If you can’t explain it simply, you don’t understand it well enough.  -Einstein

Professor: Dr. Emiliano Gonzalez

Phone: Office 713-525-3547, Cell 713-898-6805

SKYPE: emiliano.gonzalez707

E-mail: gonzales@stthom.edu


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 DESCRIPTION
Examination, analysis and application of the principles of instructional design as related to the role of the classroom teacher within various school settings.

GENERAL COURSE OBJECTIVES
This course is designed to introduce the student of education to the foundations, principles, and theories of curriculum development. As a result students should be able to do the following:

- Reflect upon and discuss interpretations and understandings of assigned readings from their individual perspectives while pondering the viewpoints of others;
- Consider different definitions of curriculum & instruction;
- Analyze and value the complexities of curriculum development within historical, cultural, philosophical, economic, social, political, educational, and personal contexts;
- Apply theory and knowledge to solve school-related problems;
- Compare the characteristics of various curriculum models;
- Examine current curriculum-related issues and trends through the lens of multiculturalism, constructivism, hidden curriculum, and education reform;
- Identify important issues and make judicious decisions; and
- Engage in continued personal research, reading, and study of curriculum and instruction.
Understanding Students as Learners: You will begin to learn how children’s knowledge, skills, and dispositions develop over time. You will learn to think about ways to adapt planning and instructional strategies to the learning needs of diverse individuals and groups.

Understanding Yourself as a Colleague: You will have many opportunities to work with peers throughout this course. Collaborating in a variety of professional activities and reflecting on your participation will initiate you in collaboration with colleagues across your career.

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.

Attendance, Readings, Engagement & Professionalism

Each BB class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (TWO) and lateness, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence from BB. Participation in BB forum discussions is required. Participation does not just mean posting in class. Its components include careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation is essential to your success in this class.

Absence, which means students did not participate fully in the required LM will result in the renegotiation of this contract. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened. Failure to post, participate and/or show up to the LM will be considered an absence. 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. After the second absence, the student will be administratively withdrawn from the class if no legitimate rationale is provided. Again, if a student is absent more than once, the student will be administratively dropped from the course after the second absence. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdrawn from the class, the grade for the class will be a failure. This is UST policy.

Tardies/lateness

All LM will open on Monday and close on Mondays of the following week at 10:00 pm. The new LM will be opened and closed on the following Monday at the time indicated. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened and this is considered an absence. Failure to post, participate and/or show up to the LM will be considered an absence. The professor may take any action he thinks is just when a student is absent for two class sessions.

Course Evaluations

It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

Blackboard Use

This is a total online BB course. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.
COURSE ASSIGNMENTS/EXPECTATIONS

All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. Students will submit electronic original work of the assignment on the due day according to the schedule. 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.

CLASS ASSIGNMENTS (3 total)

Capstone Curriculum Project/Budget 60%

School Campus Curriculum & Instruction Director: You have been name the Curriculum Director for your school campus. The school you work at is a low performing campus. The superintendent believes you are the best person to turn academic scores around. In this section, you are to explain why you are the best person for this job; what qualifies you as the expert in the C&I role; and what you plan to contribute with your expertise to the district or school. The goal: to help raise academic scores by using much needed C&I resources/materials for your population.

Texas School Report: You have been given a school report taken from the following: http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html You can find your own school on the website provided or use a neighboring school/district. The only criteria I ask to be used is the school should be considered low performing campus to contextualize this assignment in finding quality C&I resources/materials for optimal academic performance. If you are having trouble with the website up above, follow the steps here: 1) Go to TEA website at http://tea.texas.gov/ 2) Go to Reports and Data; 3) Go to School Performance and click on School Report Cards; 4) Click on School Report Cards for 2014-2015 or latest year; 5) Find your respective campus. Report will download. For this section, all you need to provide is the direct link that will take me exactly to the page of your report. If I click on the link you provide and it takes me elsewhere or does not work, you will lose 10 points automatically.

Needs Assessment: You will address the following: Based on the population and test scores, in your view, what is needed to help raise academic performance? What do you see can help this campus? Based on the information you read, what did you find? What are your thoughts or assessment of how you will address this or what C&I resources/materials are pertinent to assist such students? What is most needed? List all the C&I materials, by name, as to what will be purchased avoiding vagueness. You need to list all your website and/or sites on the Reference page at the end of your project.

Budget: Your allocated budget is $800,000 to purchase any and all C&I resources/materials. Be specific in what you are buying by naming it, listing it, company, price, etc. Keep in mind what C&I resources/materials you need to raise scores, not simply spend money for the sake of getting rid of it. Break down your purchases or resources/materials in an Excel sheet where your ending balance will be zero dollars or as close to it as possible. You should not have any money left over but the ending budget should reflect as close to zero as your ending amount.

