COURSE DESCRIPTION/ SYLLABUS
TED 5301 33533, Learning Contexts and Curriculum
Summer 2023 July 3-August 18, 2023
Dr. EM Aguilar

Online office hours: Sunday 8:10 AM or by appointment on ZOOM or phone call
E-mail: cmsalas@utep.edu (preferred form of contact)

Overview
The goal of TED 5301 is to provide educators with an understanding 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 the 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;
**Student Learning Objectives (SLOs)**

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>1. simulate the teacher’s role in curriculum planning for the school year, for</td>
<td>Written analysis papers, online written discussions, oral presentations, and</td>
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<tr>
<td>instructional units, and daily lessons by demonstrating an understanding of the</td>
<td>projects assessed through the use of a rubric</td>
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<tr>
<td>course readings</td>
<td></td>
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<tr>
<td>2. develop an understanding of the key tenets of the curriculum</td>
<td>Reflective writing assignments, oral presentations, and projects assessed</td>
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<td>3. select, develop, and incorporate appropriate cognitive and affective objectives</td>
<td>through the use of a rubric</td>
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<td>by successfully addressing all the stated objectives of a curriculum issue group</td>
<td>Oral presentations, and projects assessed through the use of a rubric</td>
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<tr>
<td>project</td>
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<tr>
<td>4. design learning experiences and materials for the enrichment of quality</td>
<td>The final team project and group projects were assessed through the use of a</td>
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<td>curriculum, including the effective use of technology</td>
<td>rubric, analysis papers, online written discussions</td>
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<td>5. integrate critical theory into effective teaching strategies through an</td>
<td>Analysis papers, class discussions, online written discussions, oral</td>
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<tr>
<td>assessment of existing curricula</td>
<td>presentations, and projects assessed through the use of a rubric</td>
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<tr>
<td>6. align culturally relevant instructional approaches to state and national</td>
<td>Reflective papers, online written discussions, oral presentations, and</td>
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<tr>
<td>standards</td>
<td>projects assessed by a rubric</td>
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**Requirements**


Course readings—to be assigned

**Assignments**

**Curriculum issue research paper**—

You will complete a written paper that provides an overview of a curriculum issue. You may come up with your topic or one that has been your passion or select from a list I have provided. **SIX-course readings are to be cited and included on a reference list (cite according to APA 7th edition guidelines).** Be careful of regurgitating facts word-for-word from written sources. Introduce and conclude each section with your thoughts and words; integrate information from your sources throughout the report. The final product should be fluid, yet cohesive. Remember to support all positions with research and/or expert testimonials. You will need to spell check and grammar check this paper and it must be posted in the appropriate discussion thread. **If you have never written an APA paper let me know as I am here to help. It varies from an MLA paper in format only. Please reach out for help!**
Curriculum Issue APA Paper– choose a topic, follow the instructions, and post here. Possible topics are (please tweak to your interest– these are only ideas for you related to curriculum).

Note that below are only suggestions, but let me know if you have something in mind. It is your passion and what you do that should drive this paper!

Mental Health/Social Emotional Learning Curriculum Issues
Teaching Online Curriculum - Best Practices
Best Practices for teaching ELs/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 written for Standardized Testing
Diversity in Classroom/Racial and Social Justice. Multiculturalism Curriculum
Professional Development and Curriculum – What Teachers Need Today
Project-Based Learning/PE/Health/Art/Music/Sports Curriculum

**Please make sure your topic is related to the curriculum and not a review of the topic
- make those curriculum connections, please.
- I also value your experiences as a teacher and as a learner so add in experiences and readings from the course and other courses, into your paper.
- Make those connections to your topic!

Use our authors from the readings in our course to support your arguments throughout your paper, by citing them in the body of your paper.

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 in APA 7th edition format. Please ask if you have not taken the Scholarly Writing course yet or 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 uwcenter@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 WorkSpace
- Workshops
- Faculty Services

Post your paper as an attachment here and I will email you privately! Please comment on at least 2-3 papers for this assignment! Look for those needing a comment or two!

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; write each posting and response in the message box.

**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 of 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. 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; write each posting and response in the message box.

**Course Evaluation/Grading**

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

- Class participation (including completion of final course evaluation), 4 online discussion of the readings--48 points (discussion posts and colleagues' responses)
- Online reflective papers= 2 papers worth 15 points each
- APA 7th edition Curriculum innovation paper= 22 points

Final grades will be based on 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 assignments’ quality are 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 coursework is missing or not submitted on time.

Miscellaneous
Academic honesty: Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s 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 reestablish their standing with the Office of Disabled Student Services every year. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition that 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).

Additional: Members of the university community are not to discriminate based on 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 eooaa@utep.edu.

