

<b>COURSE TITLE</b>	Introduction to Curriculum and Assessment SED 453-01 Curriculum: Designs for Literacy, Learning, and Assessment SED 703 - 02 HONXXX Fall 2011
<b>INSTRUCTOR</b>	Julie Gorlewski 257-2856 Old Main Office Hours: T 10:00-12:00 noon, W 2:30-4:30 <a href="mailto:gorlewsj@newpaltz.edu">gorlewsj@newpaltz.edu</a>
<b>DEPARTMENT</b>	Secondary Education
<b>MEETING TIMES</b>	Tuesdays, 12:15-2:55, Old Main 236

### COURSE DESCRIPTION

Students will read, discuss, debate and write about curriculum and assessment philosophy and practice. Students will experience firsthand a variety of authentic learning assessments and observe and interview teachers in the Hudson Valley.

### COURSE OBJECTIVES

#### The Mission of the New Paltz School of Education

*This course, in line with the goals of the School of Education and Art Education, is designed to prepare caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We seek to create classrooms where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates: Inquiry and Intellectual growth, Professionalism, Appreciation of human diversity, Advocacy for students and Democratic citizenship.*

#### Goals: Values and Commitments

This course, in line with the goals of the School of Education, hopes to bridge the divide between foundations, theory, and practicing methods of pedagogy. You will develop:

#### -Inquiry and Intellectual Growth

(1) an understanding of the definition of curriculum, (2) an understanding of the scope and components of curriculum, (3) a knowledge of the major curricular theorists and curricular philosophies in order to broaden perspective of possibility.

#### -Appreciation of Diversity

(4) A disposition that legitimizes differing cultures, languages and ethnicities in your classroom and an understanding of how tolerance can be fostered.

#### -Professionalism

(5) A foundation of the tenets of effective student learning and assessment, (6) an understanding of how theory bridges to practice especially in relation to your Fieldwork experiences; (7) an exposure to instructional technologies.

#### -Advocacy and Democratic Citizenship

(8) The development of a lifelong critical and reflective stance towards your own teaching and the trends in your field, (9) a commitment to defining the curriculum in service to the individual student. (10) An understanding of how teacher identity contributes to advocacy.



## TEXTS AND RESOURCES

The following text is required:

*Zeitoun (2009)* by Dave Eggers. Vintage Press. ISBN: 0307387941

Other Resources:

Assigned articles are posted on the class Blackboard site or will be distributed in class. Print and bring articles to class.

You will need web access to participate in this course.

## POLICIES FOR EVALUATION/GRADING

Grading:

A+, A, A-/90 -100+	Work in this range exceeds the assignment's requirements. It is comprehensive, reflects a deep understanding of the material, is polished and professional looking, demonstrates excellent scholarship, and a strong command of the concepts introduced. Work in the A range contains an element of originality.
B+, B, B-/80 -89	B range work is comprehensive, fully meets the assignment's requirements, shows a good, thorough understanding of the introduced materials, is polished and professional looking, and demonstrates good scholarship.
C+, C, C-/70 -79	C range work is complete, but often inconsistent or uneven in quality. Work in this range demonstrates an adequate understanding of the presented material, but is often not fully polished or professional looking.
D+, D, D- / 60 -69	Work in this range is completed, but is often inconsistent and uneven in areas. Often this work does not make a strong connection to the presented material, or demonstrates a flawed understanding of the material. This work barely meets the requirements of an assignment, and is rarely polished or professional looking.
F/ 0-59	An F is earned if work is incomplete or does not demonstrate a minimal understanding of the presented material, and therefore does not warrant credit.

Participation:

Participation goes beyond answering questions. It includes posing questions, challenging ideas and offering insights into the teaching profession Your participation in this class is crucial, so it is important to be fully prepared for each class. Strive to articulate your ideas at least 3 times in each class, either in small or whole group conversations. Also, strive to assume leadership in the class either in small or whole group activities. Finally, it is important to demonstrate tolerance of and respect for a diversity of opinions.



