COURSE OUTLINE FOR
EDUC 6313 2362 KC17 Curriculum Praxis in the 21st Century
St. Pius X

Those who can do. Those who understand, teach. -Shulman
If you can’t explain it simply, you don’t understand it well enough. –Einstein

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Time: Wednesdays 5:00-8:00 pm Room 96

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

Curriculum & Instruction Writing Expectations
In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.

Course Writing: APA Format/Structure/Mechanics/Content Expectations
Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing. Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

**The number of points deducted for each additional error will be left to the discretion of the professor.**

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.
BLACKBOARD USE
This is a face to face course with online elements. Course announcements, documents, assignments, and email communications will be delivered during class and/or online via Blackboard. Internet access is therefore essential.

COURSE REQUIREMENTS
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.

Attendance, Readings, and Engagement
Students are expected to be present for and participate in ALL class discussions. All readings are expected to have been completed at the time class begins. Students are expected to be engaged in class and group conversations. The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.

Absence
Absence, which means students are not present in class, have failed to sign in within the time frame allowed, or have not participated in the class assignments will result in the negotiation of this contract. After one absences, the student will be administratively withdrawn from the class if no communication has been initiated on behalf of the student. If communication has been established after the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent once, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

Tardies
Promptness, which means a student entered the classroom before the professor begins the class, is expected of students in a master’s program. The professor may take any action she thinks is just when a student is tardy more than twice. After the first tardy, the student will lose 4 points from their overall grade for each tardy. If students are going to be absent or tardy, students will e-mail or telephone the professor as soon as students know it will be necessary to be absent or late.

Class Etiquette
Please leave all cellular phones in the car or turn them off during class. Visiting Twitter, Facebook, MySpace, IM, personal email accounts, texting, surfing, etc. will result in an automatic grade deduction from your final grade for each infraction. Avoid discussions and disruptions while the professor and/or your colleagues are talking and/or class presentations or lectures are in progress. As a classroom teacher, you expect your students to listen attentively during lessons and directions; I expect nothing different from you as students in this class. Violations of any of these class etiquette identifiers will result in a grade deduction from your overall final grade for each time you are informed verbally or via email.

The online BB forum allows students to freely express their views within respectful boundaries. No put downs or condescending language will be tolerated. Avoid off-topic discussions and disruptions that do not pertain to the on task assignment. Violations of any of these class etiquette expectations for Graduate students will result first, in a grade deduction from your overall final grade for each time you are informed via email and secondly, you may fail the course for disrespectful behavior towards others and myself. I do not foresee this but need to alert you. BB forum for learning modules will be available before and during the assigned week. It will not be available after the assignment due date. Request to extend BB availability will not be granted.
CLASS REQUIREMENTS-ASSIGNMENTS

1. Participation (15%). See Attendance, Readings, Engagement, Absence, Class Etiquette, and Tardies up above. Beginning with the second class period, each student will present for 15 minutes on a topic related to the current week module(s). Presentation must be interactive.

2. Curriculum Activity (20%). You will create a classroom activity based from the reading provided surrounding the topic of the week. This activity should be designed for your personal class. Student will select the topic from readings. This activity should be 20 in length and you can use any multimedia resources that are available to you. This assignment is due **September 9th** and will be presented in class. Presentation must be interactive.

3. Curriculum Critique Project (30%). You will select a country’s curriculum on your own, or from 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 curriculum; 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. To be presented in class on **September 30th**.

   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

4. Final Exam (35%). The Final Exam covers all material from LM1 to end and will consist of essay questions. There will be no regurgitation of what students have learned. Application of content and process as experienced in this course will be expected. Cases, dialogues, and reflections can also be part of the essays. The domain of this course will be integrated into the essays. Integration, creativity, and depth are indications of graduate level work.
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 AND EVALUATION**

**Class assignments:**
- Participation/Class Discussion 15%
- Curriculum Activity 20%
- Curriculum Final Project 30%
- Final Exam 35%

100%

All assignments will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>A−</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>88–89</td>
</tr>
<tr>
<td>B</td>
<td>83–87</td>
</tr>
<tr>
<td>B−</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>78–79</td>
</tr>
<tr>
<td>C</td>
<td>73–77</td>
</tr>
<tr>
<td>C−</td>
<td>70–72</td>
</tr>
<tr>
<td>D</td>
<td>60–69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>

**Master’s Level Work** is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

**Incompletes** are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.

**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.

**LANGUAGE DIVERSITY**

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is
not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION
For retention in EDUC 6313 Curriculum Praxis in the 21st Century and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system. Integrity is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

Plagiarism is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education as well as the University.

AMERICANS WITH DISABILITIES ACT
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor 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 in order to ensure access to full participation by students with disabilities, the student must inform the professor 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 contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA compliance.

TOPICAL OUTLINE on next page.
**TOPICAL OUTLINE**

Subject to change on short notice

***These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Class Discussions.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/ Date</th>
<th>Instructional Focus</th>
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</table>
| Week 1 | 8/26/15   | Review Syllabus
LM1 READ: Foreword, Chapter 1
LM2 READ: Chapter 2
Classroom Activities |
| Week 2 | 9/02/15   | LM3 READ: Chapter 3
LM5 READ: Chapter 4
Module Presentation on Readings |
| Week 3 | 9/09/15   | LM4 READ: Chapter 5
LM6 READ: Chapter 6
Curriculum Activity Due.
No Module Presentations due. |
| Week 4 | 9/16/15   | LM7 READ: Chapter 7
Module Presentation due on Readings. |
| Week 5 | 9/23/15   | LM8 READ: Chapter 8
LM9 READ: Chapter 9
Module Presentation due on Readings |
| Week 6 | 9/30/15   | LM 10 READ: Chapter 10
Curriculum critique project due.
No module presentation due. |
| Week 7 | 10/07/15  | LM11 READ: Chapter 11
LM12 READ: Chapter 12
Module Presentation due on Readings |
| Final Exam | 10/10/15 | Final Exam |