



TEXAS A&M UNIVERSITY
COMMERCE

ELED 545.01W
ISSUES IN THE DEVELOPMENT OF ELEMENTARY CURRICULUM
COURSE SYLLABUS: Fall 2020

Required Syllabus Language Regarding the University's Pandemic Response

“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. “

“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”

Professor: Josh Thompson, Ph.D. (he/him) Associate Professor of Early Childhood

Office Location: Ed South 204

Office Hours: by appointment

Office Phone: 903-886-5537

Office Fax: 903-886-5581

Cell Phone: 214-663-6102 **PREFERRED**

University Email Address: josh.thompson@tamuc.edu

Faculty Website: <http://faculty.tamuc.edu/jthompson>

Course Website: <http://faculty.tamuc.edu/jthompson/545>

Preferred Form of Communication: For general questions, I prefer you to post your question in our Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required textbook:

Wiggins, G., & McTighe, J. (2005). *Understanding by design (expanded 2nd ed.)*.
Alexandria, VA: ASCD. ISBN10: 1-4166-0035-3 ISBN13:9780131950849

Optional supplemental workbook:

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins & McTighe related websites: www.AuthenticEducation.org
www.curriculum-framer.com <http://jaymctighe.com/>

Required e-texts:

ASCD. (2011). *Understanding by Design*. Available online:
<http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>

ASCD. (2013). *Whole Child Indicators*. Available online at
<http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf>

Child Care Information Exchange CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for www.ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.

National Association for the Education of Young Children. (2009). *Developmentally Appropriate Practice*. Washington, DC: NAEYC. Available online:
<http://www.naeyc.org/positionstatements/dap>

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). (2010). *Common Core Standards*. Available online: <http://www.corestandards.org/>

Partnership for 21st Century Skills (P21). (2004). *A Framework for 21st Century Learning*. Available online: <http://www.p21.org/>

Texas Education Agency (TEA). (2009). *English Language Proficiency Standards (ELPS)*. Available online: <http://www.englishspanishteks.net>

TEA. (2011). *Texas Essential Knowledge and Skills (TEKS)*. Available online:
<http://www.tea.state.tx.us/index2.aspx?id=6148>

- Lead4Ward. (2015). *Resources for TEKS*. Available online at <https://www.texastribune.org/interactive/search-cscope-lesson-plans/>.
- TEA. (2011). *State of Texas Assessments of Academic Readiness (STAAR)*. Available online: <http://www.tea.state.tx.us/student.assessment/staar>
- TEA. (2013). *Revised Mathematics TEKS: Side-by-Side TEKS Comparison*. Available online: <http://projectsharetexas.org/resource/revised-mathematics-teks-side-side-teks-comparison>
- TEA. (2013). *Revised Mathematics TEKS: Vertical Alignment Charts*. Available online: <http://projectsharetexas.org/resource/revised-mathematics-teks-vertical-alignment-charts>
- TEA. (2015). *Texas Prekindergarten Guidelines*. Available online: <http://tea.texas.gov/index2.aspx?id=2147495508>.
- TEA. (2015). *Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines*. Available online at <http://www.littletexans.org/>.
- Texas Tribune. (2013). *Interactive: Search CSCOPE Lesson Plans*. Available online at <https://www.texastribune.org/interactive/search-cscope-lesson-plans/>.
- ZERO TO THREE's monthly e-newsletter, which delivers research, parenting tips and tricks, and fun playtime activities right to your inbox each month. Subscribe now: <https://www.zerotothree.org/connect>

Recommended resources:

- Curtis, Deb, & Carter, Margie. (2007). *Learning Together with Young Children*. St. Paul, MN: Redleaf Press. 978-1-929610-97-6
- Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice*. Washington, DC: National Association for the Education of Young Children. Available online: <http://www.naeyc.org/positionstatements/dap>.
- November, A. C. (2012). *Who owns the learning?: Preparing students for success in the digital age*. Solution Tree Press. ISBN-10: 1935542575 ISBN-13: 978-1935542575 www.vitalsource.com/referral?term=9781935542599
www.youtube.com/watch?v=NOAIXiBeT90
- Texas Association for the Education of Young Children. (2016). Special Issue on Pathways to Becoming an Early Childhood Professional. *Early Years: Journal of Texas Association for the Education of Young Children* (member benefit). Austin, Texas: Texas Association for the Education of Young Children. Membership available online at www.texasaeyc.org.

Course Description:

The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades. The goal of this course is to understand and implement best practice in curriculum design.

Student Learning Outcomes: Upon completion of this course, the successful learner will be able to:

- 1] use standards (TEKS, ELPS, CCRS) in designing curriculum
- 2] apply design principles in creating curriculum units
- 3] implement strategies to identify national or international trends and issues in curriculum development
- 4] demonstrate in-depth awareness of one curriculum area
- 5] contrast best practice with current, present practice, and
- 6] adjust instruction accordingly.

COURSE REQUIREMENTS**Technical Skills Needed**

Check LeoMail frequently, at least twice a week.

Use AdobeReader to access required digital files.

Create papers and presentations in MS Office, or Open Office, or Pages.

Communicate regularly and robustly with colleagues and peers through Discussion Boards.

Instructional Methods, Activities, & Assessments

Overview (each worth 10%): Class meets online in D2L. Assigned readings must be completed before unit activities. Lectures include PowerPoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in online discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work with your case study participant. Upload work in D2L, such as materials for your gallery walk. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required.

