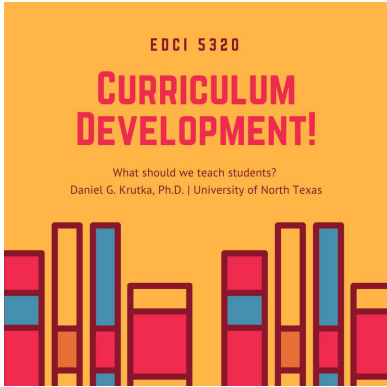


EDCI 5320: Curriculum Development (Su19)

<p>Christopher S. Long, Ph.D.</p> <p>Assistant Professor of Social Studies Education Department of Teacher Ed. & Administration University of North Texas</p>	
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Instructor Contact Information

Office	Matthews Hall 218
E-mail	chris.long@unt.edu
Office Hours	By appointment

Course Information

Course Website	https://unt.instructure.com/ ; EUID and password required (go to http://ams.unt.edu for forgotten EUID or password)
Canvas Help and Student Guides	Help: See Canvas Dashboard for Help Guides: https://community.canvaslms.com/docs/DOC-10701
Library Assistance	https://www.library.unt.edu/ask-us

Catalog Description

Identification and understanding of the underlying philosophical principles, societal expectations and practical demands which must be reflected in the development of curricular offerings, incorporating appropriate instructional and evaluative methodology for a diverse student clientele. Includes continued development of the program portfolio. Includes development of the research proposal for the action research inquiry project.

Course Objectives and Student Outcomes

After completing the course you will be able to:

1. Describe and critique the historical foundations of the curriculum field
2. Explain and differentiate various interpretations of “curriculum” and related concepts (including the hidden, null, received, planned, enacted, and experienced curriculum)
3. Critically analyze curriculum planning and development, scholars and their work, and curriculum standards

Notes on the Syllabus, Course, and Expectations

Welcome to EDCI 5320.001: Curriculum Development! I am Dr. Chris Long and I am excited to explore curriculum with you this semester. I was a middle school science teacher for 15 years and I have been a teacher educator and researcher since 2015.

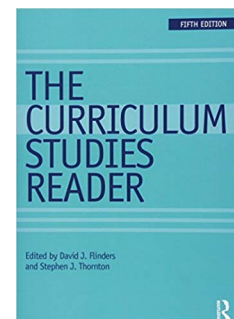
In this syllabus I provide basic information about our course, but **the modules on Canvas are your week-to-week guide with instructions of what assignments you will need to complete**. Each module follows a similar format, including an overview, required assignments, activities, etc. Modules generally end with assignments all submitted before midnight on Sundays. As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. I have **high expectations** for your **professional and ethical participation** in our class, which includes **communicating as soon as possible** if you will miss a deadline to make arrangements with me. Because this is a quick 5-week course, deadline extensions are unlikely and I recommend dropping the course if you cannot meet them.

There are **100 points available** for the course and all grades will be added in Canvas. Assignments that are not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" may be assigned. I am excited about the semester and **I am here to support you** in your journey in the teaching profession. Do not hesitate to **set up an appointment** if you ever need assistance! Let's make this semester a great one!

Required Book

Flinders, D.J., & Thornton, S.J. (Eds.) (2013). *The curriculum studies reader (6th ed.)*

- Available for purchase at UNT bookstore & via online sites as ebook, new or used, etc.



Technology Requirements and Expectations

There is heightened responsibility for technology competence in this course because it is fully online. We will use Canvas for our course management system, but also various other technologies. If you require technology help then you should contact Canvas support at UNT and/or search online for solutions for other technologies. I will provide technology help, but please learn or try to solve problems yourself before contacting me. The following guidelines should also be followed:

- It is your responsibility to ensure you have a functional computer and steady Internet connection. Many smartphones have hotspot connections that might be used temporarily to turn in assignments. Neither computer problems nor loss of Internet will be accepted as an excuse for missing deadlines.
- You are expected to respond to monitor and respond to your UNT e-mail, including respond to e-mails from me within 48 hours at the latest.
- Discussion board posts should include good grammar and spelling and follow current APA guidelines.
- Good netiquette for e-mails should include the following:
 - Appropriate salutation whether formal (e.g, Dear Dr. Long) or informal (e.g., Hi Dr. Long)
 - Brief and descriptive subject line
 - Good grammar and spelling
 - Clear purpose of e-mail with specific questions or comments
 - Positive tone
 - Appropriate e-mail ending (e.g. I look forward to hearing from you)
 - E-mail closing (e.g., Thanks; Sincerely)
 - A professional signature that provides information about you and even provides professional hyperlinks.
- Students should avoid personal attacks or unprofessional communications with all class participants. When you disagree with a view or situation, please provide alternative explanations or solutions.

