The University of Texas at San Antonio  
College of Education and Human Development  
Department of Interdisciplinary Learning and Teaching  
C&I 5003: Theory of Curriculum and Instruction  
Spring 2010

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

Instructor: Dr. Elsa C. Ruiz  
Office: MB 2.236 1604 Campus

Office Hours: Tuesdays, 4:00-5:00 pm or by appointment  
Office Phone: (210) 458-5847  
Home Phone: (210) 592-6591 Cell Phone: (956) 763-6820  
E-mail: elsa.ruiz@utsa.edu (Preferred contact)

Class Meetings: Tuesdays, 5:30-8:15 PM; Downtown Campus  
Classroom number: Durango Building 2.302  
Final Exam: May 4, 2010; 5:00 pm – 7:30 pm

Department of Interdisciplinary Learning and Teaching  
MISSION AND VISION

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research  
- Engage in reflective practice  
- Embody a strong professional identity and can articulate their philosophies and values  
- Value diversity and multiple perspectives  
- Promote equality and social justice  
- Care about their students and their profession  
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge  
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices  
- Are producers, disseminators, and critical consumers of research  
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices  
- Articulate their professional philosophy and demonstrate a strong professional identity
5003 Theory of Curriculum and Instruction  
(3-0) 3 hours credit.  
An examination of theoretical structures underlying curriculum considerations and the implications of these for the work of responsible curriculum decision-makers at all levels, including administrators, instructional supervisors, and classroom teachers. (Formerly titled “Theory and Dynamics of Curriculum and Instruction.”)

Course Objectives  
C&I 5003 is a core course for those pursuing an advanced degree in education. The content consists of history, foundations, current issues, debates, and change in education, specifically in regards to curriculum. The purpose of this course is to introduce students to:

- Curriculum theory and development, including influencing variables and controversial topics  
- Processes of curriculum design, implementation, and evaluation  
- Changes in curriculum and instruction in educational settings over time

At the end of this course, students will be able to:

- Connect curriculum and instructional theory to practice  
- Design, modify, implement, and evaluate existing curriculum and instructional practices with advanced skills  
- Understand political, social, historical, and environmental variables that influence curriculum in schools

Textbooks  

Blackboard  
Announcements, grades, useful links, and other helpful assignments and readings will be posted on Blackboard. No class notes, however, will be available on the site. Please check Blackboard often, but email me at elsa.ruiz@utsa.edu for a quick response to questions.

Attendance Policy and Class Expectations  
All students are expected to participate fully in all aspects of the course. As such, it is expected that each student will exhibit a strong and timely record of attendance, continuous participation in class discussions, evidence of preparation for class, and thoughtfulness and rigor on all assignments in and out of class. Attendance and participation will count for 20% of each student’s grade. For each missed class, one percentage point will be deducted from the student’s final grade. After three unexcused absences, the student’s grade will drop by one letter grade. Excused absences require valid and timely documentation. Students with excused absences can receive attendance credit by writing a 1-2 page paper on the topic covered during the missed class – please discuss this option with the instructor when you provide documentation for your absence. Please note that extreme or consistent tardiness and/or leaving class early, and failure to prepare for and participate in class may also affect the student’s grade.

Assignments  
1. Attendance and Participation (20%): See above for more details. Students will be asked to sign in at the beginning of each class. Participation includes participating in class discussions and online discussions, and contributing to group activities throughout the semester.
2. **Philosophy of Education (15%)**: A philosophy is a statement that describes your personal values, beliefs, aims, and goals as they relate to a particular context, topic, or subject. This submission should be 3-5 pages in length and should include responses to the following:
   - According to your experience, what is the purpose of education?
   - What special skills/knowledge/background/history do you have that will make for a positive classroom experience?
   - How is your particular content area important to a child’s education?
   - What teaching strategies best help students learn?
   - Over the long term, what do you hope to achieve as an educator?

3. **Taking Sides Analysis and Class Discussions (15%)**: Each week we will spend part of our class time analyzing, discussing, and debating issues in education from the Taking Sides book (see schedule for assigned readings). Each student should come to class prepared to argue for or against the issue (have 3-5 points prepared). Students will be randomly selected at the beginning of class to present their case, and the class will discuss each side.

4. **Analysis of a Curriculum Document and Presentation of Findings (30%)**: In groups of 2-3, students will select a curriculum document (e.g. scope/sequence, curriculum guide) for one grade level or course from a school district or a state/national project. Each group will analyze the document for underlying philosophy, design format, clarity, usability, accuracy of content, relevance, and coverage of standards and learning objectives. The analysis will be presented in 15-20 minutes to the class (see schedule) and should be accompanied by a 6-8 page review of the document. The written analysis is worth 15% and the presentation to the class is worth 15%.