Reflection: After you finish the above sections, you will have a section in which you will reflect on your role as a C&I Director and the role you have to carry out. You will include in the reflection why seeing campus scores is vital in order to raise academic performance, in this case, through resources/materials as one means to an end. You will reflect on why you must provide a Needs assessment as well as why the budget is vital to assist in purchasing resources/materials. And last, provide a reflection on your rationale for buying what you did and how you believe this will assist in raising academic performance.

The five points listed above serve as your rubric. If you address each one, you should do well in your paper. You can add other information you feel pertinent but minimum are the five points listed above. See below for Capstone project rubric.

Rubric for Curriculum Project/Budget
School Campus Curriculum & Instruction Director 10 points
Link to Texas School Report 10 points
Needs Assessment 30 points
Excel Spreadsheet/Budget 30 points
Reflection 20 points

In addition, the following will be used to determine your points earned/awarded/deducted:

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. In addition to the rubric, the number of points may be deducted for the following:

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

ASSIGNMENT #2

Curriculum Content Project 30%

You will select your current school curriculum where you teach or are employed. You will select one content area you are currently teaching (i.e. Math, Language Arts, Science, Social Studies, etc.) You will carefully examine the state’s curriculum and/or scope and sequence and address the following:

- What type of curriculum would you classify or categorize according to the content area(s) you are currently teaching?
- What curriculum pioneer (from your readings) do you believe best has influenced this curriculum? State how you see this.
- What theory (from your readings) is best aligned with the current curriculum? What makes you believe this theory guides the said curriculum?
- What philosophy drives the said curriculum? What is the evidence in your view?
- Do you believe said curriculum meets the needs of the students you are serving? Why or why not. Does said curriculum meet the needs of the diverse cultural and linguistic students found in your class/school/district? (English Language learners? Special Ed? G/T?)
- Does said curriculum have a positive effect on Teaching and Learning?
- Is the said curriculum meaningful and relevant for students?
- What is the said curriculum lacking from your view?
- Is assessment for said curriculum appropriate? Why or why not?

You will write a paper using APA style addressing each bullet listed above. Do not merely answer the question but explain your rationale and provide evidence and substantiate any and all claims. You may use additional sources to guide your project. Your project should have order, logic, fluidity, structure and development. See rubric below for Curriculum content project.

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
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<td>10</td>
</tr>
<tr>
<td>Curriculum Pioneer</td>
<td>10</td>
</tr>
<tr>
<td>Theory</td>
<td>10</td>
</tr>
</tbody>
</table>
Philosophy 10
Needs of the Students being Served 10
Positive Effect 10
Meaningful and Relevant for Students 10
Curriculum Lacking from Your View 10
Assessment 20

In addition, the following will be used to determine your points earned/awarded/deducted:

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:

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</tbody>
</table>

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

BB Participation/attendance (10%). Your 10% will be based on how well you participate in BB and the thoughtful contributions made as well as whether you were online to participate. For each incomplete LM, 5 points will be deducted from your overall **final grade** unless prior arrangements have been made with the professor. A prior arrangement does not mean you emailed me on the due date but rather an actual conversation has taken place. **This is not intended to be punitive but it is very difficult going back in time and trying to grade late work and trying to stay abreast of the new LM one.**

RUBRIC FOR CLASS PARTICIPATION-10%

D
Student participates occasionally, misses some classes without making up work, does not submit all work on time. Thinking process in BB postings tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.

C
Student participates on a fairly regular basis, contributes to class group work, misses no more than 1 class but turns in work regularly and/or sporadically. Student makes some attempt to ask questions of self and others, remains open to changing and growing through time in the class.

B
Student participates regularly, is an active contributor to class group work, misses no more than 1 class, but makes up all work, turns in all work regularly but some work has not been on time. Student is reflective, asks and poses many questions of self and others, questions ”received wisdom”.

A
Student participates regularly and enthusiastically, is an active contributor to group work, misses few classes, submits all work immediately, turns in all assignments on time. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.