## Major Assignments

Journal Questions (20%) Pose a thoughtful, provocative question based on the week's readings. Questions will be answered in class.	Due in Class, word-processed with name, date, and course section.  Bring annotated copies of readings to class.
<i>Zeitoun</i>  AD: <i>New Orleans After the Deluge</i> <a href="http://www.smithmag.net/afterthedeluge/about-2/">http://www.smithmag.net/afterthedeluge/about-2/</a>	Readings Due on September 13
Portfolio (20%)	Draft 1 Due October 25 Final Draft Due November 8
A unit plan inspired by <i>Zeitoun</i> (20%)	Draft 1: October 18 Draft 2: November 15 Draft 3: November 29
A lesson plan connected to the unit plan. (30%)	Draft 1: October 18 Draft 2: November 15 Draft 3: November 29
Class Professionalism (includes Participation and Attendance) (10%)	Ongoing; Final Examination Mandatory
Graduate Students will also be expected to lead a class discussion focused on Journal Questions.	Journal Questions 5-10, as assigned.
Honors students will also be expected to complete a multigenre project.	Draft 1: November 15 Draft 2: December 6

Please note that November 4 is the last day for course withdrawal.

## Course Syllabus

### Essential Questions:

- What is curriculum, and how does it “play out” in a classroom?
- How does a teacher assess learning?
- How do curriculum design and assessment practices comprise a “competent classroom?”
- What are some well-known theories about curriculum?
- How does a theory of curriculum play out in a real classroom?
- What blueprints can you draw for your future classroom by studying other teachers?

### Content Standards:

- What do I know about secondary students?
- What is my philosophy of education?
- What is my definition of curriculum?
- What do I know about planning a unit/lesson plan?
- What do I know about assessment?
- What kind of environment can a teacher design for his/her students?
- How will literacy instruction facilitate my work with students?
- How might technology facilitate my work with students?
- What resources might I use in my classroom?



UNIT	DATE	TOPIC	DUE IN CLASS
A TEACHING LIFE	AUGUST 30	What do we know about students and teachers?	<i>Welcome to my room</i> <i>What's really human?</i>
WHAT IS CURRICULUM?	SEPTEMBER 6	What is curriculum? What are some types of curricula? What are some ways of looking at curricula? How does curriculum design connect to students, teachers, and schools?	<b>Journal Question 1</b>  Fenwick English. <i>Deciding What to Teach and Test, Chapter 1: The Function of Curriculum in Schools.</i>  Addams, Jane. (1908). <i>The Public School and the Immigrant Child.</i>  Anyon, Jean. (1980). <i>Social Class and the Hidden Curriculum of Work.</i>
CURRICULUM DESIGN	SEPTEMBER 13	How does curriculum connect with a teaching philosophy?  Working with essential questions and content standards	<i>Zeitoun*</i>  <i>AD: New Orleans After the Deluge*</i> <a href="http://www.smithmag.net/afterthedeluge/about-2/">http://www.smithmag.net/afterthedeluge/about-2/</a>  *Bring to class an object that relates to one or both of the readings above.  <b>Journal Question 2 (based on one of the following readings):</b>  Dewey, John. (1929). <i>My Pedagogic Creed.</i>  Ayers, <i>To Teach</i> , 1 pg.  <i>Graduate Students also read: Ritchbart: First Days</i>
	SEPTEMBER 20	Models of Instruction  Odyssey	<b>Journal Question 3</b>  Bruner, Jerome. (1966). <i>Man: A Course of Study.</i>  Kauchak, Don & Eggen, Paul. (2011). <i>Introduction to Teaching.</i> pp. 379-392  <i>Stiggins: Defining Classroom Achievement Targets</i>
	SEPTEMBER 27	How does a teacher plan "experiences" for her/his students?	<b>Journal Question 4</b>  <b>SED 453: Bring Field Notes to Class</b>  Blythe and Perkins: <i>Understanding Understanding</i>  <i>Cazden-Variations in Lesson Structure</i>
	OCTOBER 4	How does curriculum design connect with your philosophy of education?	<b>Journal Question 5</b>  Beyond Gender Wars, AAUW Report  Begley, Sharon. (2009). <i>Pink Brain, Blue Brain</i>  <b>Setoodeh</b> : <i>Young, Gay and Murdered</i> , Time Magazine  <b>Graduate Students also read:</b> Greene, Maxine. <i>Curriculum and Consciousness.</i>