Writing and Media Creation Expectations

- All written assignments will use American Psychological Association (APA) style. The UNT library provides various APA resources, including the official APA manual (6th edition): <https://www.library.unt.edu/help/tutorials/apa-style-sciences>. APA in-text and reference list citations should be used in all written work and, as much as possible, in media creations like infographics, podcasts, and videos.
- In line with UNT's policy on academic integrity (see below), plagiarism, including self-plagiarism (i.e., using work from other assignments), will not be tolerated. You will

complete a plagiarism tutorial at the beginning of this course. You should contact me if you have questions. However, if you commit plagiarism then you can receive a zero on the assignment and a failure in the course.

Late Work and Make-Up Policy

You are expected to submit each assignment in a timely manner. If for any excusable reason (e.g., hospitalization, family death) you cannot submit an assignment on time, you must notify me prior to the due date.

The general later work policy is that assignments turned in the 24 hours following the deadline will be deducted a letter grade and assignments will not be accepted beyond 24 hours after the deadline, but the policy of accepting late work is at my discretion. In cases of extenuating circumstances (e.g., health problems, family tragedy), please contact me as soon as possible to make arrangements. If circumstances prevent you from completing course assignments in a timely and consistent manner then it is recommended you drop the course. For extreme cases, you may contact the university registrar (registrar@unt.edu; <https://registrar.unt.edu/registration/withdrawing-semester>) to address questions.

Assignments Descriptions and Grades

Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)

Assignment	Brief Description	Points <i>100 total points</i>
Discussion Board Theater Posts and Comments	<p>To participate in discussion theater, you must “act” out an assigned role from a specific perspective and comment on classmates’ posts from that role in response to a debatable, compelling question:</p> <ol style="list-style-type: none"> Supporters: To varying degrees, supporters will argue for a ‘yes’ answer using evidence from the readings (300 words minimum). Detractors: To varying degrees, detractors will argue for a ‘no’ answer using evidence from the readings (300 words minimum). Producers: Producers will summarize arguments and ideas from the text to create infographics (e.g., using Piktochart), audio (e.g., podcast editing using Audacity), or audio/video (e.g., video editing using iMovie). Infographics will be accompanied by 50-100 word explanations depending on detail in image. Audio or video should include 50 word preview of what is included in audio or audio/video. Auditors: Auditors will use and reference the readings to probe answers to challenge accuracy, assumptions, and 	<p>50 (10 points per module)</p>

	<p>implications to encourage critical thinking for any posts (Four 100 word posts).</p> <p>Posts should be free of grammar and spelling mistakes, utilize APA in-text and end of post references, and most importantly, make informed arguments that show a deep understanding of the module readings, video, or podcasts. All posts should be respectful to all class participants and posts can be penalized for violating our community norms. More details will be provided on Canvas.</p>	
TEKS Critique	<p>For the TEKS critique you will have a topic approved by Dr. Long and then write a critique of “the story” the TEKS tell. Any critique will also include a proposal for what the curriculum should include. References to course readings are recommended and at least two outside scholarly articles are required. More details will be provided on Canvas.</p>	20
Curriculum Proposal	<p>For this assignment, you will write a rationale and provide an outline for a out-of-the-box topic you believe <i>should</i> be included in a school or university curriculum. You must include at least two references to both course readings and outside scholarly articles each. More details will be provided on Canvas.</p>	25
Miscellaneous Requirements	<p>A variety of small tasks including but not limited to will be required throughout the month. More details will be provided in Canvas:</p> <ul style="list-style-type: none"> ● Posting introductory post ● Posting a syllabus review ● Engaging in videoconference ● Submitting plagiarism certificate ● Gaining approval for TEKS critique ● Gaining approval for Curriculum Proposal topic 	5

Tentative Schedule

This tentative schedule is provided to help you plan, but official course assignments can be found on the weekly Canvas modules. I reserve the right to modify the syllabus or course schedule as deemed necessary, but students will be e-mailed updates. Also, the weekly agenda begins on Mondays and concludes at midnight on Sundays, except for week 5, which ends on Friday.

