Course Description:
Strategies and models to assist the elementary classroom teacher in assuming an active role in total elementary school curriculum development.

Rationale:
Advanced seminar in elementary curriculum is designed to give the student a solid understanding of the background, current use of and likely future trends in curriculum innovations, topics, questions, and/or directions for the curriculum of American public schools. It is the intention of the course to make the student questions, and then to clarify his/her beliefs and feelings concerning these areas within the curriculum. Regardless of subject concentration or teaching level, the successful student will develop a more well-rounded perspective regarding the areas addressed. The well-versed curriculum student will understand the social, political, and psychological influences upon curriculum development in the United States and how they affect classroom teachers and curriculum directors. The course objectives, instructional methods, and activities, and assessment related to the following Kentucky Teacher Standards:

Standard 1. Demonstrates Applied Content Knowledge
Standard 2. Designs and Plans Instruction
Standard 3. Creates and Maintains Learning Climate
Standard 4. Implements and Manages Instruction
Standard 5. Assesses and Communicates Learning Results
Standard 6. Demonstrates the Implementation of Technology
Standard 7. Reflects on and Evaluates Teaching and Learning
Standard 8. Collaborates with Colleagues/Parents/Others
Standard 9. Evaluates Teaching and Implements Professional Development
Standard 10. Provides Leadership within School/Community/Profession
The course objectives and suggested methods and activities to meet these objectives are included along with suggested assessment strategies. However, additional methods, activities, and assessment strategies that meet these course objectives could be used.

**Course Objectives, Instructional Methods and Activities, and Assessment**

The student will:

<table>
<thead>
<tr>
<th>Kentucky Teacher Standards</th>
<th>Objective</th>
<th>Methods and Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, II, III, V, VI, X</td>
<td>1. Engage in discussion regarding current issues affecting elementary schools and their program.</td>
<td>Student presentation, video, cooperative groups, role play, simulations</td>
<td>Oral presentation, Written report</td>
</tr>
<tr>
<td>I, II, VI</td>
<td>2. Develop an understanding of his/her own educational perspective as well as the perspective of others regarding issues discussed.</td>
<td>Student presentation, cooperative groups, guest speaker</td>
<td>Reflective paper</td>
</tr>
<tr>
<td>I, II, III, IV, V, VI, X</td>
<td>3. Gain a better understanding of a variety of current education innovations being utilized in the elementary classroom.</td>
<td>Student presentation, guided discovery, exhibit</td>
<td>Oral presentation, Poster, Journal</td>
</tr>
<tr>
<td>I, II</td>
<td>4. Develop an understanding of the long and difficult road to successful curriculum change and implementation,</td>
<td>Simulation</td>
<td>Performance assessment</td>
</tr>
<tr>
<td>I, II, III, V, X</td>
<td>5. Lead class discussion on current issues with particular emphasis on implications for the Kentucky Reform Act (KERA)</td>
<td>Student presentation, role play, video, cooperative group</td>
<td>Oral presentation, Performance assessment</td>
</tr>
<tr>
<td>I, II, IV, X</td>
<td>6. Develop a familiarity with current literature and research regarding elementary curriculum.</td>
<td>Exhibit, student presentation</td>
<td>Oral presentation, Performance assessment</td>
</tr>
</tbody>
</table>
Standard 1. *The students will extend their knowledge of the background, current use of and likely future trends in curriculum innovations, topics, questions, and/or directions for elementary curriculum.*

**Course Topics:**

Classroom Management and Discipline  
Differentiated Instruction  
Standards Based Education  
Technology  
Computer Technology  
Professional Standards and Ethics in Education  
Gender Issues in Schooling  
Morality and Value Education in Schools  
Multicultural Education/Diversity  
Staff Development  
Peer Mediation  
Violence in Schools  
Primary Assessment  
Kentucky Teacher Internship Program  
Multiple Intelligences/Learning/Teaching Styles

