SEED 4271 CURRICULUM AND RELATED TOPICS

Semester Hours: 2
Semester/Year: Spring 2013
Time/Location: Section 1 meets Tuesdays 5:30-7:10pm in Coliseum 3008.
Section 2 meets Wednesdays 5:30-7:10pm in Coliseum 3008.
Both sections also meet online via D2L.

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Department Line: 678-839-6530
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Mondays, Tuesdays, and Wednesdays 1:00-4:30pm;
Other days/times may be arranged by appointment, or
Online via email.
Fax: 678-839-6195

REQUIRED TEXTS AND RESOURCES


Tk20 Subscription. These are available at the University Bookstore or http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

RECOMMENDED TEXT (OPTIONAL)


ONLINE SUPPORT

D2L Home Page https://westga.view.usg.edu/
D2L Help & Troubleshooting http://uwgonline.westga.edu/students.php
UWG On-Line Learning http://uwgonline.westga.edu/
Distance Learning Library Services http://westga.edu/~library/depts/offcampus/
Ingram Library Services http://westga.edu/~library/info/library.shtml
University Bookstore http://www.bookstore.westga.edu
COURSE DESCRIPTION

Pre-requisites: Admission to Teacher Education. Application for field experience submitted.
Students will reflect on trends and issues in curriculum and gain knowledge and skills needed in curricular decision making. Related topics include developing instructional, assessment, and classroom management strategies.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards [Interstate New Teacher Assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use D2L for discussions.

This course will be delivered approximately 30 % online. This requires the online equivalent of approximately 450 minutes of instruction and an additional 900 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>375 minutes</td>
</tr>
<tr>
<td>Assignment posts</td>
<td>75 minutes</td>
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Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. use national standards, state, or local curriculum guides in making curriculum decisions
   (Georgia Department of Education, 2002);
   (Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9)

2. discuss current theories (e.g., learning styles, multiple intelligences) as they relate to curriculum development
   (Cooper, 1994; Kellough & Kellough, 2007);
   ( Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)

3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning
   (Banks & Banks, 1989; Kellough & Kellough, 2007);
   (Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)
4. design and evaluate curriculum materials and instruction using a variety of tools, e.g., traditional tests, rubrics (Dick & Carey, 1990; Dick & Reiser, 1989; Gagne, Briggs & Wager, 1992; Kellough & Kellough, 2007); 
   *(Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*

5. develop a perspective on key concepts of managing student behavior by reading and role playing (Arnold, 2001; Sprick, 2006; Weinstein, 2007); 
   *(Decision Makers, Knowledgeable, Empathetic; INTASC 5, 10)*

6. analyze the importance of routines and procedures to successful classroom management (Arnold, 2001; Sprick, 2006; Weinstein, 2007); 
   *(Decision Makers, Knowledgeable, Empathetic; INTASC 5, 10)*

7. develop effective assessment tools (Cooper, 2006; Dick & Carey, 2004; Dillion & McGuire, 2007; Kellough & Kellough, 2007); and 
   *(Decision Makers, Knowledgeable; INTASC 8)*

8. develop lesson plans based on a variety of models (Dillion & McGuire, 2007; Kellough & Kellough, 2007; Parkay & Hass, 2005; Roberts & Kellough, 2008; Wiggins & McTighe, 2005). 
   *(Decision Makers, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7)*

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:**
All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

**Attendance:**
Attendance is required, either in person or online, for all class meetings and field experience dates.

**Disability:**
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:**
There is no extra credit option in this course.

**Late Work:**
Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.
Professional Conduct:
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the e-mail function within D2L. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES
Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average are as follows:

- Field Experience Evaluations by cooperating teacher
  - Dispositions 25 points
  - Intern Keys II 25 points
  - INTASC Reflective Essay 50 points
  - Classroom Grading Policy 75 points
  - Classroom Management Plan 125 points
  - Discussions 100 points
  - Reflections 150 points
  - Lesson Plans 100 points
  - Exam 100 points

Class Grade

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

750 points TOTAL