EDUC 691-01
CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL
DR. CYNTHIA F. TRICOU, Professor, Department of Teaching and Learning
SOUTHEASTERN LOUISIANA UNIVERSITY
SPRING 2004

Course Computer Number: 2300 TEC Room 2007
Tuesdays 5:00-7:50 p.m.

Office: TEC 2018D Office Phone(985) 549-5260
Home Phone(985) 345-3680 (in case of emergency only, please)
email: ctricou@selu.edu
webpage: www.selu.edu/Academics/Faculty/ctricou
Office Hours: Tuesday 9:30-11:00 & 4:00-5:00
Wednesday 10:00-2:30
Thursday 10:00-11:00 & 2:00-4:00

COURSE DESCRIPTION: Credit 3 hours. A Study of the principles and procedures for validating educational objectives in the elementary school, selecting and structuring experiences, initiating and directing curricular change; and evaluating results of curricular planning.

SLU COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
VISION: The SLU teacher candidate is an EFFECTIVE EDUCATOR.
MISSION: To provide a quality program through which teacher candidates demonstrate the knowledge, skills, and dispositions needed to have a positive impact on student achievement in PK-12 schools.
CONCEPTUAL FRAMEWORK: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human development has identified four critical components of THE EFFECTIVE EDUCATOR:
* standards-based instruction (SBI),
* knowledge of the learner (KL),
* best pedagogical practices (PP), and
* content knowledge (CK).

RENTAL TEXTBOOK:

SUPPLEMENTARY TEXTS: (These are required for team and individual projects and will be provided, but must be shared.)

OBJECTIVES AND PERFORMANCE OUTCOMES:
The student will be able to
1. Demonstrate an in-depth understanding of the meaning of school curriculum. (SBI, KL, PP, CK)
2. Demonstrate knowledge of current social and cultural issues/trends and how they impact the elementary school curriculum. (SBI, KL, CK)
3. Review basic historical and philosophical foundations of curriculum decision making. (SBI, PP, CK)
4. Identify various forces that control curriculum and how they relate to each other. (SBI, KL, CK)
5. Demonstrate knowledge of new developments in the elementary/middle school curriculum areas (language arts, math, science, social studies, physical education, music, arts). (SBI, KL, PP, CK)
6. Clarify a position as to what should and should not be taught in the elementary school. (SBI, KL, PP, CK)
7. Identify various teacher traits, behaviors, and characteristics that affect learning. (KL, PP)
8. Identify, evaluate, compare various teaching strategies/methods. (KL, PP)
9. Demonstrate knowledge of general steps in the process of curriculum change and improvement. (CK)

COURSE EVALUATION
CAUTION: Each of the grading components is evaluated separately. You must consider all parts of all components to earn the grade of your choice.

YOUR GRADE IS DEPENDENT ON THE FOLLOWING (4) FOUR COMPONENTS:
1) Attendance and active participation (Check for the number of excused absences allowed for the grade you want to earn.)
2) Requirements/Assignments completed: ALL parts of ALL assignments must be completed for an "A."
   Check each assignment in the syllabus to see what is required for the grade you want to earn
3) Total number of points earned on assignments and exams. See grading point scale below.
4) Special Research Project (mandatory only for a grade of "A") This project is based on a separate point system and is not added to your assignment/exam points.

IMPORTANT: IMPORTANT: CHECK EACH REQUIREMENT LISTED IN THIS SYLLABUS FOR THE GRADE YOU WANT TO EARN WHICH IS THE GRADE YOU CHOOSE FOR YOUR CONTRACT.
ALL ASSIGNMENTS/REQUIREMENTS (ALL PARTS) MUST BE COMPLETED FOR A GRADE OF "A" IN THE COURSE.

IF YOU WISH TO DROP THE COURSE, YOU MUST FOLLOW THE PROPER PROCEDURES. THE PROFESSOR WILL NOT DROP THE COURSE FOR YOU.

Make-up exams will not be given unless cleared before the exam by the professor. If a make-up exam is approved, you will have a maximum of one week from the scheduled exam to do so.

LATE: Assignments turned in late: Lose at least one (1) point per day late if professor chooses to accept the late work at all. HOWEVER, it is better to turn it in late than not at all.
ALSO, just because you are absent does not excuse you from turning in assignments on time. If you think you will be late with an assignment, you must inform me BEFORE the due date. I will work with you if you are sincere in your work ethics and take responsibility for yourself.

