### Course Description

**EDUC 6313 Curriculum Praxis in the 21st Century.** This course addresses the Fundamental dimensions of curriculum theory, such as but not limited to the social construction of knowledge, curriculum as cultural mindset, social/historical/political reality, and scholarly discourse are explored. Students will examine the various ideological orientations to curriculum studies, curriculum design, and the opportunity for curriculum development.
### COURSE TOPICS TO BE DISCUSSED

EDUC 6313 Curriculum Praxis in the 21st Century is intended to guide students in the following:

- Five Minds for the Future
- Policies for 21st Century Demands
- Frameworks for 21st Century Skills
- Role of Professional Learning
- Learning Environments to Support 21st Century Skills
- Problem-based Learning for 21st Century Skills
- Mastery of 21st Century Skills
- Technology in the 21st Century
- Social Networks as Learning Tools
- Leadership, Change, and Beyond the 21st Century Skills Agenda

### SPECIFIC COURSE COMPETENCIES

Based on these competencies, students will work successfully:

#### COGNITIVE GOALS

Students will:

- Read, summarize, and critically analyze journal articles, book chapters, and books related to specific educational topics examined in the course;
- Increase their general knowledge of curricular educational issues, including charter schools, school choice, assessment strategies, character education, and other recent developments;
- Increase their general knowledge of recent educational innovations and alternatives, including (but not limited to) school choice, school finance, multicultural education, school voucher systems, site-based management, magnet schools, and differentiated faculty reward systems;
- Increase and demonstrate his or her skill in critical evaluation of educational trends; and
- Demonstrate preparation for active discussion of educational issues through notes, lists of questions, outside research, careful analysis of reading materials, research papers, etc.

#### AFFECTIVE GOALS

Students will:

- Actively participate in discussions related to educational innovations, issues, and alternatives;
- Develop an appreciation for a variety of educational philosophies and agendas;
- Recognize and encourage diverse opinions and suggestions;
- Work cooperatively and collaboratively with peers in large and small group settings;
- Volunteer to share knowledge gained through outside readings relevant to the issues discussed in class;
- Collaborate in group activities to develop, maintain, and reinforce peer learning and professional development; and
- Understand and appreciate the perspectives of colleagues who teach across various grade levels and content areas.

COURSE OBJECTIVES

On successful completion of this course, you should be able to do the following:

- Identify and analyze the sources of curriculum as a means of understanding and applying emerging trends and initiatives to improve student learning;
- Evaluate current theories and approaches in curriculum and teaching to determine the effectiveness of various instructional methods and classroom practices;
- Compare and contrast learning theories and curriculum practices that promote student learning and achievement;
- Develop a rationale for specific curriculum programs and instructional methods for such audiences as at-risk students, diverse learners, disadvantaged students, the disabled, and others;
- Adopt evaluation and assessment methods and practices that are reliable and valid means of determining the effectiveness of curriculum programs and instructional methods;
- Explain and discuss the emerging policies and regulations that influence curriculum design, development, implementation, and evaluation;
- Construct a personal and professional approach to identifying and analyzing future trends and issues in curriculum; and
- Demonstrate an ability to investigate, analyze, and express yourself professionally in terms of the issues and trends likely to emerge in the field of curriculum.

STUDENT OUTCOMES

1. After successful completion of this course students will have a broader understanding of curriculum theory and integration or praxis of curriculum implementation.
2. The student will understand that theories guide instruction and vice versa; how social/historical/political realities influence curriculum implementation; and how understanding curriculum design is essential in meeting the changing needs of students, teachers, institutions, and communities in the 21st century.
3. Students will be asked to complete readings, research curriculum theories in relation to the social/historical/political constructs and examine curriculum program designs to propose recommendations and changes.
4. The students will be assigned peer-reviewed articles and chapters in order to assist them in completing these tasks.
5. Students will also be able to examine existing curriculum and determine if it is meeting the needs of students, teachers, and the community in which they work at their targeted specific grade level.
Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

Methodology

This is a face-to-face/Blackboard (BB) assisted course. This class uses a Pablo Freire’s model as its pedagogy. Consequently both the students and the instructor have equal responsibility for the success of this course. Educational experiences brought to the class for conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the instructor is to come to class prepared and to facilitate conversation. The role of the student is to come to the class having mastered the readings in order to have a scholarly conversation to facilitate the integration of new understandings with his/her professional life.