**Kentucky Education Reform Act (KERA) Elements Addressed:**

Curriculum  
Technology  
Assessment and Accountability  
School-Based Decision Making  
Preschool program  
Family Resource/Youth Service Centers  
Extended School Services  
Professional Development  
Regional Service Centers  
Primary Program

**Course Schedule:**

Attached

**Activities, Course Requirements, and Assignments**

To successfully complete this course, students need to critically read the curriculum
literature, contribute substance and insights to class discussions, complete assignments and document new understandings in class project/activities. Please remember that the instructor reserves the right to add, delete or modify class assignments, and final points.

20 points  Group Poster

Students will work in small groups to define curriculum and complete a visual aid to demonstrate their definitions. (Class activity)

25 points  Reflection Paper – Synthesis

The reflection paper is a synthesis of the readings, videos, class activities, and discussion of the first two class meetings. The paper should be double-spaced and no longer than 2 to 2 ½ pages in length not including the title page.

125 Research Project/Final Exam

  (30 points) Reflective Paper
  (50 points) Oral Presentation
  (30 points) PowerPoint slides and hand-outs
  (15 points) Progress report on research topic

A research project/cognitive assessment/final exam will be given based on a recent issue or topic in curriculum selected by the student but with approval by the course instructor. The issue or topic selected should relate to the student’s school district, school or classroom. A list of recent issues in curriculum is located on Blackboard. Each student will lead a 30 to 45 - minute presentation on the selected issue or topic with the students enrolled in ELED 603.teachers. Each student needs to include PowerPoint and provide hands-outs for the class on the topic. Other aids such as videos/DVDs may be included in the presentation. Visual aids such as a hard copy of PowerPoint, handouts, etc. are to be submitted to the course instructor. Students must complete a reflective paper based on the research process. The reflective paper, oral presentation, and PowerPoint will be scored with different rubrics. The reflective paper, PowerPoint, and annotated bibliography (discussed below) will be uploaded on the electronic portfolio under Kentucky Teacher Standard I: Content Knowledge

25 points  Annotated Bibliography

All sources must have been published within the last 5 years for the cognitive assessment. The annotated bibliography must follow the 5th edition of the Publication Manual of the American Psychological Association (APA). The product will be scored
25 points  Book Review

A book review of *The Quality School Teacher* should be no longer than two (2), double-spaced pages not including the title page. The product will be scored with a rubric.

50 points  On-line discussion and Book Review

(25 points)  Written book review  
(25 points)  On-line discussion

Students must respond to weekly on-line discussions of *Teach Like Your Hair’s On Fire: The Methods and Madness Inside Room 56* until the written assignment is submitted. When the major learning activity includes ONLY class discussion, such as responding to questions about the book, your contributions in the Blackboard Discussion Board will be evaluated in terms of quantity and quality of our messages. The criteria and procedure outlined in the Assessment Rubric for Online Discussion will be used to determine discussion points. The written book review should be no longer than two (2), double-spaced pages not including the title page. These products will be scored with different rubrics.

50 points  Evaluation of Two Curriculum Guides

Each student will conduct an original, comparative analysis of two (2) comprehensive elementary curriculum guides/curriculums published by outside agencies following suggested criteria. One curriculum will be *Project Wild* from a workshop conducted at Mammoth Cave. Student may select the second curriculum with approval from the course instructor. Each student enrolled in the class who teaches in a regular classroom must teach a minimum of 4 activities from each curriculum guide. **Those students who are not teaching the content or not in a regular classroom setting will not teach the activities, but will have a different assignment for this component.** A field trip may also be necessary to select the second curriculum.

25 points  Class Participation, Attendance, and Other Activities

Unlike a traditional class where participation may be judged solely by attendance, in an integrated or hybrid environment (2 face-to-face sessions which student **CANNOT** miss) participation is also documented by communiqués and information exchange (e.g., e-mail messages, conference postings, telephone class, and document exchanges) among the class participants. The substance, function, and nature of these communiqués (e.g., relevance, clarity, and insightfulness) become indicators of a learner’s conceptual and attitudinal
growth.

