Syllabus
EDCI 5320.030 Fall 2017
Instructor: Dr. Jeanne Tunks
Matthews Hall 218N
Instructor: Dr. Jeanne Tunks
Office phone: 940-565-3284

Electronic office hours: Three hours each week, announced on Monday morning.
Other office hours are by appointment.

Catalog Description
Identification and understanding of historical, contemporary and emerging curriculum issues and
trends; processes of curriculum development; and critical curriculum perspectives. Examines
theoretical and social foundations of curriculum, including philosophy, history, major terms and
concepts, and decision making.

Objectives
Students will be able to read and write about curricular issues as related to theoretical positions
presented historically.

Students will be able to relate theoretical curricular issues to educational settings with which they
have familiarity.

Students will be able to study and write about social issues from a theoretical curricular perspective.

Textbook

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 weekly posts</td>
<td>As stated in calendar</td>
<td>25%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>October 1</td>
<td>25%</td>
</tr>
<tr>
<td>Paper #2</td>
<td>November 5</td>
<td>25%</td>
</tr>
<tr>
<td>Paper #3</td>
<td>December 10</td>
<td>25%</td>
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Grades

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</table>

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Assignment descriptions

Weekly posts; due 11:59 pm

Week 1 - this post will be submitted in a Community Blog, where all students can read the entries by all students.

Weeks 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14 - these posts will be submitted in a Personal Journal that will be shared with Dr. Tunks and used as a repository of thoughts about readings and films assigned each week. Thoughts shared in this journal will be used for the papers assigned.

All posts are submitted by 11:59 Sunday night of each week of the semester designated in the calendar. These are to be submitted in the journal directly, rather than as an attachment to the journal. The post is 450-500 words and describes in sustentative detail what was read/viewed, how it relates to personal teaching practices, and the relationship between what was read/viewed, and how curriculum is treated in the educational setting where each student in the class works.

Dr. Tunks will respond to each journal entry every week, for the current post assigned only, no later than 11:59 pm on Saturday of each week of the semester.

Paper 1 – due October 1; due 11:59 pm

Read the article *A Nation at Risk*, found in the Course Resources Folder. Consider the points that were made in 1983 about the state of curriculum in the United States. Read the other article in the same folder titled *No Child Left Behind*. Consider the relationship between the two articles and how the former relates to the latter. Consider the five articles in the Personal Journal and ascertain what determinants were apparent in earlier times that might have led to the production of these two documents.

Write a 1000 - 1200 word paper that discusses the relationship between the two documents and the five articles. Relate the paper directly to how your classroom, school, district, and the state of Texas use the information from a *Nation at Risk* and *NCLB* to develop, present, assess, and evaluate students, teachers, and schools. Conclude the paper by giving your perspective of how all of these readings can be used to improve classroom teaching and student learning.

Paper 2 – due November 5; due 11:59 pm

From the textbook, select one article from among the articles numbered 19-24. Read the article, find three other articles by the same author and read these. Review all of the articles that were articulated in the Personal Journal prior to this paper. Consider the local and state level curricula.

Write a 1000 - 1200 word paper that discusses the author’s perspective of curriculum. Compare and contrast this perspective with the weekly posts that have preceded this paper. Examine your own teaching situation and compare and contrast this author’s perspective of curriculum with curriculum used your subject, classroom, school, district, and the state of Texas. Conclude the paper by giving your perspective of how
this author's perspective of curriculum can be used to improve classroom teaching and student learning.

Paper 3 – due December 10; due 11:59 pm;

From the textbook, select one article from among the articles numbered 25-31. Read the article and find four other articles by other authors two who agree and two who disagree with the social issue raised by the original author. Review all the articles in the Personal Journal, articulated prior to this paper. Consider the your educational setting within the context of the social issue posed by the author selected.

Write a 1000 – 1200 word paper that discusses the social issue, the positions of the supporting and opposing authors, and the relationship between these authors and those whose articles are chronicled in the Personal Journal. Relate the social issue comparisons to the current teaching situation in which you find yourself. Describe how this issue is being addressed, if at all, and what could be done to bring this social issue to action. Conclude the paper by giving your perspective of how the social issue debate in the articles can be used to improve classroom teaching and student learning.