EVALUATION
The following point scale will be used to evaluate student work in EDUC 5330.

| Capstone Curriculum Project/Budget | 60% |
| Curriculum Content Project       | 30% |
| BB Participation/attendance      | 10% |
Total 100 possible points for each project

**Evaluation of Student Progress**
Evaluation will be based on class attendance and participation, case study analysis, individual and/or group presentation, curriculum resource review, and all other assignments and/or activities deemed pertinent to meet the objectives of this course. Grades will be assigned as follows:

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>I (incomplete)</td>
<td>Only when circumstances prove beyond the control of the student.</td>
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**Grade Rubric for Overall Work**

**To earn an A:** ALL work is exemplary in all aspects. Critical reflection and thinking is regularly documented in all written assignments, class projects, and self-evaluations. Professional in all aspects, on BB and through email correspondences. Goes above and beyond requirements. Demonstrates both depth and breadth of knowledge. Discussions and assignments demonstrate professional and theoretical connections between classroom practices, personal experiences, and the course. Demonstrates considerable effort. Highly imaginative and/or original. Timely preparation, attendance (*not more than one absence*), and thoughtful contributions to discussion (large and small group) and course experiences are consistently observed. Detailed, supported with strong ideas and content. Knowledge of the course’s content is demonstrated through reference to readings and incorporation of concepts into assignments and discussions. The participant’s overall work provides visible indicators of professional development, change, and growth. Demonstrates and reflects high quality and professionalism in the understanding of the course’s content.

**To earn a B:** Work is well done. Well organized and complete. Somewhat effectively and clearly presented. Demonstrates clear understanding. Clearly shows connections. Professional most of the time on BB and through written correspondence. Written assignments cover (summarize) a topic without interpretation, and connections. Evidence of original thinking but not thoroughly elaborated. Consistent preparation and attendance (*not more than one absence*) is evident and contributions are occasionally made to large and small group discussions. Knowledge of the course’s content is not consistently demonstrated and references to readings and new concepts are inconsistently incorporated into assignments and discussions, particularly as related to the final inquiry project. There is less indication of change, growth, or professional development throughout the semester in process and in product. Demonstrates some reflection of high quality work and professionalism in the understanding of the course’s content.

**To earn a C:** Minimal reflection in response in writing in assignments and self-evaluations both in quality and length. Does not fully develop elaborate posts. Meets minimum requirements. Includes general information, but lacks descriptive detail. Some application to teaching and learning. Needs more substantive content/details. Needs more organization and/or structure. Inconsistencies in preparation and attendance, few constructive contributions to small and large group discussions, engagement in ideas and experiences of the course are not observable. The final benchmark project and other assignments do not reflect high quality and professionalism in the understanding of the course’s content. A lack of change or growth over the course of the semester exists. Demonstrates little to no reflection of high quality work and professionalism in the understanding of the course’s content.
To earn a D and F: Missing evidence or information. Sloppy and/or poorly organized. Lacks cohesiveness and clarity. Demonstrates only surface understanding. Very little or no evidence of application to teaching is evident. Very little evidence of time or effort for the class is evident. Demonstrates almost no reflective process of work and understanding of course content.

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PEDAGOGY

EDUC 5330 Curriculum & Instruction 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 BB 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 facilitate conversation, pace the BB discussions without monopolizing it, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order they can have a scholarly conversation with their classmates and professor on BB and can integrate the readings with their professional lives and lived experiences.

GENERAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners
As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct
All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. 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 must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

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. Drawing from one source, then another source, etc. is not Master’s Level Work.

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 failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Things to keep in mind:

- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the Publications Manual of the American Psychological Association, 6th Edition (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. All assignments not proofread will be penalized with point deductions. A condensed version of most commonly used APA
styles can be retrieved from http://owl.english.purdue.edu/handouts/research/r_apa.html. I highly suggest you refer to your APA manual.

- While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:
  - Papers should be word processed.
  - Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
  - Center the title two lines below the date. (A title may be optional.)
  - The body of the paper should be double-spaced.
  - The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.
  - Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.
  - Insert the page number in the upper right hand corner, beginning on the second page.
  - If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from Writing for Thinking) or this website: http://webster.commmnet.edu/apa/apa_index.htm
  - Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling and other editing issues. Papers with frequent mechanical issues (2 or more) may not pass, regardless of content.
  - If the assignment calls for you to write 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Students are expected to attend all scheduled BB classes and be prepared for full participation. In order to participate, the student must complete all assigned readings, reflections, and assignments AND be logged in to BB on the week indicated;

- All modules will be opened and start on Monday and will be closed at 10:00 pm on Monday of the week assigned in your tentative schedule. Hence, late submissions risk not being accepted or graded. All assignments must be submitted via email. If technical difficulties hinder the timely submission of an assignment, the professor should be notified (via e-mail) immediately and the assignment emailed as soon possible. Any document should have your last name and identification of assignment (i.e. gonzalezCurriculumguide);

LANGUAGE DIVERSITY
The University of Saint Thomas values the speaking of one, more than one language or many. 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 in preparation to work in attaining their masters. The professor is always available to assist students who might need help with written English. In addition, it is recommended 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 5330 Curriculum & Instruction 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 that 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. You 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. 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.

