall criteria/rating of the curriculum. The following questions must be included in your criteria. See rubric in Files.

- Where does the content come from (e.g., research materials, references)?
- Are these reputable sources (e.g., professional standards; research evidence)?
- Are activities represented accurately in pictures, graphs, and written text?
- Are data, information, and sources of information up to date and accurately interpreted?
- Are accurate and appropriate terminology used (e.g., “physical education class” versus “gym class”)?
- Are information, examples, scenarios, etc., relevant to students’ lives?

Chapter Summaries

Students will read the book *Basic Principles of Curriculum and Instruction* by Ralph Tyler and post summaries of the assigned chapters to Discussions on Canvas. Summaries will be posted in-text in Discussions. (Please save your work in Word) Summaries must be detailed, including main ideas and quotes/paraphrasing to support the summary. Students will then respond to two other student’s summaries by either posing an additional question or counter point. Each response needs to be written in a scholarly style that includes support from the readings.

Chapter Presentations

Students will be assigned partners and a chapter to present to the class. Students will read the assigned chapter to collaboratively create a powerpoint presentation detailing the main ideas of the chapter using support from the book. Students will then make a video using Studio to “speak” to the class about the chapter. Remember to use the powerpoint as a guide in the “speak” – do not just read the powerpoint. This is a tool for details and highlights, not the full discussion. Although this is a collaborative assignment, you will be graded individually by completing a self and peer evaluation, your scholarly discussion and knowledge of the chapter in the video, the presentation’s detailed understanding of the chapter, and overall professionalism in the video presentation. I will view your video on Studio but your powerpoint will be turned in to Canvas in the appropriate assigned Module. *Please remember to speak clearly, refer to the book and research, video yourself in a bright lit room with no background noises or interferences, and to dress for success. Professionalism is key.

Backwards Design Unit

Students will be creating a backwards design unit based on their current grade level TEKS using the given template. The template to use is uploaded in Files in Canvas. Additional information about a BDU can be found here and in Files.

Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved July 2, 2020 from <https://cft.vanderbilt.edu/understanding-by-design/>.

COURSE OUTLINE AND CALENDAR

Date	Topic/Readings	Assignments/Quizzes <i>(ALL assignments are due by Friday at 11:59pm)</i>
Week 1: June 7	Read Chapters 1-4	Chapter Presentations 1-4 Concept Map
Week 2: June 14	Read Chapters 5-7 Read Tyler Part 1	Tyler Chapter Summary #1 Chapter Presentations 5-7
Week 3: June 21	Read Chapters 8-10 Read Tyler Part 2	Tyler Chapter Summary #2 Curriculum Evaluation Chapter Presentations 8-10
Week 4: June 28	Read Chapters 11-13 Read Tyler Part 3	Tyler Chapter Summary #3 Chapter Presentations 11-13
Week 5: July 5	Read Tyler Rationale Part 4	Tyler Chapter Summary #4 Backwards Design Unit

GRADING CRITERIA RUBRIC AND CONVERSION

Grades will be assigned at the end of the semester on the following basis:

A = 630 - 700 points

B = 560 - 629 points

C = 490 - 559 points

F = 489 > points

Posting of Grades

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade. **Students must complete and submit ALL assignments.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library. During the summer, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices,

or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Student Acknowledgement Form

- ✓ I have read the course syllabus and understand the course policies, assignments, calendar and expectations from Dr. Harris.
- ✓ I understand that due to extenuating or unique circumstances, this syllabus might change at the discretion of Dr. Harris. If changed, Dr. Harris will notify students immediately.
- ✓ I understand that as a graduate student, I am responsible for my learning and gathering of information. This means that I take initiative and contact the appropriate office for assistance.
- ✓ Should I have any concern or question about the course, I will contact Dr. Harris immediately to express this concern.

Student Signature _____

Date _____