	Assignments
Module 1 (06/03-06/9)	<ul style="list-style-type: none"> ● Review Module 1 Overview ● Complete Module 1 Assigned Materials <ul style="list-style-type: none"> ○ Read “Introduction”(pp. xi-xiv)

	<ul style="list-style-type: none"> ○ Read assigned chapters ● Complete Module 1 Activities <ul style="list-style-type: none"> ○ Introduction Post and Comments ○ Discussion Board Post and Comment
Module 2 (06/10-06/16)	<ul style="list-style-type: none"> ● Review Module 2 Overview ● Complete Module 2 Assigned Materials <ul style="list-style-type: none"> ○ Read “Introduction to Part 2” and assigned chapters ○ Listen to Visions of Education “Curriculum Theory with Mark Helmsing” episode and review shownotes ○ Complete & submit plagiarism certificate training for graduate students (advanced level) ● Complete Module 2 Activities <ul style="list-style-type: none"> ○ Discussion Board Post and Comment
Module 3 (06/17-06/23)	<ul style="list-style-type: none"> ● Review Module 3 Overview ● Complete Module 3 Assigned Materials <ul style="list-style-type: none"> ○ Read “Introduction to Part 3” and assigned chapters ● Complete Module 3 Activities <ul style="list-style-type: none"> ○ Discussion Board Post and Comment
Module 4 (06/24-06/30)	<ul style="list-style-type: none"> ● Review Module 4 Overview ● Complete Module 4 Assigned Materials <ul style="list-style-type: none"> ○ Read your chosen chapter (to be determined) ○ Watch “The Revisionaries” (available for streaming through UNT Library .- Media) ● Complete Module 4 Activities <ul style="list-style-type: none"> ○ Discussion Board Post - Chapter Curriculum Proposal from Author’s Perspective ○ Discussion Board Comment on Author’s Perspective Post ○ Discussion Board Post on “The Revisionaries” ○ Discussion Board Comment on “The Revisionaries” ○ TEKS Critique Due ○ Discussion Board Comment on partner’s TEKS Critique
Module 5 (07/1-07/5)	<ul style="list-style-type: none"> ● Review Module 5 Overview ● Complete Module 5 Assigned Materials <ul style="list-style-type: none"> ○ Read assigned chapter ● Complete Module 5 Activities <ul style="list-style-type: none"> ○ Discussion Board Post

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| | <ul style="list-style-type: none">○ Discussion Board Comment○ Curriculum Proposal Due○ Review partner Curriculum Proposal |
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Curriculum Theory Journals

Scholarly journals in the field of curriculum theory can offer useful resources for graduate students and professors. You may use [Google Scholar](#) and [UNT Library Databases](#) to search these journals and find articles for assignments or your own inquiry: *Curriculum and Teacher, Dialogue* (grad student friendly), *Journal of Curriculum Studies*, *Journal of Curriculum and Pedagogy*, *Journal of Curriculum Theorizing*, *Curriculum Theory, Pedagogy, Culture, and Society*, *Transnational Curriculum Inquiry*, *Journal of Curriculum Inquiry*, *Curriculum Theory Network*, *Language, Curriculum, and Culture*, *Journal of the American Association for the Advancement of Curriculum Studies*, and *Journal of Canadian Association of Curriculum Studies*.

UNT and Departmental Policies

Disabilities Accommodation: The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: "Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc." See www.unt.edu/csrr.

Six Student Success Messages: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

Computers and Mobile Devices: Computers and mobile devices are only allowed for course related research, notes taking, or other purposes approved by instructor.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

SPOT: Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Notice for F-1 Students and Online Courses: To read INS regulations for F-1 students taking online courses, please go to <http://www.immigration.gov/graphics/services/visas.htm> and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a pdf file located at <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf> Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus

exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.