Blackboard (BB) will be used as the course support and management tool. Students will be expected to utilize BB to access course’s resources. Components of BB that will be used on include the Announcements, Syllabus, Grade Center, and Course Documents (for specific assignments and course materials). You are expected to be active learners and submit your assignments on time via BB when possible.
**PEDAGOGY**

**EDUC 6313 Curriculum Praxis in the 21st Century** uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order we can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

**Grading Criteria/Major Assignments/Final**

The following assignments are required to have been accepted as master’s level work in order to receive at least a *B-* in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

A fundamental value in this course is that students want to learn for learning’s sake and for professional development and that students pursue education for its own sake, not only for grades, prestige, or any other external motive.

1. **Class Attendance and Participation (20%)**: Students are expected to attend all classes, to arrive on time and to respect timelines for breaks. For each unexcused absence, 5 points will be deducted from the final course grade. Any absence for which the instructor has not given prior approval will automatically be considered unexcused. Allowances for absences that result from emergencies will be made at the discretion of the instructor. **Two (2) absences excused or otherwise**, will result in a failing grade for the course. Two (2) late arrivals of 10 minutes or more will result in a deduction of 5 points from the final course grade. Class participation also includes reading assigned textbook chapters and completing all in class and out of class assignments. Students are also expected to come to class prepared and ready to be an integral part of class and small group discussions.

2. **Curriculum Critique Project (50%)**: Each student will do the following: a) select a country’s curriculum from the list provided or pick one of your liking with approval from professor; b) you will view the document for your respective country in terms of aims, goals, objectives; c) given the rubric and explanation provided for each main heading (see handout), you will address in essay style whether the said curriculum addresses each main heading on your list; d) you will provide evidence and an explanation of your responses/rationales; e) if the said curriculum does not address your main heading, you will provide a rational/explanation of why this omitted main heading should part of the
f) once you address each main heading, you will end by stating what was good/bad about the curriculum; what are its strengths/limitations; what can you walk away from as a curriculum specialist; and any other recommendations you deem necessary.


http://www.thl.fi/thl-client/pdfs/267671cb-0ec0-4039-b97b-7ac6ce6b9c10


http://www.k12.wa.us/IndianEd/Curriculum.aspx

http://www.swissworld.org/en/education/general_overview/the_swiss_education_system/


http://www.eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education/The-Folkeskole/Subjects-and-Curriculum

http://www.australiancurriculum.edu.au/Curriculum/Overview

http://www.about.ch/education/index.html

http://www.edu.gov.on.ca/eng/curriculum/elementary/


http://www.education-in-japan.info/sub1.html#sub101

3. **Final Exam (30%)**. The Final Exam will be a take home one. Instructions will be provided in class.

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit hard copies of written assignments on the day they are due according to the schedule.
### Grading Information

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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</tbody>
</table>

### Grading

1. Class Attendance and Participation – 20%
2. Curriculum Critique Project (50%).
3. Take Home Final – 30%
**Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss any matters. All information will be confidential.

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**Professional Standards of Behavior for Students and Faculty**

<table>
<thead>
<tr>
<th>Academic integrity</th>
<th>Master’s-level students in the School of Education demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>Involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.</td>
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</tbody>
</table>

Any instance of plagiarism will result in failure
of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed in class, you should seek input from the instructor.

| Technology Requirements and Guidelines | This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.mozilla.org](http://www.mozilla.org) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Cell phones and other electronic devices must be turned off during class. If you need to take a call because of an emergency should alert the instructor before class, keep the phone on vibrate, and step out to take the call.

Laptops are permitted for note-taking. Use of laptops for any other reason (e.g., email, chatting, surfing the web) will result in zero credit for the participation portion of the grade. |

| Use of UST email accounts | You are encouraged to use your UST email account. The instructor may send messages to through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails). |

| Instructor availability | The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively. |
| **Language diversity** | The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals. |
**These readings are expected to have been completed at the time class begins.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Presentations</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/11</td>
<td>Course Overview</td>
<td>Foreword, introduction and chapter 1</td>
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<tr>
<td></td>
<td>Class discussion</td>
<td></td>
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<tr>
<td>03/25</td>
<td>Class discussion</td>
<td>Chapter 2 and 3</td>
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<tr>
<td>04/01</td>
<td>Class discussion</td>
<td>Chapter 4 and 5</td>
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<tr>
<td>04/08</td>
<td>Class discussion</td>
<td>Chapter 6 and 7</td>
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<tr>
<td>04/15</td>
<td>Class discussion</td>
<td>Chapter 8 and 9</td>
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<tr>
<td>03/22</td>
<td>Class discussion</td>
<td>Chapter 10, 11 and 12</td>
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<tr>
<td>04/29</td>
<td>Class discussion</td>
<td>Chapter 13 and 14</td>
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<tr>
<td></td>
<td>Wrap-up</td>
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<tr>
<td>05/06</td>
<td>Take-home Final</td>
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Please note that this syllabus was developed building on the prior work of Dr. Gonzalez, E.