COLLEGE OF EDUCATION  
Learn, Lead, Inspire, Transform

FOUNDATIONS OF CURRICULUM AND INSTRUCTION  
EDG 6627 SUMMER 2014

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COURSE OVERVIEW

SCHEDULE:  
Web-based course with interaction through Canvas May 12th - June 20th

REQUIRED TEXTS:  

COURSE DESCRIPTION:  
This course is open to all graduate students. This is an introductory graduate course in curriculum and instruction and is basic to all specialized courses in the field of curriculum studies. Its emphasis is on the foundations, concepts, theories, influential figures, and trends in curriculum. The course also addresses factors that affect curriculum development including prevalent conceptions of schooling, governance issues, instructional effectiveness, and performance appraisal systems. The course is delivered online with interactive discussion boards.

COURSE OBJECTIVES  
This course is designed to complement the theoretical frame of the College of Education and focus on diversity and ethical issues in curriculum.

1. Introduce students to the major foundational concepts, issues, and writers in curriculum in the postmodern era.  
2. Present the philosophical underpinnings and connections between postmodern approaches to curriculum development and authentic assessment.  
3. Enable students to read, write, reflect upon and discuss key issues and trends in curriculum development and authentic assessment.  
4. Enable students to construct a bibliography of library and electronic sources related to curriculum issues of their choice for the basis of their research paper for this course.  
5. Enable students to demonstrate research, analytical and writing skills related to curriculum development and assessment in the arenas of diversity and ethics.  
6. Require students to demonstrate computer skills in terms of word processing, email and data retrieval through the World Wide Web, library resources, and other electronic media.

ASSESSMENT OF STUDENT OUTCOMES

Grading System:
Interdependent Reading Work and Individual Participation/Postings – 40%
Critical Analysis – 60%

Grading Scale
The points required to earn a grade are listed below (out of a possible 100 points):
A = 93-100
A- = 91-92
B+ = 89-90
B = 83-88
B- = 81-82
C+ = 79-80
C = 73-78
F = Anything at 73 or below. No grade below “C” will be accepted toward a graduate degree.

USFSM Incomplete Grade Policy
Incompletes are highly discouraged. An “I” grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the course instructor. The “I” grade will also be accompanied by the grade that the student had earned by the end of the course (e.g., I C-). If not completed after two terms (including summer), “I” grades will convert to the grade assigned. (USF Graduate Catalog)

READING WORK AND PARTICIPATION (40 pts.)
Interdependent reading work and individual discussion and reflections
Reading work will be conducted in cooperative groups to learn content. Each student will be a member of an ‘expert’ group that reads the same chapters and a ‘home’ group made up of members who have read different chapters. The parameters and expectations of the cooperative groups will be discussed in detail during an online collaborative discussion the first week of the course. The schedule for ‘expert’ group reading work and ‘home’ group discussion and extended thinking is reflected in the course calendar (pp. 4-5 of syllabus). This is an interdependent assignment with individual accountability that requires the thoughtful reading and active participation of all group members. The discussion board will be used throughout the course to clarify and extend thinking.

Guidelines for Discussion Boards
1. Be respectful of all others – this includes different points of view, experiences or beliefs.
2. Be an active member throughout the course – keep up with discussions to contribute to the learning of other students.
3. Show creativity through delivery of ideas (mind mapping, diagrams, videos, etc.) and take advantage of the technology supported through Canvas.
4. Have fun while learning. Sharing your experiences, knowledge, talents and interests makes the course more intriguing for your and other students.
5. Active, engaged participation and respectful collaboration with classmates is expected though online discussions. Adequate preparation is required for full participation.
6. Challenge yourself! Some of the material may be familiar to you through your experiences or professional development. There will generally be choices within the postings and assignments – go for the gold and challenge yourself to increase your understanding of concepts and information.

CRITICAL ANALYSIS AND ACTION RESEARCH ASSIGNMENT – CRITICAL TASK (60 pts.)
Assignments designated as Critical Tasks must receive a passing grade in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade you will be required to redo the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. Each Section of this critical task is to be submitted to the instructor through Canvas. The cumulative product is to be uploaded to Taskstream.