Class discussions can be productive learning activities if students:

- conscientiously share relevant resources and experiences;
- make connections between first-hand observations of educational problems and curriculum issues;
- critically examine their own assumptions, as well as the assumptions of others;
- offer and explain your propositions, ideas, and insights;
- justify your assertions with evidence;
- interweave the ideas of others into their own posts; and
- summarize readings and discussions.

Assessment and Evaluation:

Although the expected quality of student products and contributions is contingent upon the goals and characteristics of the activity, general quality guidelines for all deliverables include:

- completeness and coherence of work;
- logically applying curriculum concepts and processes within the assignment;
- attributing ownership of ideas, maintaining privacy and conforming to other practices established within the *Publication Manual of the American Psychological Association* (2001); and
- applying standard conventions of English composition. Remember to use a spell checker and a grammar checker as well as proofreading before submitting documents.

Point Deduction

Points will be deducted for spelling errors, typographical errors, and other grammatical mistakes. Assignments in which liquid paper (white out) has been utilized or erasures have been made will not be accepted.
Assignment Schedule:

All activities should be submitted as scheduled. A 5% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor’s discretion. On-line discussions must be submitted by the deadline.

Assignments are submitted as attachments on e-mail. The file should be labeled and include the initial of the student's first name, complete last name, modified title of assignment, course.doc. Examples: wjonesReflection.603.doc or twilliamsguides.603.doc.

Evaluation and Grading

350 - 325 = A
324 - 301 = B
300 - 276 = C
275 - 252 = D
251 Below = F

**Please note that the final grade is based on assigned points instead of percentages.**

Class Policies and Expectations:

Blackboard is a Web-based course management system that will serve as our common classroom. Access Blackboard through any Web browser, such as Microsoft’s Internet Explorer or Netscape Navigator at https://blackboard.wku.edu. Since this is a secure space, a valid Western Kentucky University (WKU) ID and a password will be required to access the course site.

Blackboard offers numerous communication tools (e.g., an asynchronous discussion board and a chat tool) and file storage areas that will enable the exchange of information. For example, the Announcements section of Blackboard will be used to inform students of current learning goals, assignments, and deliverables. The Documents section will house informational and instructional resources such as PowerPoint presentations and activities.

**WKU Network ID:** A WKU student is entitled to a wealth of computer services including e-mail and space to published Web documents. To use those services, student must establish an electronic identity called a WKU Network ID; this consists of a username and password.

**Code of Ethics:** Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. See policy in the syllabus for more information. The Student Code covers student rights
and responsibilities, student complaint procedures, student misconduct, student disciplinary procedures, and other related information. It is the responsibility and right of every student to become familiar with the information contained in the Code.

Communication:

Prompt and effective communication is essential to the learning and teaching process. The WKU computer network, especially e-mail and Blackboard’s computer conferencing tool, will be employed in ELED 603 to:

- discuss learning goals and concepts related to educational research;
- state resources, ideas, and make suggestions;
- request assistance or make appointments; and
- discuss and clarify class activities.

Guidelines for E-mail correspondence:

- subject line should include course number and prefix, student’s last name and question in parenthesis (i.e., ELED 603, jones (What is the name of the book?)
- The course instructor WILL ONLY RESPOND to WKU email accounts and those that follow this requirement.
- include only one subject per message;
- use a descriptive subject heading (see above);
- when conducting group business, carbon copy (cc) all group members;
- follow acceptable e-mail etiquette; and
- be concise, write short sentences, and use bulleted lists.

Computer Rights and Responsibilities:

All students must conduct themselves in accordance with the highest standards of responsible, legal, and ethical computer use while accessing WKU computer resources.