CHECKING YOUR WORK

Turnitin.com: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Smarthinking: Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

FORMAT FOR WRITTEN ASSIGNMENTS

All written assignments except those done in class should be in APA style, typed and double-spaced, Times, 12 font.

All papers should be submitted indicating the following on your title page:

• Running head
• Title of assignment
• Course name/section
• Instructor’s name
• Date of submission
• Student’s name

It is expected each paper will be written using APA style, including appropriate and accurate grammar and syntax. Please consult the American Psychological Association website for details regarding citation formats. Content and mechanics will be considered in the evaluation of your assignments as indicated since successful oral and written communication is expected of all teachers. Consistent with standard research practices, ideas that are not the author’s must be cited using APA format. Be especially careful when using information obtained from the Internet and follow the correct citation for that information. All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. It is the student’s responsibility to make the contact. Unless this is done, late papers will not be accepted.
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:

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

SOCIAL JUSTICE TENANTS

Selected **social justice teachings of the Catholic Church** are used to 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.

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 once the student provides the professor with a current letter of accommodation (LOA) from Counseling and Disability Services (CDS) that outlines his/her specific 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 713-525-2169 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA. If you have questions or concerns regarding the accommodation process, please call Debby Jones or Rose Signorello at ext. 6953 or 3162 at Counseling and Disability Services.
However the corresponding online modules are added here to help you prepare and study course materials. Additional assignments may be given from this material.

Subject to change on short notice

***These readings are expected to have been completed at the time LM opens.

Topical Outline: subject to change on short notice as some topics may take longer than expected

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td>LM1</td>
<td>5/30</td>
<td>WEEK 1</td>
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</table>
|                 |          | 1. Introduction Announcement.  
|                 |          | 2. Read the syllabus in its entirety.  
|                 |          | 3. Make note of your assignments and when they are due.  
|                 |          | 4. Write down the contact information for your instructor.  |
| LM1             | 5/30     | WEEK 1              |
|                 |          | 1. Read the chapter "The Field of Curriculum." Complete lecture and review activities for this learning module.  
|                 |          | 2. Visit the power point (PP) link for this chapter.  
|                 |          | 3. View Handout prior to participating on BB.  |
| LM2             | 6/6      | WEEK 2              |
|                 |          | 1. Read the chapter “The Philosophical Foundations of Curriculum.”  
|                 |          | 2. View Handout prior to participating on BB.  
|                 |          | 3. View PP.  |
| LM3             | 6/13     | WEEK 3              |
|                 |          | 1. Read the chapter "Historical Foundations of Curriculum."  
|                 |          | 2. View handout prior to posting on learning module.  |
| LM4             | 6/20     | WEEK 4              |
|                 |          | 1. Read the chapter “Psychological Foundations of Curriculum.”  
|                 |          | 2. View Handouts prior to posting on BB.  |
| LM5             | 6/27     | WEEK 5              |
|                 |          | 1. Read the chapter "Social Foundations of Curriculum."  
|                 |          | 2. Read case scenarios for this learning module.  |
| LM6             | 7/4      | WEEK 6              |
|                 |          | 1. Read the chapter "Curriculum Design."  
|                 |          | 2. View Lecture.  
|                 |          | 3. View Handout.  |
| LM7             | 7/11     | WEEK 7              |
|                 |          | 1. Read Chapter "Curriculum Development."  
|                 |          | 2. View PP for this learning module.  |
| Capstone Project| 7/11     | WEEK 8              |
|                 |          | 1. Work on Capstone Project  |
| LM8             | 7/18     | WEEK 9              |
|                 |          | 1. Read the chapter “Curriculum Implementation.”  
|                 |          | 2. View PP for this learning module.  |
| LM9             | 7/25     | WEEK 10             |
|                 |          | 1. Curriculum Evaluation  
|                 |          | 2. View PP for this learning module.  |
| Capstone Project| 7/31     | WEEK 11             |
| Due            |          | 1. Capstone Project due  |


Covic, T., & Jones, M. (2008). Is the essay resubmission option a formative or a summative assessment and does it matter as long as the grades improve?. *Assessment & Evaluation In Higher Education, 33*(1), 75-85. doi:10.1080/02602930601122928


Roskos, K. (1996). When two heads are better than one: Beginning teachers’ planning processes in an integrated instruction planning task. *Journal of Teacher education, 47*(2), 120-129.