GRADUATE STUDENTS ONLY: Pass/Fail Option: Graduate students may take this course for Pass/Fail credit provided they complete the proper form by the end of the first week of classes. A "P" grade is given only if the student has earned a "C" or better in the course. The course may not be used towards a degree if you sign up for this option. A pass/fail course can never be used for credit in a degree program.

GRADING SCALE: A 315-293 plus 45-50 points earned on research project (Your project must be of "A" quality and have all required components.)
   B 292-274
   C 273-246
   D 245-221
   F 220-below

The grading scale above is based on the following percentages: Percentages: 93%-100%=A, 87%-92%=B, 78%-86%=C, 70%-77%=D, 69%-below=F
COURSE REQUIREMENTS:

1-A. Attendance Requirements and Participation: ALL STUDENTS-all grade contracts: Students should attend all classes, be on time, and not leave early. Students must sign the attendance sheet during class time to document attendance; it is CHEATING to sign someone else’s name. When you sign your name, put the number of books you reported on orally on that day. Students are expected to be active participants throughout each and every class. If you arrive late or leave early, you will be counted absent for the entire class. Be on time because at the beginning of each class we will have SSR (sustained silent reading) with classical music (different composer each week). I need you here! When you

HOW TO GET AN ABSENCE EXCUSED: A WRITTEN EXCUSE for EACH ABSENCE MUST BE TURNED IN TO THE PROFESSOR ON THE DAY YOU RETURN FROM YOUR ABSENCE.

FOLLOW THESE GUIDELINES FOR YOUR WRITTEN EXCUSE:

1. On a FULL SIZE SHEET of standard size paper, write the following course heading on the LEFT side.
   
   Name and #
   EDUC 691-01
   Absence Excuse
   Today’s date

2. Write a sentence giving the date you were absent, then write a statement explaining why you were absent.

3. Staple documentation to the BACK of your statement only if you have it (example: doctor’s excuse).

4. Turn in your written excuse-statement to the professor on the day you return from your absence.

I WILL AUTOMATICALLY EXCUSE YOUR ABSENCE UNLESS I INFORM YOU OTHERWISE. Absences for all students are reported on the final grade sheet.

An absence does not excuse you from assignments due, material covered or assignments/announcements made. You are responsible for turning in your assignments on time and finding out what you missed. I recommend that you ask a dependable student in class to turn in work for you when you can’t be here and take notes for you. Handouts can be picked up in my office.

NO UNEXCUSED ABSENCES ARE ALLOWED FOR A GRADE OF "A" or "B." in this course, so if you are absent, be sure to follow the directions above and get the absence excused. Please note, there are a limited number of excused absences allowed per grade earned.

Number of EXCUSED absences allowed for each GRADE:

For a grade of "A" in the course: no more than 2 daytime classes or 1 night classes
For a grade of "B" in the course: no more than 3 daytime classes or 2 night classes
For a grade of "C" in the course: no more than 5 daytime classes or 3 night classes
For a grade of "D" in the course: no more than 7 daytime classes or 4 night classes

BONUS POINTS: Five (5) bonus points are given to students with NO absences.

IT IS IMPOSSIBLE FOR YOU TO BE AN ACTIVE PARTICIPANT IN THIS CLASS AND INTERACT WITH OTHER STUDENTS REGARDING CURRICULUM IF YOU ARE ABSENT; THEREFORE, YOUR ATTENDANCE IS EXTREMELY IMPORTANT IN THIS CLASS. PLEASE, DON’T BE ABSENT UNLESS YOU ARE SICK OR HAVE A REAL EMERGENCY.

Attendance is extremely important in this course! All course objectives are reflected in this requirement.

***WHAT TO DO IF YOU GO OVER THE LIMIT FOR ABSENCES: IF YOU HAVE HAD SEVERAL EMERGENCY SITUATIONS AND MUST BE ABSENT MORE THAN THE NUMBER OF ABSENCES ALLOWED FOR YOUR CONTRACTED GRADE, YOU MAY SUBMIT TO ME A WRITTEN REQUEST (WITHIN 5 DAYS OF THE ABSENCE) (ON STANDARD SIZE PAPER WITH COURSE HEADING) ASKING ME TO GIVE YOU MAKE-UP WORK AND ASSIGN YOU EXTRA WORK TO MAKE UP FOR EACH ADDITIONAL ABSENCE BEYOND THE LIMIT. YOU MUST ALSO STATE THE REASON FOR YOUR ABSENCE WITHIN THE REQUEST. I WILL LET YOU KNOW IF YOUR REQUEST WILL BE GRANTED. I WILL WORK WITH YOU; I KNOW EMERGENCIES COME UP. (The make-up assignment is generally ONE additional project FOR EACH DAY ABSENT OVER YOUR CONTRACTED LIMIT OF EXCUSED
ABSENCES.)