All papers are submitted as Assignments using APA 6th.

Course expectations

Weekly submissions

All submissions are expected on Sunday evenings by 11:59 pm. On the weeks that papers are due, no weekly post will be required. However, every Sunday for the entire semester, some form of submission is required. Dr. Tunks will respond to submissions by the following Saturday at 11:59 pm.

Writing

All writing should be carefully examined for conventional grammatical practices and only submitted when all typos, sentence structures, etc. are corrected. It might be wise to work offline, and use the option in Word Grammar Checker, Technical, to assist in creating carefully written documents.

For papers, APA 6th is used for all citations and paper formatting. In the Course Resources the Purdue Owl site provides users with tools for decision making about using APA 6th. You can also check out an APA 6th manual from the library, or purchase one online. If you can find it free somewhere other than Purdue Owl, share this with everyone in the class.

Timeliness

All submissions every week are due by 11:59pm on Sunday night. If for whatever reason this expectation cannot be met, contact Dr. Tunks immediately. Dr. Tunks will respond to each post and paper submission by 11:59 pm on Saturday night following the Sunday submission. The first submission is September 3 at 11:59 pm.
Community Blog

The first post, an introduction of each student and Dr. Tunks, to the class, will be submitted in the Community Blog. It would be valuable to read these introductions so we get to know each other.

In subsequent weeks the Community Blog will remain open and can be used by anyone in the class to share thoughts, pose questions, share websites that are amazing, whatever is important to you, and potentially all of us. It is a community spot open to the free flow of ideas that can make us all think, ponder, and grow as a community of learners.

Integrity

According to the dictionary, the term integrity is “adherence to moral and ethical principles, soundness of moral character; honesty”. In this course, students are expected to act with integrity at all times. This includes an avoidance of plagiarism, completion of your own work, when corresponding with anyone associated with the course the use of respectful communication, and a positive attitude toward learning.
## Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Assignment</th>
<th>BBL portal</th>
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<tbody>
<tr>
<td>Sept 3</td>
<td>Personal statement (sent as announcement)</td>
<td>Comm. Blog</td>
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<td>Sept 10</td>
<td>Video: Start With Why (Resources Folder); Read: Bobbit#1</td>
<td>Personal Journal</td>
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<tr>
<td>Sept 17</td>
<td>Read: Montessori #2, Dewey #3</td>
<td>Personal Journal</td>
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<tr>
<td>Sept 24</td>
<td>Read: Adams #4, Counts #5</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Paper #1; Nation at Risk, NCLB (Resources Folder)</td>
<td>Assignment</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Read: Tyler #6, Klieband #7</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Read: Bruner #8, Popham #9</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Read: Jackson #11</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Read: Greene #12</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Paper #2 select one theorist from among: Doll #19, Heibowitsh #20, Au #21, Sleeter and Stillman #22, Siskin #23, and Eisner #24; 3 additional articles by chosen author</td>
<td>Assignment</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Read: Pinar #13, Friere #14</td>
<td>Personal Journal</td>
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<tr>
<td>Nov 19</td>
<td>Read: Apple #15, Adler #16</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Nov 26</td>
<td>Read: Noddings #17</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Read: McLaughlin #18</td>
<td>Personal Journal</td>
</tr>
<tr>
<td>Dec 10</td>
<td>Paper #3: Select one theorist from among: Valenzuela #25, Chan #26, Sumara &amp; Davis #27, Thornton #28, McIntosh #29, Misco #30, and Moroye #31; four articles, two authors who agree and two who disagree with chosen author</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

For the Community Blog, select Community Blog and post your first post there with your name. Enter the response in the open page, **not as an attachment.**

For the Personal Journal, go into BBL and select the Personal Journal Icon. Create your own journal and title it with your name. Enter responses on the open page, **not as an attachment.**

For the Assignment, select Assignment and **attach the paper** to the assignment portal.
COE and UNT policies

According to the dictionary, the term integrity means Class Policies:
Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See www.unt.edu/csrr.

Succeed at UNT:
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Computers and Mobile Devices: Computers and mobile devices are only allowed for course related research, notes taking, or other purposes approved by instructor.

Attendance: See Page 4.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

SPOT: Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.
Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Notice for F-1 Students and Online Courses: To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.