

MSED 7020

CURRICULUM IN MIDDLE GRADES AND SECONDARY EDUCATION

2 SEMESTER HOURS

FALL 2013

College of Education & Human Services

Valdosta State University

Department of Middle, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Dewey, J. *Experience in Education*. (1963). New York. Collier Books

Ed: Robert K. Fullinwider. (1996). *Public Education in a Multicultural Society Policy, Theory, Critique*. University of Maryland, College Park, Cambridge University Press. ISBN: 9780521499583

Additional readings for the course as assigned by the instructor or needed for independent research.

COURSE DESCRIPTION

Review of the current status and trends in middle grades and secondary curricula. Analysis of middle grades and secondary curricula and their unique construction, planning and application.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

By the end of the course the candidate will be able to:

1. cite current trends in middle grades and secondary curriculum that impact classroom instruction and create a course overview or plan that meets national, state, and local guidelines. (CFS I, V)
2. discuss in depth the impact of historical trends, legislative action, educational research, and community needs in the structure of middle / secondary schools. (CFS I, II, III)

3. analyze curriculum and instructional practices for positive impact on student learning. (CFS I, II)
4. design a learning sequence that meets national, state, and local professional standards. (CSF I, II, III, IV, V, VI)
5. design effective lesson plans that reflect an understanding of the current philosophical understanding of middle grades / secondary education. (CFS I, II, III, IV, V)

COURSE ACTIVITIES/ASSIGNMENTS REQUIREMENTS

Detailed descriptions of all assignments together with grading criteria will be provided separately.

Student led Discussion. Students will lead interactive discussion, in class and online, of assigned chapters of the text. All students should demonstrate their understanding of the text readings during the discussion.

Case Studies & Reading/Article Analyses:

Successful teachers stay abreast of the current developments in their discipline and the teaching profession. In order to become acquainted with the professional resources in the field, specific case studies and readings based on scholarly journals will be assigned which focus on the current trends in middle grades and secondary curriculum that impact classroom instruction. Student responses are to include:

1. a statement of the issue/or problem,
2. a summary of the article's major ideas,
3. a reaction based on the candidate's perspective as a future educator

Position Paper (6-8 pages). The Position Paper for this course requires that students identify an "issue" from their chosen text and explore its implications for schools and districts. For purposes of this course, an "issue" is a collection of problems, controversies, and tensions that have existing implications and that require educator and policymaker attention. That is, "issues" are the major concern that educators must deal with as they try to respond to the demands of parents, policymakers, and communities.

Examples of "issues" might be:

1. multicultural education
2. special education
3. school safety and security
4. accountability, teacher employment, and "highly qualified" teachers
5. curriculum
6. students at risk

Discussion Boards

Students will participate in online Discussion Board exercises for this course. The Discussion Boards will be hosted on BLAZEVIEW. The purpose of the Discussion Board is threefold: (1) the Discussion Boards allow for discourse between classmates on an aspect of material covered in class; (2) the Discussion Boards enable candidates to share ideas and opinions with the instructor; (3) the Discussion Boards introduce candidates to technology that may prove useful in their own instructional delivery upon entering teaching. To receive full credit for Discussion Board participation, students must make one initial posting on the topic and respond to **two** other

posts. Posts should reflect both advocacy and inquiry. Posts should also conform to the rules of Netiquette (see link on the course content page in BlazeVIEW).

Exams

There will be one final examination in the form of a 10 minute interactive presentation. Students will apply their understanding of a selected topic covered in this course alternatively students' may select a topic of their choice (instructor approval required). Possible topics include, but are not limited to:

1. parent teacher communication
2. mentoring and induction
3. evaluation and assessment
4. differentiated learning styles
5. multicultural education/diversity

The final exam cannot be made up if missed except in situations of exceptional hardship.

COURSE EVALUATION

Student Led Discussion/Case Studies & Reading/Article Analyses	20%
Position Paper	30%
Discussion Boards	20%
Final Exam Presentation	30%

GRADING SCALE

If a “0” is accumulated in any of the above categories, the student will be ineligible to receive a grade of “A.”

90-100	A
80-89	B
79-70	C
69-0	F

If adjustments are made during the course the grades will be pro-rated accordingly.

LATE ASSIGNMENTS

If any assignments are submitted past the due date, the student will be ineligible to receive a grade of “A” for the specific assignment and the course.

ATTENDANCE POLICY

You are expected to attend every class for the full session. This is an activity-based class; you must participate to be successful. As per VSU policy, a student who misses more than 20% of the class work of the course will receive a failing grade in the course. *Moreover, any student who misses more than the*

equivalent of one day's class hours will receive a one-letter reduction in grade. Coming in late or leaving early constitutes an absence. This class is part of your professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered.

Electronic devices must be turned off and put away during class.

PROFESSIONALISM

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

COPYRIGHT STATEMENT

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

<http://www.valdosta.edu/academic/DirectionsforAccessingandCompletingSOIs.shtml>

INSTRUCTOR

Dr. Dawn Lambeth.
Office: 2103, Education Center,
Department of Middle Grades, Secondary Reading & Deaf Education,
Phone: 229-333-5995
Email: dtlambeth@valdosta.edu

Office Hours: Times indicated below and by appointment.

Monday	9:00am - 3:30pm
Tuesday	7:30am - 10:00am
Wednesday:	7:30am - 8:30am

Tentative Course Schedule may be modified as required

Monday, August 12

Class

Monday, August 19

Class

Monday, August 26

Class

Monday, September 9

Class

Monday, September 16

Class

Monday, September 23

Class

Monday, September 30

Class

Monday, October 7

Class

Monday, October 14

Class

Monday, October 21

Class

Monday, November 4

Online Discussion Board

Monday, November 11

No Class

Monday, November 18

Online Discussion Board

Monday, December 2

Final Exam

MSED7020 Student Contract

I understand that my instructor and departmental faculty will communicate via course email. I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed to facilitate my progress in this course.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met. Continuous reviewing is important. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. Any information from another author will be appropriately cited.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

Candidate's Name _____

Candidate's Signature _____

Date _____