1-B. STUDENT BEHAVIOR EXPECTATIONS AND CLASS PROCEDURES (all students):
Show respect for your fellow students and the professor.
Please use good manners and always be considerate of others.
CONSIDER THE FOLLOWING:
1. NO gum chewing. I am sorry, but this has been abused in the past - with loud smacking, clicking, popping, etc. This type of behavior is very unprofessional and is distracting the professor and to other students.
2. No food or snacks. I am sorry, but this has also been abused in the past - and has proven to be distracting. Eat your food/snacks BETWEEN classes ONLY, please.
3. I discourage bringing drinks to class, but if you feel you need to, please be respectful of others. I recommend a water bottle. Do NOT open canned drinks during class. The noise is distracting and disrespectful.
4. Clean up after yourself. Make sure the tables, etc. are left cleaner than you found them. Teach your children/students to do the same.

5. Children are not allowed anywhere in the TEC without you, the parent. In case of emergency, you may bring your child to class with you, but not on a regular basis. Be sure to bring books for them to read or blank paper to write on - NO coloring books please.
6. Show respect for others by not talking while someone else is talking.
7. For SSR: Always bring one or two children's or young adult's novels to class for silent reading or Sustained Silent Reading, when everyone reads together. These are easy chapter books (fiction). Please do not sign the roll during SSR.
8. Participate and pay attention throughout class. Do NOT bring other kinds of work to do or study.
9. Listen (do not write) during read alouds and other activities requiring your full attention.
10. Free discussion, inquiry, and expression are encouraged at appropriate times during class. Classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior which is inappropriate and cannot be resolved by the student and the instructor will be referred for administrative or disciplinary review.
11. In addition, YOU will be expected to follow the TEC fire drill policy: When the fire alarm sounds, orderly exit the building immediately and maintain a distance of at least 50 feet from the building until the signal to return to class. (The Laboratory School, which is housed in the TEC, is required by law to have at least one monthly fire drill in which everyone in the building must participate.)

TENTATIVE CLASS AGENDA:
Opening, sign roll sheet
Whole class: announcements, bonus book sharing, required readings
Small group - team activities and/or lecture

2. PORTFOLIO-FOLDER, COURSE NOTES PACKET, REQUIRED READINGS PACKET, NAMEPLATE, CONTRACT, GRADE SHEET (ALL STUDENTS - due immediately or as directed) (REQUIRED of ALL STUDENTS-all grade contracts)
   * PORTFOLIO-POCKET FOLDER (NO Brads): Students MUST PROVIDE A PORTFOLIO-FOLDER: A COLORED POCKET FOLDER (standard size and style). The folder will be used as your portfolio to keep all of your completed work for this class. All assignments evaluated by self, small group, and the professor must be kept in this folder to document the final grade in this course. NO black or dark blue folders because the black marker does not show up well. PORTFOLIO MUST BE BROUGHT TO EVERY CLASS. I will take a photo of you reading a book to be glued on the front cover. A reflective FINAL SELF-EVALUATION will be completed before the due date.
   LABEL YOUR FOLDER: With a Thin-line Permanent Black Marker PRINT the following at the TOP of the front cover:
   Name and Roll Number
   EDUC 691- 01
PORTFOLIO DUE DATE: Tuesday, MAY 4

* COURSE NOTES PACKET & REQUIRED READINGS PACKET: MUST be brought to EVERY class with you. BUY THEM at the SLU Bookstore.
* NAMEPLATE: MUST bring to EVERY class. You will be given a card to make your own NAMEPLATE to be kept in the FRONT POCKET of your portfolio. As soon as you get to class, place it on top of your desk. Just before you leave put it back in the front pocket of your portfolio.
* CONTRACT: Keep your CONTRACT FORM in the front pocket of your folder. Use your contract as a worksheet to keep track of assignments and grades. TURN IT IN WITH YOUR PORTFOLIO WITH YOUR PROPOSED GRADE.
* GRADE SHEET (and INSURANCE FORM): Turn in GRADE SHEET immediately along with your INSURANCE FORM. Complete these forms as directed.

