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E-mail: gasingcashman2@utep.edu

**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 telecommunications technology or computer-based 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.

**Program Goals**
The program seeks to develop knowledge in important need areas with particular relevance for urban education, the southwest border region, Texas, and beyond. 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;

**Student Learning Objectives (SLOs)**
Upon completion of TED 5301, students who successfully complete the course are able to do the following:

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Assessments</th>
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<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 projects assessed through the use of a rubric</td>
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<td>instructional units, and for daily lessons by demonstrating understandings of the</td>
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<td>course readings</td>
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<td>2. Develop an understanding of the key tenets of curriculum</td>
<td>Reflective writing assignments, oral presentations, and projects assessed through the use of a rubric</td>
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3. Select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum issue group project

Oral presentations, and projects assessed through the use of a rubric

4. Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology

Final team project and group project assessed through the use of a rubric, analysis papers, online written discussions

5. Integrate critical theory into effective teaching strategies through an assessment of existing curricula

Analysis papers, class discussion, online written discussions, oral presentations, and projects assessed through the use of a rubric

6. Align culturally relevant instructional approaches to state and national standards

Reflective papers, online written discussions, oral presentations, and projects assessed through the use of a rubric

Course Textbook/Readings

Course readings—to be assigned

Assignments
1. Curriculum issue research paper--
   A group of course participants is to complete a 2000-2500 word written paper that provides an overview of a curriculum issue. Group members will be assigned randomly in advance for the assignment. Teams are responsible for selected and approved issues (i.e., socioeconomic and its impact upon schools). At least six of the course readings are to be cited and included on a reference list (cite according to APA guidelines). Be careful of regurgitating facts word-for-word from written sources. Introduce and conclude each section with your own 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 your group paper. The paper must be posted in the appropriate discussion thread. Submit your paper in the “Group Assignments” tool I have created in your “Group” homepage.

2. (3) 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.

3. **(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 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.

4. **Curriculum Innovation Paper - Final Project** (10-12 pages)— Teams of two or three individuals must reflect on course readings, outside research, and personal educational and experiential backgrounds to identify a problem associated with status quo education. Once the problem has been identified, you will need to work on a review of literature and analysis so that the problem can be addressed and resolved. Your team must develop a written strategy for developing some sort of innovation within the curriculum that promotes a transformative curriculum, as opposed to merely replicating the status quo in education. **At least 6 course readings**, fully addressed, cited within the text of your paper, and included on the separate reference page (cite according to APA guidelines). Also include a discussion of curricular and/or pedagogical approaches for resolving issues related to the problem.

**Course Evaluation/Grading**
There are 100 points possible for TED 5301. The breakdown of the grading is as follows:

- Class participation, online discussion of the readings= 10%
- Online reflective papers=30%
- Curriculum issue group project=30%
- Curriculum innovation paper=30%

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).

**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 APA Readings List**


Corresponding chapter titles and authors:

“New Hope for Urban Students” by Anyon
“Don’t Let the Fear of What is Difficult Paralyze You” by Freire
“The Culture and Commerce of the Textbook” by Apple (Beyer & Apple)
"The Hidden Curriculum and the Nature of Conflict” by Apple (Ideology and Curriculum)
"Anti-Intellectualism and Complicated Conversation" by Pinar
“Mapping the Terrain of Struggle” by Grande
“Curriculum Mapping as a Hub” by Jacobs
“Textbooks, Curriculum, E-Learning, and Instruction” by Spring
“Fostering Culturally Responsive Teaching” by Villegas & Lucas
“Curriculum Issues and Trends” by Ornstein & Hunkins
“Getting Oriented” by Posner & Rudnitsky
"Why are Finland's Schools Successful?" by Hancock

**Rubrics**

1. **Curriculum Issue Group Project—**
   - **Rating 27-30: Outstanding project**
   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 course readings are cited and fully discussed in the written component. A title page and reference page are completed according to the APA guidelines.**
• **Rating 24-26: Well-conceived, well-written, and well-demonstrated project**
  All essential components are included with no major problems in the written materials as read, references are cited appropriately.

• **Rating 21-23: Adequate project, with some components that need to be addressed**
  Some problems in the clarity, essential information, and readability exist. Overall Organization—Certain organizational components need to be addressed.

• **Rating 18-20—Less than adequate project**
  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.

2. **Final Project**

• **Rating 27-30—Outstanding project**
  A problem has been identified, and a succinct review of literature is included. The paper includes a 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 course readings are cited and fully discussed in the written component. A title page and reference page are completed according to the APA guidelines.* The goals and rationale for the critique/innovation/lesson are clearly stated.

