

TED 5301 29606 Spring 2022 Dr. EM Aguilar

7 week course

COURSE DESCRIPTION/ SYLLABUS

TED 5301, Learning Contexts and Curriculum

Dr. EM Aguilar



Online office hours: Sunday 8-10 AM or by appointment

E-mail: emsalas@utep.edu (preferred form of contact)

Phone: 915 747 5426 (to leave message- please email me for quick response)

Overview

The goal of TED 5301 is to provide educators with understandings of curriculum and instruction in contexts of a diverse society. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

Online Format

The use of computer-based, online learning systems allows flexibility for the student. Peer-to-peer and peer-instructor interaction are still vital course components. On-time submission of course assignments is a requirement. Please allow 36 hours for a reply to personal questions via e-mail (as online access may not always be available immediately).

Program Goals

The program seeks to develop knowledge in important need areas with particular relevance for the southwest border region, Texas, and urban education. Graduates will be knowledgeable about implications of shifting demographics and cross-cultural teaching and learning. Graduates will also be prepared to:

- understand research and methodologies that examine curriculum and instruction;
- design innovative instructional strategies to promote the cognitive and social development of all learners;
- expand on the existing pedagogical knowledge base about learners from linguistically and culturally diverse backgrounds;
- utilize effective and innovative educational research and evaluation designs and processes;

TED 5301 29606 Spring 2022 Dr. EM Aguilar

Student Learning Objectives (SLOs)

Upon completion of TED 5301, students who successfully complete the course will be able to do the following:

Learning Outcomes

Assessments

<ol style="list-style-type: none"> 1. simulate the teacher's role in curriculum planning for the school year, for instructional units, and for daily lessons by demonstrating understandings of the course readings 2. develop an understanding of the key tenets of curriculum 3. select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum issue group project 4. design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology 5. integrate critical theory into effective teaching strategies through an assessment of existing curricula 6. align culturally relevant instructional approaches to state and national standards 	<p>Written analysis papers, online written discussions, oral presentations, and projects assessed through the use of a rubric</p> <p>Reflective writing assignments, oral presentations, and projects assessed through the use of a rubric</p> <p>Oral presentations, and projects assessed through the use of a rubric</p> <p>Final papers through the use of a rubric, analysis papers, online written discussions</p> <p>Analysis papers, class discussion, online written discussions, oral presentations, and projects assessed through the use of a rubric</p> <p>Reflective papers, online written discussions, oral presentations, and projects assessed by a rubric</p>
--	--

Requirements

Required text--Spring, J. (2019). *American education* (19th Ed.). Boston, MA: McGraw Hill.

Course readings—to be assigned

Assignments

Curriculum issue research paper—Due Week 5

Curriculum Issue APA Paper- choose a topic and follow instructions and post here. Possible topics are (please tweak to your interest- these are only ideas for you related to curriculum).

Mental Health/Social Emotional Learning Curriculum Issues
 Teaching Online Curriculum - Best Practices
 Best Practices for teaching EIs/Bilingual Students/ related to curriculum
 Differentiation and Curriculum/ SPED Curriculum
 Classroom Management/Technology Curriculum
 Content Area Curriculum for Elementary and Secondary Teachers
 Literacy/Reading Curriculum
 Standardized testing and Curriculum/Curriculum specifically written for Standardized Testing
 Diversity in Classroom/Racial and Social Justice/Multiculturalism Curriculum
 Professional Development and Curriculum - What Teachers Really Need Today

TED 5301 29606 Spring 2022 Dr. EM Aguilar

Project Based Learning/PE/Health/Art/Music/Sports curriculum

****Please make sure your topic is related to curriculum and not a review of the topic- make those curriculum connections please.**

Please make sure your paper is 5-8 pages of body with an abstract, cover sheet and References Pages attached as well. It must be formatted to APA 7th edition format. Please ask about this if you have not taken the Scholarly Writing course yet or if you need help with APA formatting for a formal paper.

The UTEP Writing Center is an excellent source as well and is located in the UTEP Library and is here to help all students with writing papers: **Contact us at uwctutors@utep.edu or by phone: 915-747-5112 Room 227 inside the UTEP Library**

- Essay Organization
- Genre and Audience Analysis
- Writing and Revision Strategies
- MLA, APA and Chicago Documentation Instruction
- The Creative Collaboratorium Group Work Space
- Workshops
- Faculty Services

Online discussions-(200-300 words for each discussion posting)—you will need to post your well-supported reflection for a given number of assigned readings.

You must also complete two (100-200 word) responses to other critiques. Follow APA guidelines for your submission. Remember to spell check and grammar check your initial posting and your two responses.

Your (2) responses should follow a "criss-cross" discussion format. If someone already has two responses, then scroll down the discussion thread and find someone who needs a second response and reply to that individual. Do not send attachments; but write each posting and response in the message box.