FORMAL STANDARD ENGLISH USAGE: ALL STUDENTS

Students will be evaluated on the basis of the course requirements listed in this syllabus AS WELL AS THE FOLLOWING:

All assignments and essay answers will be evaluated 80% content and 20% writing mechanics BECAUSE teachers are expected to model high standards in writing at all times.
ALL WORK MUST BE COMPLETED NEATLY. YOUR PAPER IS A PICTURE OF YOU! Be CLEAN AND NEAT!

All written assignments must be completed using standard English. Complete sentences must be used in all written assignments unless specified. Evaluation will include content, mechanics, usage, standard letter formation, and neatness - as well as specific details given in this syllabus and in class. Oral standard English is also expected. I correct oral English grammar in this class. Why? Because I care about you - and I don't want you to be labeled. Teachers are supposed to be educated in standard English. Please do not be offended when I correct you. Please feel free to correct me when I make mistakes - of course, only in a respectful way!

ASSIGNMENT GUIDELINES: ALL STUDENTS

MUST use forms given in class (you may input these on your computer, but only if you follow the same format).
NO plastic sleeves/paper holders (never, not even in portfolio).
NO paper clips. Use a stapler.
NO looseleaf binders.
NO title pages.
USE the COURSE HEADING on papers when forms are not required. (See specific requirements for details.)
Write your class ROLL NUMBER on all your papers.
FOLLOW specific guidelines for EACH assignment as directed in this SYLLABUS.

3. Exams (for all grade contracts):
Midterm (100 Points Possible) (Individual essay) Given Tues., March 2 - Due Tues., March 9 5:00 pm
Final (100 Points Possible) (1. Team graphic organizer 2. individual essay) Part 1- Dec. 2 Part 2- Dec. 9 5:00 p.m.

4. Required Readings (required for All Students-all grade contracts)
Present a short ORAL SUMMARY and YOUR REFLECTION/EVALUATION of an assigned reading and
lead in a discussion of the reading in relation to its impact on the elementary school curriculum. The selected required readings by researchers, theorists, and practitioners are on sale at the SLU Bookstore. Each student must purchase a copy and bring them to every class for reference. All students are to read all articles and be prepared to discuss them in class.

* Each student must select a minimum of __4__ of the required readings (3 + 1 new article).
* Each article for which you lead the discussion is worth 5 points.
* You must sign up for dates at the beginning of the semester; we will do three to four readings per class. Required readings will consist of three types: bound articles selected by me from the SLU Bookstore, and the articles you select and bring in. Therefore, some of the readings will come from your textbook. Some will come from journals. Some, you will select yourself.
* You will provide a one-page handout summarizing the reading for the professor and each student in the class. Your ONE-PAGE handout must include the following:

  * COURSE HEADING
  * Name and Roll Number
  * EDUC 691-01
  * Required Reading
  * Date: ________________

  * FULL bibliographical information (must use reference APA style)
  * Name of article
  * Date of publication
  * Author(s)
  * Journal Title
  * Volume/Issue
  * Pages

  * State the main idea/purpose of the article and list the most important things to remember from the article in relation to curriculum - informal and/or formal.
  * Compare or relate at least one part of the article with at least one aspect of your school's curriculum.

IF YOU ARE ABSENT WHEN IT'S YOUR TURN TO LEAD DISCUSSION: Call someone in your group and swap articles with her/him so that the article can be discussed AS SCHEDULED. WE WILL NOT SKIP IT BECAUSE YOU ARE ABSENT.