For this assignment, you are asked to describe the current curriculum efforts of your school, create a design for an inquiry/action research project on a related issue, and then develop a series of critical analyses of these efforts from the perspective of learnings you synthesize from each of the areas of readings that focus this course. Your analyses should be heavily supported with paraphrases, quotes, and syntheses of key ideas across the readings in each section. Include citations using APA style.
The description and critical analysis will be written in 6 sections during the course, as follows:

**Due by midnight May 17th - Section 1: The School’s Curriculum Context**
A description of the context and current curriculum efforts of your school, including historical and contemporary perspectives. What is the context of your school– demographics and poverty? Graduation and drop-out rates? Median family income? The three major industries in your community? Race/ethnic/cultural percentages in your community? The five most important issues facing your community in the next five years?

- Given the realities of your school context, what is the state of the curriculum and assessment? What is the approach(es) to curriculum and assessment? What issues have arisen in the past? What issues exist today? (3-5 pages)
- This description will set the basis for the critical analyses you will write throughout the course.

**Due by Midnight May 24th - Section 2 - Action Research Design**
The design of a curriculum/assessment inquiry/action research project that you could carry out in your school to explore a question(s) you identify. Include an annotated bibliography of 10 current, relevant (to your curriculum inquiry) sources you have found in the library and/or online. (4 – 5 pages)

- The design of your action research project should reflect your understanding of action research as presented and discussed in Module 1.

**Due by Midnight May 31st - Section 3:**
A written critical analysis of your school’s curriculum efforts from the perspective of **historical and theoretical foundations** of curriculum study. What would these authors have to say about your school’s curriculum and assessment status? What would be their critique? (4 pages)

**Due by Midnight June 7th - Section 4:**
A written critical analysis of your school’s curriculum efforts from the perspective of **curriculum discourse and ideology.** What would these authors have to say about your school’s curriculum and assessment status? What would be their critique? (4 pages)

**Due by midnight June 14th - Section 5:**
A graphic critical analysis of these efforts from the perspective of **issues of gender, culture, race, and social justice in curriculum.** What would these authors have to say about your school’s curriculum and assessment status? What would be their critique?

**Due by midnight June 18th – Section 6:**
A thoughtful reflection of **commendations and recommendations,** reflecting your knowledge of curriculum history, theory, philosophy, and issues of gender, culture, race and social justice in the curriculum. (2 pages)

All written papers must reflect scholarly writing and follow the APA rules for format and documentation (see Rossiter, 2007).
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/Learning Focus</th>
<th>Assignments</th>
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<tr>
<td><strong>Getting Started</strong>&lt;br&gt;<strong>Module 1: Curriculum Inquiry and Action Research</strong>&lt;br&gt;Week 1: May 12-17</td>
<td>• Getting Started&lt;br&gt;• Course Overview&lt;br&gt;• Defining Curriculum&lt;br&gt;  Goodlad’s Levels of Curriculum&lt;br&gt;• Action Research – Preparation, Planning, Action, Results&lt;br&gt;What is Action Research and what does it look like?</td>
<td><strong>May 14th</strong> Synchronous Session for course overview and assignment expectations 7:00 PM&lt;br&gt;DUE:&lt;br&gt;<strong>May 14th</strong>&lt;br&gt;Complete ‘Getting Started’&lt;br&gt;Post to Introduction Discussion Board&lt;br&gt;Sign up for Expert Groups&lt;br&gt;<strong>May 17th</strong>&lt;br&gt;Section 1 of Critical Analysis Project</td>
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### Module 5: Current Curriculum Theory: 21st Century Learning

#### Week of June 9-14

**In The Curriculum Studies Reader:**

- Expert Group 2 read “Curriculum for the 21st Century”, Noddings pp. 399-406
- Expert Group 4 read “Outside the Core: Accountability in Tested and Untested Subjects”, Siskin pp. 269-278

**DUE:** June 8th – Expert Groups Read and Discuss Assigned Chapter

**June 10th** - Home Groups Share and Discuss Reading Work

**June 14th** - Section 5 of Critical Analysis Project

#### Week of June 16-20

**Synthesis of Understandings**

**DUE:** June 18th - Section 5 of Critical Analysis Project

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The following Florida Leadership Standards from the William Cecil Golden School Leadership Development Program ([https://www.floridaschoolleaders.org/fpls.aspx](https://www.floridaschoolleaders.org/fpls.aspx)) are addressed in this course. The letters reference the 10 Standards within the USFSM Course Alignment Matrix:

- A – Instructional Leadership
- B – Managing the Learning Environment
- D – Decision Making Strategies
- E – Technology
- F – Human Resource Development
- G – Ethical Leadership
- H – Vision
- I – Community and Stakeholder Partnerships
- J - Diversity

**Florida Educational Leadership Exam**

The Competencies and Skills Required for Certification in Educational Leadership in Florida, Fourth Edition 2012 were approved by the State Board of Education in November 2012, as reflected in Rule 6A-4.00821, F.A.C. The revised competencies and skills will be implemented in January 2014 on FELE 3.0.