Equity and Inclusion:
All written, graphic, and aural communication should conform to guidelines for non-sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association*.

**Field Trips (Optional)**

This course may require field trips. Students are to provide their own transportation to the designated sites.

**Make-Up Work**

Each participant must be present to turn in assignments, or arrange to have someone turn them in for you. Large assignments will not be accepted. If you anticipate being absent when an assignment is due, please turn in the assignment early. There is no provision for make-up of the final exam.

**Academic Offenses**

Academic dishonesty, plagiarism, cheating, or other types of academic offenses will NOT be tolerated and anyone committing such acts risks disciplinary measures.

**Cheating**

Any student found cheating or observed copying from another student’s work, or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of "O" for the assignment in question, and may face further disciplinary action according to university policy. Please read the document on plagiarism located on Blackboard.

**Privacy Information**

Students sometimes want to discuss their grade points on a project, examination, or quiz via e-mail. E-mail is not secure or private. Therefore, if students request their points or grade, they must sign a release form. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations.

**Cell Phones and Other Electronic Devices:**

Please turn off cell phones, pagers, and other electronic equipment in class. (LET
FREEDOM RING, BUT NOT VIA CELL PHONE! In case of an emergency, set your phone on silent/vibrate, sit by the door, and exit the classroom to deal with the call. UNDER NO CIRCUMSTANCES are messages to be taken/replied to in the classroom. Remember, text messaging during class is essentially the same as being absent from class.

Electronic Portfolio:

Students must be registered on the electronic portfolio website to upload products representative of the critical performance. The web address for the electronic portfolio is http://edtech6.tph.wku.edu/~. The critical performance assignments must be typed/saved in Microsoft Word format or save as an rrf file. Neither Microsoft Works nor Word Perfect will upload on the university’s electronic portfolio. Upload each assignment as ONE document even if there are several parts for each critical performance. A final grade for the class will not be submitted to the Office of the Registrar until the assignments have been successfully uploaded on the electronic portfolio. The products must be readable by the course instructor. Students must score an overall 80% or "3" to meet the critical performance.

Disabilities

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 VITDD.

Textbooks:


Supplementary Books:


**Journals:**

*Curriculum Review*

*Educational Leadership*

*Phi Delta Kappan*

*Educational Horizons*

*The Educational Forum*

*American Educator*

*The Clearing House*

*Theory into Practice*

*Young Children*

**Web-Sites**

Association for Supervision and Curriculum Development – [www.ascd.org](http://www.ascd.org)

Kentucky Department of Education – http://www.kde.state.ky.us


**Required Computer Applications:**
The following computer applications are required tools for ELED 603. Please purchase/download and install the following:

- Microsoft Office, including Word, PowerPoint, and Excel. WARNING; Office 2007 files MAY need to be converted to an earlier version.
- e-mail
- Web browser (Microsoft Internet Explorer is preferred)

Critical Performance: Standard 1
Advanced Seminar in Elementary Curriculum
ELED 603

**Purpose and Use Statement:** This critical performance is an advanced graduate level evaluation of Kentucky Teacher Standard 1: Demonstrates Applied Content Knowledge. The students will extend their knowledge of the background, current use of and likely future trends in curriculum innovations, topics, questions, and/or directions for elementary curriculum. Completion and uploading of this performance into the electronic portfolio is a requirement for a grade in Advanced Seminar in Elementary Curriculum.

**Graded Products:** Research project in elementary curriculum/PowerPoint presentation, and annotated bibliography,

**Tasks and Products:** The goal of this critical performance is to select, research, present findings, and lead class discussion of a recent or future trend in elementary curriculum. The course instructor will assist graduate students with the selection of an appropriate trend in elementary curriculum.