* It is necessary for you to SELECT YOUR OWN READING for your 4th reading. YOU MUST BRING A COPY of the article FOR THE PROFESSOR WITH FULL REFERENCE (APA STYLE).
* 5 points each reading
* Due Date: Readings are due each week according to when you sign up. BUT ALL readings are to be completed by Tues., March 30

5. Jim Trelease Video and other videos (required of All Students-all grade contracts)
It is mandatory that you view the Jim Trelease video, which will be shown in class. Parts of other videos will be shown on the same day. If you are absent, you must check them out to view and then turn in a typed report detailing the contents. (TENTATIVE DATE: Tues., March 23)

6. Video Circle Discussion (required for All Students-all grade contracts):
Videos will be viewed at home then discussed in class in a group. Take notes on the video as you view it. The notes will be taken up after the discussion in class. Be prepared to state how the curriculum information contained in the video may impact your educational situation in order to improve student learning.
(5 points each video: TENTATIVE DUE DATE: All circle discussions must be completed by Tues., April 6)

7. Theme Books (children's literature) and Theme Activities (required for All Students-all grade contracts):
Select and bring at least five (5) books on a theme (a specific concept) AND plan integrated curriculum teaching activities to present to a small group. Prepare a handout.
Select a theme (CONCEPT) in the area of social studies, science, or math - Your theme topic must be approved by me.
GUIDELINES:
1. Your five (5) theme books must be of several DIFFERENT genres (traditional literature: folk/fairy tales, myths, legends, etc.; modern fantasy; realistic fiction; historical fiction; poetry; informational or biography.)
2. The classroom activities you choose must be meaningful activities which do NOT involve the traditional
textbook or workbook nor duplicated sheets. No XEROXED WORKSHEETS ALLOWED.
3. In selecting your activities, incorporate as many of the following subjects as possible as you try to connect learning with real life: reading, writing (handwriting, spelling, grammar, mechanics), speaking, listening, math, science, social studies, art, music, physical education, foreign language.
4. The activities should be appropriate to teach specific and general objectives related to the LOUISIANA CONTENT STANDARDS.
5. On your handout STATE the specific Louisiana Content Standard and Benchmark Numbers as well as the standards and benchmarks themselves.
6. The activities should be multi-sensory, child centered, hands-on, interactive, integrated, personally meaningful.
7. Connect your activities to the 5 foundation skills in the Louisiana Content Standards: communication, problem solving, resource access and utilization, linking/generating knowledge, and citizenship. List the Foundation Skills which apply to your activity after each Benchmark.
8. After you have listed the Foundation Skills, list at least 5 specific plans for accommodations for individual differences and 3 general plans for accommodations for individual differences concerning your selected activities (to justify how the activities meet the needs of students with academic differences as well as learning style differences).
9. Your activities should not involve any type of reproducible sheet such as workbook page, ditto master, etc.
On your handout give a very brief process summary of your activities. This is NOT a lesson plan.
10. Also on your handout list the specific ways that each activity deals with HIGHER ORDER THINKING (at least one of the top 3 levels: evaluation, synthesis, or analysis).
11. Include technology in at least one activity.
12. Include AUTHENTIC assessments (such as RUBRICS) within your activities, which occur during the activity, not at the end of the activity (i.e. checklists, self-evaluations).
13. Provide a handout for the professor and each member of your small group. You will not have time to go through the process of each activity, but you will explain the activities. Your presentation will be supported by your small group.
*NO TITLE PAGE ALLOWED - BUT on the first page in the upper left corner write the course heading as shown below:
   Name and Roll Number
   EDUC 691-01
   Theme Books and Activities
   Date: ______________
   Theme Topic: ______________
   Grade Level: ______________

Please STAPLE PAPERS. Do not put in folder or binder.
(40 Points Possible - Sign up for due date.) All DUE by Tues., April 6

Part 1 - FORMAL CURRICULUM: Make an observation of a teacher teaching a specific lesson and reflect upon how the needs of the students were met (academic abilities and learning styles). What kinds of activities and materials did the teacher use? Did the activities involve traditional textbook teaching? What would you suggest for improvements? (What are the skills and concepts being taught?). You are there to study and analyze the curriculum of that particular lesson. Take notes as you observe on as many aspects of the formal curriculum as possible. Then think about improvements in content, method, or assessment you would suggest? Remember, you are not there to perform an evaluation of the teacher. You are there to carefully analyze the teaching practices (instructional strategies) that the teacher is implementing as well as the content of the lesson.
Part 2 - INFORMAL/SILENT CURRICULUM: During the same observation, take note of the total environment: physical, social, emotional aspects. Observe wall displays, furniture arrangement, reading center arrangement as well as other centers, discipline climate, classroom management procedures, transitional procedures, and overall classroom/school climate. Take notes as you observe on as many
aspects of the environment as possible. Then think about improvements you would suggest? Remember, you are not there to perform an evaluation of the teacher. You are there to carefully analyze everything in the classroom environment, which may have an effect on students.