The following Competencies and Skills are covered in this course:

#### Subtest 1 Leadership for Student Learning

1.2.3. Evaluate and apply effective strategies that create high expectations for student learning gains.

1.3.2. Analyze and assess teaching practices based on observation and monitored outcomes in order to improve a teacher’s instructional planning and performance.

1.4.5. Identify appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps.

#### Subtest 2 Organizational Development

2.2.5. Determine appropriate strategies for professional learning that prepare faculty to create and deliver rigorous, differentiated, and culturally relevant instruction.

2.4.3. Determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs.

#### Subtest 3 Systems Leadership

3.1.1. Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.

In the Professional Portfolio of the USFSM Educational Leadership programs, students demonstrate understandings and skills for 7 Domains that align with the above Standards and Competencies. Satisfactorily demonstrating knowledge and skills through the Portfolio is a requirement for the M.Ed. degree program and recommendation for FL Principal Certification. Students are advised to retain papers, projects and presentations from each course as they may be selected for inclusion as artifacts for each of the Domains. The Portfolio Guidelines with descriptions of learner outcomes for each Domain are posted on the COE Website: [http://www.sarasota.usf.edu/Academics/COE/forms/Portfolio _%20WEB%20Guidelines_Revised_3-2011.pdf](http://www.sarasota.usf.edu/Academics/COE/forms/Portfolio _%20WEB%20Guidelines_Revised_3-2011.pdf)
APA Style Manual
Educational Leadership faculty requires students to use proper APA style when preparing papers. The new 6th edition of the APA Style Manual (2009) is described on this website: http://apastyle.org/. There are several quick reference guides available including this one that has been reprinted with the new requirements of the 6th edition (even though the copyright date is still 2007):


APA Style Samples: http://guides.lib.usf.edu/content.php?pid=69952&sid=517795

Educational Leadership Program Portfolio
After successfully completing all courses in USFSM Educational Leadership programs, students are required to submit an Electronic Portfolio. The current Portfolio Guidelines are posted on Blackboard. Students are advised to retain an electronic copy of all course papers, group projects, and other artifacts to assist later collection of samples of their work through the program.

Assessment of Student Learning
Evaluation of student performance is based on the attainment of the course outcomes as demonstrated by the completion of all course requirements. Letter grades are assigned in accordance with the Graduate Catalog: http://www.sarasota.usf.edu/academics/catalogs/.

Canvas
This course makes use of the Canvas learning system. The syllabus, announcements, documents, and grades are posted on Canvas. One or more session(s) of the course may be conducted online, and students may be expected to participate in online class discussions between class meetings.

Students must have a USF NetID account in order to access myUSF: https://my.usf.edu (note the placement of a period following “my”). Information on NetID is available at https://una.acomp.usf.edu/

Web Portal Information: Every USF student has a USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

Many questions about Canvas can be answered through tutorials located on the USF website.

Additional Canvas assistance is available at (813) 974-1222; toll free at (866) 974-1222; or by Email: help@usf.edu
Online support is available at http://it.usf.edu/help

Taskstream
Assignments designated as a Critical Task are uploaded into Taskstream. This online portfolio allows students to keep their work in one location as they work through the program. Students must have a subscription for the online storage site. See http://www.taskstream.com for more information.

USFSM Policies
Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the University’s policy in USFSM Graduate Catalog: http://www.sarasota.usf.edu/academics/catalogs/ (pp. 31-34).

All assignments represent the individual work of student unless designated specifically by the instructor to be collaborative in nature. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

USF has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. The instructor reserves the right (1) to request that assignments be submitted as electronic files, and (2) to submit assignments to SafeAssignment. Assignments are compared with a huge database of journal articles, web articles, and previously submitted papers. For more information and a tutorial, see http://www.sarasota.usf.edu/academics/catalogs/ (pp. 31-32) or http://www.cte.usf.edu/plagiarism/plag.html.
**Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog.

**Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, email messaging, and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull (http://www.mobull.usf.edu/) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information: http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

**Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the student’s responsibility to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@sar.usf.edu; www.sarasota.usf.edu/Students/Disability/http://www.sarasota.usf.edu/Students/Disability/http://www.sarasota.usf.edu/Students/Disability/

**Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures: http://www.sarasota.usf.edu/Facilities/documents/EAP_FAQ.pdf

**Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.