2 Reaction papers (600-800 words for the body of the paper)--Topics and/or readings will be assigned so that an original analysis of the readings can be completed. No more than 1/3 of the paper should be a written review the reading content. The remaining 2/3 of your paper should be a written reaction to the assigned readings. Support all of your positions throughout the reaction paper. Your reaction paper will then be posted in the appropriate discussion thread.

You must also complete two (100-200 word) responses to other reaction papers. Please follow APA 7th edition guidelines for your submission. If you need more guidance on this please ask me or visit the UTEP Writing Center. Remember to spell check and grammar check your initial posting and your two responses.

Your (2) responses should follow a "criss-cross" discussion format. If someone already has two responses, then scroll down the discussion thread and find someone who needs a second response and reply to that individual. Do not send attachments; but write each posting and response in the message box.

TED 5301 29606 Spring 2022 Dr. EM Aguilar

Course Evaluation/Grading

There are 100 points possible for TED 5301. The breakdown of the grading is as follows:

- Class participation (including completion of final course evaluation), online discussion of the readings= 48 points (discussion posts and colleagues' responses)
- Online reflective papers= 2 papers worth 15 points each
- Curriculum Issues paper= worth 22 points

Final grades will be based upon the following scale:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

Evaluation Standards

Points earned from 100 possible points will determine your grade in the course. Students who complete each assignment should not assume that full credit is given. **The quality, more than the quantity of the assignment, is the most important consideration for grading purposes.** Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported, with examples). In addition, points are deducted for assignments turned in after due dates (10% for each class the assignment is overdue).

Online Participation—

Course participation, including completion of the end-of-course evaluation, is vital. As a major emphasis is placed upon collaboration in this course, timely communications are mandatory. University policy allows for student dismissal if course work is missing or not submitted on time. I also may not drop you as this is your responsibility to make that decision if you can no longer complete the course. Please contact me before you make that decision.

Miscellaneous

Academic honesty: Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Students with Disabilities: *If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA)*

TED 5301 29606 Spring 2022 Dr. EM Aguilar

***Additional:** Members of the university community are not to discriminate on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.*

TED 5301 APA Readings List

- Au, W. (2012).** What curriculum could be: Utopian dreams amidst a dystopian reality. *Kappa Delta Pi Record*, 48(2), 55-58.
- Cashman, T.G. & McDermott, B. (2013).** International issues, high stakes testing, and border pedagogy: Social studies at Border High School. *Issues in Teacher Education*, 22 (2), 55-68
- Darling-Hammond, L. & Hyler, M. E. (2020).** Preparing educators for the time of COVID and beyond. *European Journal of Teacher Education*, 43 (4), 457-465, DOI: 10.1080/02619768.2020.1816961
- Freire, P. (1998).** *Teachers as cultural workers: Letters to those who dare to teach.* Boulder, CO: Westview Press.
- Ornstein, A. C. & Hunkins, F. P. (2012).** *Curriculum: Foundations, principles, and issues* (6th Ed). Boston, MA: Pearson.
- Pinar, W. F. (2012).** *What is curriculum theory?* (2nd ed.). New York: Routledge.
- Posner, G. & Rudnitsky, A. (2005).** *Course design: A guide to curriculum development for teachers* (7th Ed.). New York: Allyn & Bacon.
- Sahlberg, P. (2013).** Teachers as leaders in Finland, *Educational Leadership*, 71 (2), 36-40.
- Sperry, C. & Scheibe, C. (2020).** Rx for an infodemic: Media decoding, COVID-19 and online teaching. *Social Education*, 84 (3), 152–158.
- Spring, J. (2020).** *American education* (19th ed.). New York: Routledge.
- Villegas, A. M. & Lucas, T. (2007).** The culturally responsive teacher. *Educational Leadership*, 64 (6), 28-33.

Corresponding chapter titles and authors:

- “Don’t Let the Fear of What is Difficult Paralyze You” by Freire
 "Anti-Intellectualism and Complicated Conversation" by Pinar
 “Curriculum Issues and Trends” by Ornstein & Hunkins
 “Curriculum Mapping as a Hub” by Jacobs
 “Getting Oriented” by Posner & Rudnitsky

TED 5301 29606 Spring 2022 Dr. EM Aguilar

TED 5301 Tentative Schedule Spring 2022
(Subject to change with prior notification from the professor)
All assignments are due at 11:59 PM Mountain Time
Check the Discussion Board for all assignments and due dates