Your experiences will be shared in small groups DURING the due-date class. You must get permission from the principal and the teacher to make the observation.

You must turn in the forms that I give you in class, which are to have the school's name, grade, subject, but not the teacher's name on your paper. Staple all of your observation notes to the back of the form. Your small group will help REFLECT on the lesson you observed and SUGGEST IMPROVEMENTS in three areas concerned with FORMAL CURRICULUM: content, method (activities), resources (materials), and assessment as well as three areas concerned with INFORMAL CURRICULUM: physical environment (arrangement of furniture, things on the walls), emotional environment (management techniques-discipline), and at least one other element which affects the informal-silent curriculum. These reflections will be turned in as well.
(10 points possible) Due Date: Tues., March 16 Must be present.)

9. LA Content Standards Group Project (for all grade contracts):
Each team will be responsible for studying and presenting the LA Content Standards for each subject area. Standards and benchmarks: Presentations will be made in class.
(10 Points Possible) -
Sign up for special due dates, but all must be completed before Tues., March 30: Specific Due Dates to be announced.
Regarding Course Objectives: All objectives are reflected in this requirement.

This is a PARTNER ASSIGNMENT. Teacher, Parent, and Student NSSE Surveys will be conducted during class. You will need to complete forms; staple your notes to the back.
(5 Points Possible) - Due Date: Tues., April 20
Regarding Course Objectives: All objectives are reflected in this requirement.

11. SACS Team/Group Project: School Improvement Process - National Study of School Evaluation (for all grade contracts):
Each team will be responsible for studying and presenting part of the NSSE process for Continuous School Improvement using the following resources.
Presentations will be made in class.
(10 Points Possible) - Due before Tues., April 27: Specific Due Dates to be announced
Regarding Course Objectives: All objectives are reflected in this requirement.

12 REPORT: Professional Development Activities REPORT: Required for "A" and "B": BOTH ACTIVITIES (#1 & #2) ARE REQUIRED FOR "A" grade contract; The First Activity (ACTIVITY #1) IS REQUIRED FOR a "B" grade contract.
ACTIVITY #1: JOIN an approved professional organization (approved organizations will be announced in class). If you want to make an "A" in this course, you must join a recommended professional organization. I will not accept any excuses such as "I can't afford it." If you have financial problems, we can work out something - only don't wait until the end of the semester to discuss this with me.
*NOTE:* BEFORE you turn in your completed membership form, XEROX the form and your check. This copy (membership form with check on top) is to be stapled to the back of your report.

*IF YOU PAY with cash, make sure you have the person taking your money sign both your copy of the membership form and the original membership form.

**ACTIVITY #2:** ATTEND one of the organization's activities (OR you may select A different APPROVED professional development activity such as a conference/meeting. BOTH ACTIVITIES must relate to the elementary school curriculum. I will have a list of activities and dates in class for you to choose from. This activity must be outside of class/the school day - Turn in a short TWO-PARAGRAPH REPORT following these directions: MUST BE TYPED/DUPLICATE-SPACED:

1. use ONE sheet of paper for BOTH activities and put your course heading:
   - Name and #
   - EDUC 691-01
   - Professional Development
   - Today's date

2. in the first paragraph tell what organization you joined and the date you joined;
3. in the second paragraph tell which meeting, conference, or presentation you attended and the date; also, give a one or two sentence summary of the experience. Reflect on your experience and explain what you learned INCLUDING HOW YOU DEVELOPED PROFESSIONALLY IN ORDER TO IMPROVE YOUR POTENTIAL STUDENTS' LEARNING AND PERFORMANCE. What impact will the activity have on your students' learning and achievement.

4. staple proof of BOTH of your activities by TO THE BACK OF YOUR REPORT (xeroxed copy of your membership application with your check and the meeting announcement or program or brochure. (5 + 5 = 10 points, due Tues., May 4)

Regarding Course Objectives: All objectives are reflected in this requirement.

13. **BONUS-BOOK SHARINGS** - Extra Credit - BUT: ONE IS REQUIRED FOR a grade of "A" grade: EVERYONE SHOULD DO THIS, BUT IT IS NOT MANDATORY. You will be earning extra credit by bringing to class a "special" book(s) OR OTHER TYPE OF MEDIA to share. The book/media must have special meaning to you. The book can be a new or old book which has outstanding features such as illustrations, a significant theme or topic, was your favorite childhood book, has an unusual format, belonged to your parents or grandparents, or is a "bad" or banned book, an excellent educational CD ROM or fantastic Internet Website for classroom use, etc. A few minutes will be used during class for bonus book sharings.