1. **Professional Behaviors:** Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to D2L, or 10 days without logging in) may prompt an administrative withdrawal.
 - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
 - **Check leo eMail** frequently, at least two times a week.
 - **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live.

- Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your participation when scheduled.
- **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in D2L units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.

Aligns with Student Learning Outcomes: 1-6

Note: you have the opportunity (responsibility?) to draft a **Learning Contract** to identify personal professional learning goals, with specific metrics to demonstrate mastery of course competencies. More information <http://faculty.tamuc.edu/jthompson/lc>.

Aligns with Student Learning Outcomes: 1-5

Trends & Issues in Elementary Curriculum Development

2. Select your **Topic for Trends & Issues in Elementary Curriculum Development:** Read widely. Scan the texts, resources, and open sections of our D2L course. Participate in the open discussion board. Identify your **Topic** for your next three assignments, 4. Review of Literature on your topic, 5. Best Practices Paper, 6. Best Practices Presentation.

Aligns with Student Learning Outcomes: 3, 4, & 5

3. **Review of Literature on your Topic for Trends & Issues in Elementary Curriculum Development.** Read widely, and deeply. Create a bibliography of 10-20 diverse sources about your **Topic**. Create an in-depth report, an annotated bibliography on at least 5 of the sources. Cite your sources in a reference page, using APA format for bibliographic citation, including four elements: Name. (Date). *Title*. Source.

For example:

Wiggins, G. & McTighe, J. (2005). *Understanding by design (expanded 2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN10: 1-4166-0035-3.

This text outlines the components of UBD, an approach to curriculum design and instructional implementation that is learner-centered, and outcome-driven. This text is sequential, building theory and frame-of-reference before delving into detailed steps to construct a unit of instruction. Ancillary materials abound, including workshops and consultations. Whole districts have adopted UBD as their approach to curriculum alignment and instructional implementation.

Aligns with Student Learning Outcomes: 3, 4, & 5

4. Write a **Best Practices Paper** in response to your wide and deep reading on your **Topic for Trends & Issues in Elementary Curriculum Development**. Evaluate and summarize what you have read. Include the implications for the developing child. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of **peer review** and editing. Cite your sources in a reference page, using APA format for bibliographic citation.
Aligns with Student Learning Outcomes: 3, 4, & 5
5. **Discuss your Best Practices Paper** on your **Topic for Trends & Issues in Elementary Curriculum Development** in a small group discussion board. Your group may meet in real time via ClassLive, or asynchronous, or face to face. Actively engage your small group members in conversation and dialogue about your topic, and theirs. Note: **Discussion Board Rubric.pdf**.
Aligns with Student Learning Outcomes: 3, 4, & 5

Teaching Project

6. Create a **Teaching Project Plan**, an integrated unit organized around a central theme, topic, or dimension.
Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6
 7. **Present your Teaching Project** to members of your small group in a discussion board.
Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6
8. Participate in a Literature Circle.
Aligns with Student Learning Outcomes: 1-6 DUE
 9. Write about your experience as a learner throughout the semester in a Reflective Journal.
Aligns with Student Learning Outcomes: 1-6

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

Grading Policy

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

University policies in syllabus template

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Speakers or Headset/Microphone
- Webcam for Zoom, YouSeeU, etc. synchronous sessions
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft
- Adobe Reader <http://get.adobe.com/reader/>

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (10.x or 11.x).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, D2L also supports the Firefox browser (3.x) on both Windows and Mac operating systems.

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor. Office Phone: 903-886-5537, Cell Phone: 214-663-6102, Office Fax: 903-886-5581, University Email Address: Josh.Thompson@tamuc.edu.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Preferred Form of Communication: For general questions, I prefer you post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Office Phone: 903-886-5537

Cell Phone: 214-663-6102

Office Fax: 903-886-5581

University Email Address: Josh.Thompson@tamuc.edu

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

Communicate with me as needed. Use Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).

Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

COURSE AND UNIVERSITY PROCEDURES/POLICIES**Course Specific Procedures:***Attendance*

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to D2L, or 10 days without logging into D2L) may prompt an administrative withdrawal.

Participation

This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, discussions, and projects unfold throughout the semester.

Grading

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures:

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Required Syllabus Language Regarding the University's Pandemic Response

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**ELED 545 Issues in Developing Elementary Curriculum
FALL 2020
TENTATIVE COURSE OUTLINE / CALENDAR**

Unit & Date	Topic	Reading	Assignment
Unit 1 August Sep 10	What is Curriculum?	Unit 1 Two articles Eisner (2003) & Smith (1996)	Post intro Professional Behavior Survey Unit 1: Discussion Choose Topic for Trends & Issues (T&I) paper (due by 9/10)
Unit 2 September Due Oct 10	Understanding by Design	Unit 2 Curriculum Guides Twenty articles on your T&I topic	Unit 2: Discussion Review of Lit on your T&I topic ID Lit Circle text Best Practice Paper (due by 10/10)
Unit 3 October Due Nov 10	Understanding Understanding	Unit 3 Lit Circle text	Unit 3: Discussion Teaching Project Plan (due 11/10)
Unit 4 November	Literature Circles Assessment	Unit 4	Unit 4: Discussion Literature Circles
Unit 5	Participate in all Unit 5: Discussions Professional Behavior Survey		