	OCTOBER 18	Working with your <i>Zeitoun</i> Unit Plans	Unit plan/Lesson plan draft 1
PORTFOLIO REVIEW	OCTOBER 25	SCHEDULED MEETINGS	Portfolio draft 1: 1-2 documents/artifacts in each of the 4 sections, appropriate commentary.
ASSESSMENT	NOVEMBER 1	The demystification of standards; the demystification of assessment	Journal Question 6  <b>SED 353: Post-Observation Analysis</b> Popham, W. James. (2011). <i>Why Do Teachers Need to Know About Assessment?</i>  Nelson, <i>Assessing Internal Group Processes in Collaborative Assignments</i>  Graduate students also read: Au, Wayne. <i>High Stakes Testing and Curricular Control: A Qualitative Metasynthesis.</i>
	NOVEMBER 8	What are some assessment models?	Journal Question 7  Portfolio final draft Gorlewski, Julie. <i>Formative Assessment: Can You Handle the Truth?</i>  Popham, W. James. (2011). <i>Deciding What to Assess and How to Assess it.</i>
	NOVEMBER 15	Living with challenging assessment/evaluation realities	Unit Plan/Lesson Plan Draft 2 Honors students: Multigenre Project Draft 1
YOU AS TEACHER	NOVEMBER 22	Literacy in the content areas	Journal Question 8  Gorlewski. <i>Shouldn't they already KNOW how to read?</i>  <b>SED 353: Professional Meeting Write-up</b> <ul style="list-style-type: none"> <li>• Describe what you saw/heard.</li> <li>• Explain what the meeting made you think about.</li> <li>• Discuss how the meeting made you feel</li> </ul>
	NOVEMBER 29	Technology	Journal Question 9  <i>Foundations Join to Offer Online Courses for Schools, New York Times</i>  <i>Doing the right thing with Technology, English Journal</i>  Unit Plans/Lesson Plans  Graduate Students also read: <i>Questioning Technology Use in Educational Reform</i>
	DECEMBER 6	Classroom management and its connection to curriculum	Journal Question 10  Tulley and Chiu - Student Teachers and Discipline <b>SED 353: SIGNED OBSERVATION LOGS</b> Honors Students: Multigenre Project Final
FINAL EXAMINATION	DECEMBER 20 12:30 - 2:30 PM	Final Presentations	<b>ATTENDANCE/PARTICIPATION IS MANDATORY</b>



### STATEMENT ON ACADEMIC INTEGRITY POLICY

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. For definitions of these offenses, as well as the process that a faculty member will follow if a student is found to be engaging in any form of academic dishonesty, see the section on Academic Integrity in the Advising Handbook, available at [www.newpaltz.edu/acadadv](http://www.newpaltz.edu/acadadv).

### STATEMENT ON COLLEGE AND ADA POLICY

Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (Student Union Building, Room 205, 257-3020). The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations.

Students are encouraged to request accommodations as close to the beginning of the semester as possible.

### ATTENDANCE & TARDINESS POLICY

Missing more than 20% of class meetings will jeopardize your standing in this class, and you will be asked to withdraw, because you will not have attended enough classes to earn a grade. If you must be absent, please e-mail me about your absence in advance, and arrange to secure notes and assignments from a classmate. Quizzes cannot be made up. Arriving late and having to leave class early qualifies as an absence.

If a class needs to be cancelled, the date will need to be made up somehow. Check the school website or call 257 - INFO for information about school closings. If I need to cancel a class, I will post the cancellation on the Blackboard site and e-mail everyone.