**GUIDELINES:**
1. Write COURSE HEADING top left (May be handwritten if PRINTED NEATLY):
   - Name and #
   - EDUC 691-01
   - Bonus Book Sharings
   - Today's date

2. Use SAME sheet of paper for ALL of your bonus-book sharing reports.
3. Put course heading at top of sheet THEN FOR EACH BONUS BOOK SHARING: Write 2 sentences; the first sentence should include the date of the sharing and title/author of the book; the 2nd sentence should be a short personal comment telling why the book is special to you. SKIP TWO LINES before beginning the next bonus-book sharing report.
4. Keep this paper in the front pocket of your folder until I take them up for posting on grade sheets.

**Bonus Book Sharing Continued:** You may earn up to 12 extra points only, and these bonus points may NOT be used to take the place of another assignment. The points are considered BONUS POINTS. This is not a mandatory assignment, EXCEPT for those who would like to earn an "A" in the course. This extra-credit option can be cancelled at the discretion of the professor at any time due to time constraints and appropriateness of book. IF YOU TAKE ADVANTAGE OF THIS BONUS, I WILL KNOW THAT BOOKS ARE SPECIAL TO YOU!!! How can you be a good teacher, or good parent for that matter, if books are not special to you? THIS REQUIREMENT IS OPTIONAL - EXCEPT FOR "A" CONTRACT, - BUT EVERYONE SHOULD DO IT!
Please note: I repeat, Bonus-book-sharing points may NOT be used to substitute for a required assignment. (3 @ 4 = 12 Points Possible - DUE DATE: Tues., May 4)

Regarding Course Objectives: Objective #1 is reflected in this requirement.

14. Research Project and Serving as a Change Agent: The research project is optional unless you are contracting for an "A" in this course. WHY? Graduate students should be leaders. Graduate students should be change agents in their own school systems. Graduate students should be models for other educators. (50 points possible - Due Tues., May 4) Staple form (rubric) on top.

To make an "A" in this course, you must receive at LEAST 45 of the 50 points as well as other requirements listed in this syllabus.

Consider the following choices, or you may want to write a small grant, or propose an additional idea to me for consideration.

1) Research an area of curriculum in your school and make recommendations for improvement. Complete the components on the rubric page. You must include a reference section (citing at least 3 references which were not provided for you in this class) following proper APA style and a signature page with signatures of educators who have been involved in your project. Staple rubric sheet as cover sheet.

2) Work with a school in a curriculum improvement project and turn in a strategic action plan for the particular project (goals, objectives, action steps (What needs to be done?), persons/committees responsible (Who will do it?), timeline (When will it be done?), resources needed (Will there be additional resources needed?), and assessment outcomes (What are the specific criteria for evaluating the success of the plan?) Also include a short explanation of exactly what has been completed up to that point and a signature page. It is not necessary for your school improvement project to be completed. The project may take one year or more to complete, but you must do some research and provide a plan as to how the project will be carried out. You must include a reference section (citing at least 3 which were not provided for you in this class) following proper APA style and a signature page with signatures of educators' who have been involved in your project. Staple rubric sheet as cover sheet.

3) Write a research paper entitled "Present and Predicted Future Trends in the Curriculum Area of ________________" and become a "specialist" in one of the following areas of formal curriculum: language arts (reading, writing, speaking, listening), math, science, social studies (topic must be approved by me). The ideas presented in the paper must be presented to a group of educators in your school to help insure its usefulness and bring about curriculum development. The presentation must take place prior to the paper due date. You must get signatures of everyone in attendance at your presentation and include this signature page in the paper you turn in to me. The paper requirements include the following: a title page, the body of the paper - not to exceed three or four pages, a reference page with at least three sources - professional journal articles and/or books, and the signature page. The information presented in the body of your paper should be an explanation of current and future trends in the curriculum area you have selected. You must have an introductory paragraph and concluding paragraph in the body of the paper. The paper must be typed, and you must follow APA style. If you have not taken the research class, you will need to get some help in order to follow the proper form. YOUR REFERENCES MAY INCLUDE THOSE IN YOUR REQUIRED READINGS BUT YOU MUST HAVE AT LEAST 3 OTHERS THAT YOU FIND ON YOUR OWN. Staple rubric as cover sheet on top.