Wk. 1 Begins March 14, 2022	Introduction/first assignment due— Discuss SLOs, introduction, Pathway to Teaching
Wk. 2	<p><u>Assignments:</u></p> <p>Discussion #1 responses and (2) 100-200 word responses due (11:59 PM)</p> <p>Au—"What Curriculum Could Be" Freire-- "Don't Let the Fear of What is Difficult Paralyze You" Pinar, "Anti-Intellectualism and Complicated Conversation" Ornstein and Hunkins --"Curriculum Issues and Trends"</p> <p><u>View:</u> Web link -- Robinson, "Schools Kill Creativity"</p>
Wk. 3	<p><u>Assignments:</u></p> <p>Online Reaction Paper #1 due (11:59 PM) Online Reaction Paper #1 responses (100-200 wds.) X 2 due (11:59 PM)</p> <p><u>Read:</u> Spring -- Chapters 1 and 2 Sperry and Scheibe—"Rx for an Infodemic" Darling-Hammond and Hyler—"Preparing Educators for the Time of COVID and Beyond"</p>
Wk. 4	<p><u>Assignments:</u></p> <p>Online Discussion #2 due (11:59 PM) Online Discussion #2 responses (2) 100-200 word responses due (11:59 PM).</p> <p><u>Read:</u> Spring – Chapters 3, 4, and 5 Posner & Rudnitsky--"Getting Oriented"</p> <p><u>View:</u> Web link –"Differentiated Instruction."</p>
Wk. 5	<p><u>Assignments: APA Paper due see Discussion Board</u></p> <p>Online Discussion #3 due (11:59 PM) Online Discussion #3; (2) 100-200 word responses due (11:59 PM).</p>

TED 5301 29606 Spring 2022 Dr. EM Aguilar

	<p><u>Read:</u> Spring -- Chapters 9, 10, and 11; Sahlberg -- "Teachers as Leaders in Finland"</p> <p><u>View:</u> Web link -- "Picturing the Possibilities--Integrating Curriculum"</p>
Wk. 6	<p>Reaction Paper #2 and responses due, work on final paper</p> <p><u>Assignments:</u> Online Reaction Paper #2 due (11:59 PM) Reaction Paper #2 responses (2) 100-200 word responses due (11:59 PM)</p> <p><u>Read:</u> Spring, Chapters 6, 7, and 8 Villegas and Lucas -- "The Culturally Responsive Teacher" Cashman and McDermott—"International Issues, High Stakes Testing, and Border Pedagogies"</p>
Wk. 7	<p>Last Discussion and Your Take Away from Course Cite any reading and Chapter 11 from Spring Book</p>

***TED 5301 Rubric for Assessing the Curriculum Issue Paper—
Individual Scoring***

Rating 21-22 points-Outstanding project

Written Components— Clearly-stated introduction and conclusion (in the authors' own words); major components of the issue/controversy are included (concisely). Paragraphs are introduced in the authors' own words, the paper transitions from one topic to another and is fluid w/ references cited appropriately (APA). ***At least six (6) course readings are cited and fully discussed in the written component. A title page and reference page are completed according to the APA 7th edition guidelines.***

Overall Organization—Smooth and logical transitions are evident, the overall reaction of the students to the project is one of understanding.

Rating 19-20—Well-conceived, well-written, and well-demonstrated project

Written Components —All essential components are included with no major problems in the written materials as read, references are cited appropriately

Overall Organization— Most of the project is well organized; some problems exist in the transitions and format

Rating 17-18—Adequate project, with some components that need to be addressed

Written Components—Some problems in the clarity, essential information, and readability exist

Overall Organization—Organizational components need to be addressed

Rating 15-16 and below—Less than adequate project

Written Components—There are problems with structural and organizational details; more work is needed for the overall effectiveness of the report, clear transitions are lacking

Overall Organization—Components are lacking and questioned for their overall instructional/facilitative/educational effectiveness

Additional Guidelines for Online Assignments

Posted responses should be ***credit worthy*** – helping our thinking about the topic and the discussion to move forward. *Please ensure that your curriculum issue paper has a cover sheet, an abstract, a body and*

TED 5301 29606 Spring 2022 Dr. EM Aguilar

a references page and is formatted to 7th edition as well. If in doubt, ask me or visit the UTEP Writing Center as they are very helpful. All responses are to include one appropriately (APA) citation from the assigned class readings and/or web links.

Online Discussion Responsibilities

1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not the person posting.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use *Netiquette* (no capitalized complete words, etc.) and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Online Discussion Rubric

Criteria Engaged	Strong	Moderate	Non-substantive	Possible Points
<i>Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings/videos</i>	Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion. All readings/videos were incorporated into discussion as relates to topic.	Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does not break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts. Some effective discussion of the readings is included.	Response is too general to help move the discussion forward. Lacking effective discussion of assigned course readings.	6 pts
<i>Timeliness & APA</i>	All postings (including 2 responses) on time All sources cited correctly in APA.	Late posting or incorrect APA citations.	0-1 postings Lacking APA format	6 pts
			TOTAL POINTS POSSIBLE	12 pts for Discussion Board Topics

Examples of non-effective messages included in responses:

Example 1 – “Good idea for assessing whether people know what to do.”

Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – “I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.”

Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – “I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?”

Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.

Example of an effective response:

Example– “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll (2017, p. 114), I believe that ‘Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning’. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation.

This example is an effective response as it combines ideas learned from various resources into a new thought.

Please make sure you have read the syllabus and understand all of our responsibilities here. If you have a question, email me emsalas@utep.edu. I do respond quickly and am here to help. Let's have a great semester together colleagues! Dr. Aguilar