Examples of products may include:

- Annotated Bibliography
- Findings of research paper shared in PowerPoint presentation
- Lead class discussion on recent trend in elementary curriculum

The project is designed so that graduate students use research tools (i.e., Internet sources, educational journals and books, DVDs, and interview techniques, etc.) to complete a research project on a recent trend or issue in elementary curriculum.
The graduate students will document their progress in the following ways:

- Abstract
- Written proposal approved by the instructor
- Annotated bibliography
- Copies of cited references

Rubric for Research Project  
ELED 603

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Findings in PowerPoint</td>
<td>The PowerPoint presentation contains accurately researched varied information and sources; the storyboard structure illustrates thumbnail sketches of each slide including: title of slide, text, background, color, placement &amp; size of graphics, fonts – color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration, text, and audio</td>
<td>The PowerPoint presentation contains relevant information from multiple sources of information, evaluated, and synthesized information; the thumbnail sketches on the storyboard include titles for each slide and are in sequential order</td>
<td>The PowerPoint presentation contains misinterpreted statements, graphics and questions and failed to identify relevant arguments; the thumbnail sketches are not in a logical sequence and have incomplete information.</td>
<td>The PowerPoint presentation contains recorded information from four or less resources, and ignored alternative points of view; very few thumbnail sketches on the storyboard and do not provide an overview of the presentations.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience’s interests or goals.</td>
<td>The introduction is clear and coherent and relates to the topic.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Content of Class Discussion</strong></td>
<td>The project includes four motivating questions for class discussion.</td>
<td>The project includes three persuasive/motivating questions for class discussion.</td>
<td>The content of the discussion is vague; includes two persuasive/motivating questions for class discussion.</td>
<td>The content of the discussion lacks a clear point of view; includes one persuasive/motivating question for class discussion.</td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>Annotated bibliography is complete containing at least 10 primary resources published within the last 5 years; utilizes correctly 5th edition of APA</td>
<td>Annotated bibliography is complete containing at least 8 primary sources published within the last 5 years; utilizes correctly 5th edition of APA</td>
<td>Annotated bibliography is somewhat complete with at least 6 primary sources with some not published within the last 5 years, utilizes some form of 5th edition of APA</td>
<td>Annotated bibliography is incomplete with less than 6 primary resources some not published within the last 5 years; does not utilize 5th edition of APA</td>
</tr>
</tbody>
</table>
**Speaking Skills**

<table>
<thead>
<tr>
<th></th>
<th>Poised, clear articulation; proper volume; steady rate; good posture and eye contact; confidence</th>
<th>Clear articulation but not as polished</th>
<th>Some mumbling; little eye contact; uneven rate; little or no expression</th>
<th>Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone</th>
</tr>
</thead>
</table>

**Length of Presentation**

<table>
<thead>
<tr>
<th></th>
<th>Within two minutes of allotted time +/-</th>
<th>Within four minutes of allotted time +/-</th>
<th>Within six minutes of allotted time +/-</th>
<th>Too long or too short; ten or more minutes above or below the allotted time</th>
</tr>
</thead>
</table>

### HOT Topics - Issues in Curriculum Development

The purpose of the research project is to help the graduate student identify current and continuing curriculum issues that are brought about by social and political forces and explain their significance for curriculum development. Among the significant contemporary curricular issues facing curriculum workers, but not limited to, are:

1. alternative schooling  
   a. parental choice  
   b. school vouchers  
   c. charter schools  
   d. home schools

2. bilingual education

3. censorship of children’s literature and movies

4. cultural literacy/core knowledge

5. educational management organizations

6. gender inequity

7. health education  
   a. drugs, alcohol, tobacco
b. teenage pregnancies, live births, and abortions
   c. sexually transmitted diseases
   d. sexuality education and school clinics

8. language arts

9. provisions for exceptionalities
   a. inclusion
   b. gifted and talented education
   c. differentiated curriculum

10. religion in the schools

11. scheduling
   a. school hours, day, and week
   b. alternative daily schedule
   c. school year

12. standards
   a. outcomes-based education
   b. national curriculum