REFERENCES/BOOKS (for journal articles, see special list of required readings)


Supervision and Curriculum Development.


JOURNALS
Educational Leadership (Association for Supervision and Curriculum Development)
Kappan (Phi Delta Kappa Professional Education Fraternity)
The Reading Teacher. The Journal of Reading. Reading Research Quarterly. (International Reading Association)
Reading: Exploration and Discovery (Louisiana Reading Association)
The Mathematics Teacher. Journal for Research in Mathematics Education (National Council of Teachers of Mathematics)
Language Arts (National Council of Teachers of English)
Science and Children (National Science Teachers Association)
Childhood Education (Association for Childhood Education International)
Principal (National Association of Elementary School Principals)
Social Education (National Council of Social Studies)

TENTATIVE TOPIC SCHEDULE:
We will follow the order of topics in your Course Notes Packet and Required Readings Packet. If time allows, the following topics will be included:
Teachers, Schools, Society - Curriculum
Curriculum in Historical Perspective
Organizing Pattern
How Children Learn: Similarities & Differences
Classroom Management
Exposition and Discussion Strategies
Inquiry, Problem Solving, Constructivism
Role-playing, Games, Simulations
Curriculum Planning
Resources for Learning: Technology
Strategies for Assessing, Evaluating
Teaching English Language Arts
Social Experiences
Mathematics
Science
Physical Education
Arts
Professional Development, Teacher Leadership
I reserve the right to adjust this schedule/syllabus as I deem appropriate.
SLU IMPORTANT DATES TO REMEMBER:

Mon., Jan. 19        Martin Luther King Holiday
Tues., Jan. 20       First day of classes
Jan. 20-22 (Tues.-Thurs.) Late registration and schedule changes
Thurs., Jan. 22      Last day for undergraduates to remove "I" grades
Mon. Feb. 16         Last day to file application for graduation for Summer or Fall 2004 without late penalty
Thurs., Feb. 19      First half-semester classes: Last day to withdraw or resign
Feb. 23, 24 (Mon.-Tues.) Mardi Gras Holidays (Classes resume at 12:00 Noon on Wed., Feb. 25)
Fri., March 19       Regular classes: last day to withdraw or resign
Mar 23-26 (Tues.-Fri.) Early Registration for Summer 2004
Mar. 29-Apr. 2 (Mon.-Fri.) Early Registration for Fall 2004
Apr. 9-16 (Fri.-Fri.) Spring Break - Easter Holidays
Thurs., Apr. 22      Second half-semester classes: Last day to withdraw or resign
Fri., May 7          Regular Classes end
May 10-14 (Mon.-Fri.) Final exams
Sat., May 15         All rental textbooks due
Sat., May 15         Graduation-Commencement 10:00 a.m.

IMPORTANT: IF YOU are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union.

DEAR STUDENTS: LET ME KNOW IF YOU ARE HAVING A PERSONAL PROBLEM OR EMERGENCY, AND I WILL BE GLAD TO HELP YOU IN ANY WAY I CAN. FEEL FREE TO CALL ME AT MY OFFICE OR AT HOME ANY TIME. I REALLY CARE ABOUT MY STUDENTS AND WANT TO HELP YOU.

ON THE OTHER HAND, I WANT TO CHALLENGE YOU TO TAKE RESPONSIBILITY FOR DOING THE BEST THAT YOU CAN DO AND PERFORM AT YOUR HIGHEST POTENTIAL: EXCELLENCE. PLEASE REALIZE THAT I SET VERY HIGH STANDARDS AND GOALS FOR MYSELF AND FOR ALL MY STUDENTS. I EXPECT THE BEST! I EXPECT YOU TO BE HERE. I RESPECT MY STUDENTS, AND I EXPECT RESPECT IN RETURN - FOR MYSELF AND THE OTHER STUDENTS IN THE CLASS.

GREAT IS YOUR INFLUENCE IN THE CLASSROOM. YOU HAVE A BIG, BIG, BIG RESPONSIBILITY IF YOU ARE CALLED "TEACHER." CFT

DEAR STUDENTS: Your assignments in this course may be selected as documentation of standards in the National Council for Accreditation of Teacher Education.

Have a GREAT semester! I'm glad you're here! CFT