• **Rating 24-26—Well-conceived, well-written, and well-demonstrated project**
  All essential components are included with no major problems in the written materials; references are cited appropriately. The individual is able to support ideas and positions and the presentation is well-conceived and demonstrated. Most of the project is well organized and no major problems exist.

• **Rating 21-23—Components need to be addressed**
  Some problems in the clarity, essential information, and readability exist. The presenter should have been more familiar with some essential background information. A better-stated and demonstrated presentation would enhance the project.

• **Rating 18-20—Less than adequate project**
  Structural and organizational details should be addressed. More work is needed for the overall effectiveness of the project.
### Tentative Schedule Spring 2014

All assignments are due at 11:59 PM Mountain Time

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<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;3/24-3/29</td>
<td><strong>Read:</strong>&lt;br&gt;● Freire -- “Don’t Let the Fear of What is Difficult Paralyze You”;&lt;br&gt;● Apple -- &quot;Hidden Curriculum&quot;;&lt;br&gt;● Ornstein &amp; Hunkins -- “Curriculum Issues and Trends”;&lt;br&gt;<strong>View:</strong>&lt;br&gt;● Web link -- Robinson, &quot;Schools Kill Creativity&quot;</td>
<td>Introductory assignment;&lt;br&gt;Tuesday, 3/25: Introduction/First Assignment due&lt;br&gt;Thursday, 3/27: Online Discussion #1 due (11:59 PM)&lt;br&gt;Sunday, 3/29: Discussion #1 responses (2) 100-200 word responses due (11:59 PM)</td>
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<td><strong>Week 2</strong>&lt;br&gt;3/31-4/6</td>
<td><strong>Read:</strong>&lt;br&gt;● Spring -- Chapters 1, 2, and 3;&lt;br&gt;● Darling-Hammond and Friedlander -- “Creating Excellent and Equitable Schools”;&lt;br&gt;● Apple -- “The Culture and Commerce of the Textbook”</td>
<td>Thursday, 4/3 -- Online Reaction Paper #1 due (11:59 PM),&lt;br&gt;Sunday, 4/6 -- Reaction Paper #1 (2) 100-200 word responses due (11:59 PM)</td>
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<td><strong>Week 3</strong>&lt;br&gt;4/7 -4/13</td>
<td><strong>Read:</strong>&lt;br&gt;● Spring -- Chapters 4 and 5;&lt;br&gt;● Posner &amp; Rudnitsky -- Getting Oriented;&lt;br&gt;● Jacobs -- Curriculum Mapping as a Hub&lt;br&gt;<strong>View:</strong>&lt;br&gt;● Web link -- Jacobs, &quot;21st Century Learning.&quot;</td>
<td>Thursday, 4/10 -- Online Discussion #2 due (11:59 PM),&lt;br&gt;Sunday, 4/13 -- Online Discussion #2 (2) 100-200 word responses due (11:59 PM).</td>
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<td><strong>Week 4</strong>&lt;br&gt;4/14-4/20</td>
<td>Group work - Curriculum Issue Project&lt;br&gt;<strong>Read:</strong>&lt;br&gt;● Spring, Chapters 6 and 7;&lt;br&gt;● Villegas and Lucas -- “Fostering Culturally Responsive Teaching”;&lt;br&gt;● Anyon -- “New Hope for Urban</td>
<td>Sunday, 4/20 -- Curriculum Issue Group projects due (11:59 PM)</td>
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<td>Week 5</td>
<td>Read:</td>
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| 4/21-4/27 | ● Spring -- Chapters 8, 9, and 11;  
● Pinar -- “Anti-Intellectualism and Complicated Conversation”;  
● Grande -- “Mapping the Terrain of Struggle”;  
View:  
● Web link -- "Picturing the Possibilities--Integrating Curriculum" |
| Tuesday, 4/24 — Online Discussion #3 due (11:59 PM)  
Sunday, 4/27 — Online Discussion #3 (2) 100-200 word responses due (11:59 PM). |

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<tr>
<th>Week 6</th>
<th>Read:</th>
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| 4/28-5/4 | ● Spring -- Chapter 10;  
● Hancock -- "Why Are Finland's Schools Successful?" |
| Tuesday, 5/1 — Online Reaction Paper #2 due (11:59 PM)  
Sunday, 5/4 — Reaction Paper #2 (2) 100-200 word responses due (11:59 PM). |

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<tr>
<th>Week 7</th>
<th>Team work on final paper - Curriculum Innovation Project</th>
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| 5/5-5/10 | Saturday, 5/10  
Sunday, 5/11 -- Final project due - Curriculum Innovation Project |