5. **Analysis of Research Article on Curriculum and/or Instruction (10%)**: For the indicated class (see schedule), each student will select one professional article on curriculum for analysis and presentation in both oral (small group). The student will provide complete identifying information on the article, a synopsis of the study and/or main points, the key points of significance for us as educators, and the personal applications the presenter plans to make of the information for his/her own teaching and/or administrative practice. Each student will have 5-10 minutes for presentation in a small group. The student will submit a copy of the article and a two-page paper using the article log. Please note that each article must be research-based (rather than articles focusing on descriptions of classroom practices, news of developments in education, etc.), and must be at least 3 pages long.

6. **In-Class Exam (15%)**: There will be one in-class exam that will be based on a synthesis of what the student has learned in class. Topics will be presented to students at least three days before the exam. Students will be allowed to bring in notes and books, and will write their response in class.

**Notes:**

All assignments are due at the beginning of class on the scheduled due date. Late assignments will be accepted up to 3 days late, with a 5% grade deduction per day (including weekends). No assignment is accepted after the 3rd day deadline. Assignments are considered late if they are not turned in at the beginning of class. If you have an excused absence, it is preferable that you turn in assignments early. If this is not possible, please see the instructor.

Each assignment must have the student’s name and course number as a header on each page. Please USE SPELL CHECK AND GRAMMAR CHECK on all of your work. Also, the Tomas Rivera writing center is available should you need outside help with writing. All assignments must be typed in 12-point Times New Roman font, double-spaced with 1-inch margins. All assignments must use APA citation style, with a complete list of references.

**Grading Policy**

Each student’s course grade will be determined on this scale:

- A=90-100 points
- B=80-89 points
- C=75-79 points
D=70-74 points
F=69 or below

Please see the instructor promptly about grade disputes. Rubrics will be used for all written assignments.

University and College of Education Policies

UTSA HONOR CODE:
"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

The University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense, which includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class may initiate disciplinary proceedings against the student. In this class all UTSA procedures will be followed and the necessary paperwork will be filed with the Office of Student life and the College of Education.

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). All cell phones and beepers must be turned off during class periods unless prior permission has been given by the instructor. No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Criminal background checks will be conducted on all students enrolled in selected undergraduate courses in the COEHD. Since observation and interaction with minors is required for successful completion of degree programs in the COEHD, students who do not have a clear criminal background check may not be allowed to continue in the programs of the College.

Accommodations for Students with Special Needs

If any member of this class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the Office of Disability Services to perform in this class. Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18 (Main Campus, 458-4157) or BV 1.302 (Downtown, 458-2838). Please advise the instructor of such disability and the desired accommodations at some point before or immediately after the first scheduled class period.
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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>January 12</td>
<td>Introduction and Syllabus</td>
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<td>January 19</td>
<td>Overview of course, overview of curriculum theory</td>
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<td>January 26</td>
<td>Theories</td>
<td>Chapter 2 Issue 2</td>
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<td>February 2</td>
<td>Philosophies</td>
<td>Chapter 3 Issue 4</td>
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<td>February 9</td>
<td>Design</td>
<td>Chapter 4 Article 1 Article review due</td>
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<td>February 16</td>
<td>ONLINE CLASS DISCUSSION (WebCT)</td>
<td>Issue 18 – Use Discussion Board</td>
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<td>February 23</td>
<td>Issues in Macrocumriculum</td>
<td>Chapter 5 Issue 8</td>
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<td>March 2</td>
<td>Models of Instruction</td>
<td>Chapter 6 Issue 14</td>
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<td>March 9</td>
<td>Evaluating Curriculum</td>
<td>Chapter 7 Issue 15 Philosophy of Education Due</td>
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<td>March 16</td>
<td>Spring Break – Class does not meet</td>
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<td>March 23</td>
<td>Implementing Curriculum</td>
<td>Chapter 8 Issue 23</td>
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<td>March 30</td>
<td>Case Studies, continued</td>
<td>Articles on CRP Issue 7</td>
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<td>April 6</td>
<td>Other Current Topics in Curriculum</td>
<td>Articles on Globalization Issue 5</td>
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<td>April 13</td>
<td>In-class Exam (meet in computer lab)</td>
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<td>April 20</td>
<td>ONLINE CLASS DISCUSSION (WEBCT)</td>
<td>Issue 17 – Use Discussion Board</td>
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<td>April 27</td>
<td>Presentations of Curriculum Analysis</td>
<td>Curriculum Analysis Due</td>
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<td>May 4</td>
<td>Final Exam, 5:00-7:30 – Presentations of Curriculum Analysis</td>
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*Flexibility Clause. The instructor reserves the right to modify or change the assignments, sequence of assignments, or weight of assignments as necessary and as reflected by the needs of individuals or the group during the semester. This course outline represents a tentative listing of information and modifications may be assigned as necessary and appropriate.

ESTRA CREDIT OPPORTUNITIES: Writing Project, February 6, 2010, Downtown, 8:30-12:45p m
IDS Colloquium, April 15(3-9:30pm) -16 (9-6:00pm), 1604 Campus,