### ORGANIZING YOUR PORTFOLIO

Portfolios should include a table of contents that lists the four values and commitments, an introductory section that includes a statement or depiction of the ethical vision or philosophy that shapes your educational practice, and these four sections, clearly labeled:

- **Inquiry and Intellectual Growth.** Items in this section should show your knowledge of your discipline and of the liberal arts and sciences; your ability to reflect on all aspects of educational practice, including curriculum planning, pedagogy, the social foundations of education, and technology; and your continued development as a learner.
- **Professionalism.** Items in this section should show your development as a professional – i.e., your collegiality with families, communities, and colleagues; your ability to articulate an ethically informed philosophy that guides your educational practice; your ability to plan and implement meaningful instruction, and perhaps your effectiveness in supporting institutional change to better meet learners' needs.
- **Appreciation of Human Diversity.** Items in this section should show your respect for and knowledge of human diversity as well as your ability to develop curricula that will engage all students.
- **Advocacy for Students and Democratic Citizenship.** Items in this section should show how you have advocated for the needs or rights of students to an equal educational opportunity, or how you have created a social climate in the classroom in which all students feel welcome and able to participate.



## THE PORTFOLIO

Portfolio progress; at the end of this course is “Stage Two” of the portfolio process. *See Portfolio Guidelines* for more information. Any teacher candidate who is seeking an education degree through SUNY NP must submit a portfolio.

-**Programmatic portfolio:** Each candidate will meet with the instructor to discuss his or her portfolio. The portfolio is due before the conference.

-**Purpose:** Your experience creating a second draft of your programmatic portfolio should help you synthesize what you have learned within the Secondary Education program.

-**Definition:** A portfolio is a purposeful sample of student work; students and teachers negotiate and review portfolio entries. A student not only makes careful selections for what to include in a portfolio, but also justifies each selection with written commentary.

-**Justifications:** You will need to specify how each “artifact” within the portfolio reflects your capacities for Inquiry & Intellectual growth, Professionalism, Appreciation of human diversity, and Advocacy for Students & Democratic citizenship. Essentially, provide evidence that you are a well-read, skilled scholar, and a thoughtful and capable future teacher progressing through the Secondary Education program.

-**Portfolio Materials/format:** Many candidates make their portfolio electronic at this stage. Others purchase a 3-ring binder and organize their portfolios by labeling dividers with each of the School of Education’s four values and commitments (e.g., *Inquiry and Intellectual Growth*, etc.).

### “Stage II” Portfolio format for Candidates in Adolescent Education (10%)

1. Title page including original title
2. Table of contents makes it easy for reader to navigate and access materials. Organize this section with a bulleted list of contents
3. Personal Vision Statement (one page or less).
4. 1-2 selections per section with justifications. The pieces, taken as a whole, should reflect your understanding and achievement meeting the commitments of the School of Education.

Program Portfolio Chart

Evaluation stage	Artifacts recommended	Recommended entries*	Reviewer	Assessment
Foundations seminar	1	At least one document or artifact in at least 1 of the 4 sections, with appropriate commentary.	Foundations Seminar instructor	Satisfactory or unsatisfactory
Curriculum & Assessment	4	1 document/artifact in each of the 4 sections, appropriate commentary.	Curriculum & Assessment Instructor	Satisfactory or unsatisfactory
Student-teaching semester	8-9	2-3 documents/artifacts in each of the 4 sections, with appropriate commentary; ethical vision or philosophy and evidence of student learning must be included.	Student-teaching seminar instructor or program coordinator	Target (exemplary), satisfactory, or unsatisfactory

