

SEDS 441: MIDDLE AND SECONDARY SCHOOL CURRICULUM

Syllabus

Instructor: Dr. Lou Matthews
Class times: T, TH 7:30—8:45 a.m. **Place:** Hodge Center, RM 250
Office: Media Building; RM 114 **Office Hours:** By appointment
Phone: (office) 503-5578 (home) 595-1586
E-mail: lmatthews@gw.uscs.edu

Course Description: SEDS 441 Middle and Secondary School Curriculum

Organization, historical context, foundations for development, planning, design, and strategies for change of middle and secondary school curriculum. *Prerequisites:* Admission to the professional program or consent of instructor. Three semester hours awarded.

Required Text/ Materials:

McNeil, John D. (2003). *Curriculum: The Teacher's Initiative* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.

COURSE GOALS

In this course you will have the opportunity to:

- Examine the complexities in defining curriculum.
- Explore the development, relevance, and complexities of school curricula from historical and modern perspectives.
- Gain insight into several ongoing political and social forces impacting the teacher's role—for example, the accountability movement, the profitization of education, changed views of learning, and the influence of technology. Prospective teachers will engage these issues through research and dialogue with others in the profession.
- Evaluate emerging issues in curriculum and their potential impact on the implementation, planning, and evaluation of curriculum at all levels of learning in the middle and secondary school.
- Conduct an in-depth analysis of existing middle and secondary school curriculum in your content area of expertise.

This course provides middle and secondary-level school teachers with an opportunity to examine curricula—what they are; how they are created and developed; how they are evaluated; and why and how they are changed.

Major Sections of the Course: (I) The Nature of Curriculum and School Reform; (II) Curriculum, Learning and Instruction; (III) Relevant Curriculum; (IV) Curriculum Development and Improvement; (V) Curriculum Organization, (VI) Curriculum Materials.

RESPONSIBILITIES

In order to achieve the goals for this course, you must be responsible for your own learning. Because much of the learning that will take place during class cannot be effectively transmitted

through notes, you are expected to attend all class meetings and participate actively. Two or more unexcused absences will result in a grade of C (or lower) for participation and may result in your being asked to withdraw from the class. Prior notice of all absences is required. Medical emergencies will be handled on an individual basis.

ASSESSMENT

Participation:

It is expected that each member of the class will contribute to the class through discussion and presenting. Communicating your thinking is an important component in developing your understanding of classroom management and assessment.

Written Reflections:

Students will submit regular written reflections (typically biweekly) on current and emerging issues in curriculum. When operational, these reflections will be submitted electronically via WebCT or Blackboard. Reflections will typically be ½ a page in length.

Case Studies:

Case studies will assigned throughout the semester. These assignments will consist of written in-depth analysis/group presentations on approaches to particular curricular problems and issues. Three case studies will be given. Specific requirements for these assignments will be discussed in class and distributed on assignment sheets.

Curriculum Analysis:

Students will read, analyze and evaluate/judge an existing middle or secondary curriculum and standards document. Students will prepare a group panel presentation on the analysis (scheduled: November). More details will be announced in class.

Final Exam (Selected Topics to be announced):

The final exam will be given on December 17 @ 8:00 a.m

All assignments are due as indicated in class. Any exceptions MUST be arranged IN ADVANCE with the instructor.

Note:

- Last day to withdraw without academic penalty - **November 6**
- Students with Disabilities: Accommodations for handicapping conditions will be honored. Students who have a physical or learning disability which might affect their performance should contact the USCS ADA Coordinator who will verify the problem and notify the instructor of any accommodation required.

SEDF 485: GRADING RUBRIC

EVALUATION

Course grades will be determined according to the following percentage weights:

Participation	15%
Written Reflections	15%
Case Studies	20%
Curriculum Analysis	25%
Final Exam	25%

Grading Scale:

A distribution of course grades from *A* to *F* is possible with the *A*'s being reserved for outstanding performance. **For each assignment a four point rubric will be used [A=4, B=3, C=2, D=1]. A weighted average of these scores will determine your grade.** The following rubric describes the levels of performance typical of each grade in the course:

- A* *Outstanding performance (3.4 and above).* Student demonstrates a high degree of understanding and depth of insight, and contributes substantially to positive class discussion. The student not only demonstrates knowledge of the course content, but also is able to make extensions or apply that knowledge to current teaching experiences. Reflections/case studies/analyses are excellent quality and reflect exceptional communication skills.

- B* *Good performance (2.8 – 3.3).* Student demonstrates solid understanding and insight in regard to course content, and contributes to positive class discussion. Reflections/case studies/analyses are of good quality and reflect above average communication skills.

- C* *Adequate performance (2-2.7).* Student demonstrates adequate understanding of course content but has difficulty extending or applying the knowledge to new situations. Reflections/case studies/analyses are adequate and reflect average communication skills. In addition, the student may not contribute regularly to positive class discussion.

- D* *Below Average Performance (1.4-1.9).* Student demonstrates inadequate understanding and limited knowledge of the course content. Some assignments are incomplete, late, or of below average quality and reflect below average communication skills. In addition, the student does not contribute to class discussion.

- F* *Unacceptable Performance.* Student demonstrates little or no engagement of the course content. Assignments are not completed, are late or of poor quality, and reflect unacceptable communication skills.