TED 5301 APA Readings List
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 Tentative Schedule
(Subject to change with prior notification from the professor)
All assignments are due at 11:59 PM Mountain Time
Check the discussion board for due dates and write in the class blog.
Post a response to 2-3 colleagues a week and try to post to those that need a response.

<table>
<thead>
<tr>
<th>Wk. 1</th>
<th>Assignments: Discussion Board 1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Introduction/Pathway to Teaching</td>
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<tr>
<td></td>
<td>First assignment due- check the discussion board</td>
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<tr>
<td></td>
<td>Read the course and syllabus and write your Pathway to Teaching</td>
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<td></td>
<td>You could include but are not limited to you as a learner, your college education and content interests and certifications, and why you are a teacher. Becoming a teacher and name some obstacles in teaching curriculum today.</td>
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<tr>
<th>Wk. 2</th>
<th>Assignments: Discussion Board 2</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Discussion post and respond to 2-3 colleagues a week.</td>
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<tr>
<td></td>
<td>Au— “What Curriculum Could Be”</td>
</tr>
<tr>
<td></td>
<td>Freire— “Don’t Let the Fear of What is Difficult Paralyze You”</td>
</tr>
<tr>
<td></td>
<td>Pinar, “Anti-Intellectualism and Complicated Conversation”</td>
</tr>
<tr>
<td></td>
<td>Ornstein and Hunkins — “Curriculum Issues and Trends”</td>
</tr>
<tr>
<td></td>
<td>View: Web link -- Robinson, “Schools Kill Creativity”</td>
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</tbody>
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<tr>
<th>Wk. 3</th>
<th>Assignments: Discussion Board 3</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Reaction Paper #1 DUE</td>
</tr>
<tr>
<td></td>
<td>Read: Spring -- Chapters 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Sperry and Scheibe-- “Rx for an Infodemic”</td>
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<td></td>
<td>Darling-Hammond and Hyler— “Preparing Educators for the Time of COVID and Beyond”</td>
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</table>

<p>| Wk. 4 | Assignments: Discussion Board 4 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Read</th>
<th>Assignments</th>
<th>Discussion Board</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Wk. 5 | Spring – Chapters 3, 4, and 5  
Posner & Rudnitsky--“Getting Oriented”  
View:  
Web link –“Differentiated Instruction.” | **Assignments:**  
Discussion Board 5  
Curriculum Issue APA 7th edition paper due  
See Discussion Board for instructions | **If you need help with APA papers let Dr. Aguilar ASAP!** |
| Wk. 6 | **Read:**  
Spring, Chapters 6-8  
Villegas and Lucas -- “The Culturally Responsive Teacher”  
Cashman and McDermott— “International Issues, High Stakes Testing, and Border Pedagogies”  
**AND**  
**Read:**  
Spring -- Chapters 9, 10, and 11;  
Sahlberg -- "Teachers as Leaders in Finland" | **Assignments:**  
Discussion Board 6  
Reaction Paper #2 DUE |  |
| Wk. 7 | Last Discussion and Your Takeaway  
Discussion Board 7 |  | **Cite any reading from the course and others you found along the way, please!** |
TED 5301 Rubric for Assessing the Curriculum Issue Project—Individual Scoring

**Rating 22-21—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, and the students’ overall reaction to the project is one of understanding.

**Rating 20-19—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 18-17—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 16-15—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, and 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 *creditworthy*—helping our thinking about the topic and the discussion to move forward. See examples of credit-worthy postings below. All responses are to include one appropriate (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 them personally.
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 the 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.
8. Please do not correct others’ grammar. I realize you are trying to be helpful, but the purpose of the course is to learn content and not be grammarians.
Online Discussion Rubric
4 discussions @12 points each

<table>
<thead>
<tr>
<th>Criteria Engaged</th>
<th>Strong</th>
<th>Moderate</th>
<th>Non-substantive</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsiveness to discussion topics &amp; demonstration of knowledge &amp; understanding from assigned readings/videos</strong></td>
<td>The 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 the discussion as related to the topic.</td>
<td>The 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. An effective discussion of the readings is included.</td>
<td>The response is too general to help move the discussion forward. Lacking effective discussion of assigned course readings.</td>
<td>9 pts</td>
</tr>
<tr>
<td><strong>Timeliness &amp; APA</strong></td>
<td>All postings (including 2 responses) on time All sources are cited correctly in APA.</td>
<td>Late posting or incorrect APA citations.</td>
<td>0-1 postings Lacking APA format</td>
<td>3 pts</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE: 12 pts

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, s/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 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 they 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.

Let’s have a great semester and reach out to me anytime for help!

Dr. Aguilar