Department of Secondary Education: Portfolio Rubric



Portfolio Creator/Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

**Stage II: Curriculum & Assessment**

Scored by individual professor teaching course

AT LEAST ONE ARTIFACT REPRESENTS CANDIDATE'S PERFORMANCE  
IN EACH OF THE FOUR *Values and Commitments* CATEGORIES

**Values & Commitments**

YES NO

UP v. SP Round 2

**Inquiry and Intellectual Growth**

Match between artifact & section  
Commentary/rationale helpful/effective

YES NO  
YES NO

**Professionalism**

Match between artifact & section  
Commentary/rationale helpful/effective

YES NO  
YES NO

**Appreciation of Human Diversity**

Match between artifact & section  
Commentary/rationale helpful/effective

YES NO  
YES NO

**Advocacy and Democratic Citizenship**

Match between artifact & section  
Commentary/rationale helpful/effective

YES NO  
YES NO

**Additional Comments:**

UP = Unsatisfactory progress

SP = Satisfactory progress

**Comment Codes (examples) for Unsatisfactory Portfolios:**

1. Commentary/rationale unclear
2. Commentary/rationale need further elaboration
3. Poor writing quality in commentary/rationale or evidence
4. Portfolio disorganized, sloppy, and/or unprofessional in presentation
5. Missing evidence
6. Evidence does not match commentary/rationale
7. Artifact and/or commentary/rationale do not align with indicated Values & Commitment category
8. Artifact not of sufficient significance to satisfy Values & Commitment category
9. Presentation needs more careful and deliberate attention
10. Inadequate number of artifacts given the expectations of round
11. Commentary/rationale reflects clear, cogent writing
12. Evidence is compelling
13. Portfolio is well organized
14. Range of evidence is impressive
15. Professional commitment is inspiring

TABLE OF CONTENTS CLEAR and USER-FRIENDLY

YES NO

Appropriate Vision Statement Included

YES NO

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#### STUDENT EVALUATION OF INSTRUCTION

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of three or more students. I value your feedback and use it to improve my teaching and planning. Please complete the form during the open period on-line. The fall 2011 end-of-semester SEIs will be administered from November 28-December 9.



SED 453- Introduction to Curriculum and Assessment

Honors Project

Complete a research paper or multi-genre project based on the hidden curriculum

Fenwick English defines the "hidden curriculum" as follows:

This curriculum is the one rarely discussed in schools. It is not even recognized by many educators who work in them. The hidden curriculum is the one that is taught without formal recognition. For example, American children are taught to be "neat and clean," "on time," and "respectful" to teachers. These "lessons" are rarely contained within formal curricula. But they are powerful conventions and norms that are at work in schools nonetheless.

The hidden curriculum contains "structured silences" (Aronowitz & Giroux, 1985) that embody expectations and presuppositions about social conduct that often place disadvantaged students "at risk" in schools and work against them by being ignorant of the inherent cultural biases that are embedded in school rules." (p. 16)

In his explanation of the "hidden curriculum," English makes two ideas clear. First, the hidden curriculum exists; its effects are powerful and ubiquitous. And second, without explicit attention i.e., a critical approach to the assumptions that produce the hidden curriculum, it is invisible and, thus, unexamined. It is, in fact, the unexamined (and, therefore, veiled) nature of the hidden curriculum that makes it potentially problematic for students. If, in fact, our education system values behaviors that exemplify neatness and respect, then we should not hesitate to openly teach and assess these behaviors.

Cultural norms, however, tend to seem natural and normal to those who are cultural natives, so problems arise when what the school culture defines as a "respectful" behavior differs from that of a student's home culture. For example, teachers in the United States tend to expect students to make eye contact in order to show respect and indicate that they are paying attention. Not all cultures would perceive student-teacher eye contact as respectful; in fact, it might even be identified as defiant. It is easy to imagine how such a cultural dissonance might arise in schools, as well as how a lack of familiarity with the hidden curricula of schooling might disadvantage certain students. Fortunately, the potential negative effects can be remedied. Educators who are intentionally reflective about their pedagogies and the cultural norms of schooling can help students learn to navigate cultural differences by revealing and explicating the hidden curriculum.

In your paper/project, explain the idea of the hidden curriculum. Consider what aspects of the hidden curriculum manifest in educational institutions today, as well as the effects of various hidden curricula on learners, teachers, and society, in general.