

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 8310
Course Title: Curriculum and Instructional Leadership for Organizations
Credit Hours: 3 semester hours
Prerequisites: EDLD 7340 and EDLD 8300, or permission of instructor
Corequisites: None
2. **Date Syllabus Prepared:** August 1998
3. **Text:** Erickson, H. L. (2008). *Stirring the head, heart, and soul* (3rd ed.)
Thousand Oaks, CA: Corwin Press.
Joyce, B., Weil, M. and Calhoun, E. (2009). *Models of teaching* (8th ed.)
Boston, MA: Pearson Education.
4. **Course Description:**

This course builds upon the foundation established in EDLD 7340 and EDLD 8300. It is intended for those providing administrative leadership in the area of curriculum and instruction. This course focuses on the design, implementation, and analysis of instruction in various educational settings, while encouraging application of theory to practice. Students will be involved in applying transformative leadership in the design, delivery, and evaluation of curriculum in a wide variety of organizational settings.
5. **Course Objectives:**

Upon completion of this course, students will be able to:

 1. Acquire a knowledge base of the varied definitions of learning and teaching.
 2. Develop a personal definition of learning, teaching, and curriculum drawn from a synthesis of the knowledge in the field.
 3. Develop an historical understanding of the aims of education.
 4. Analyze and synthesize concepts related to curriculum design and their relationship to instruction.
 5. Describe the most common models of teaching.
 6. Reflect upon and articulate the application of theory, design, and instruction.
 7. Describe the differences between objectives and outcomes.
 8. Design a curriculum product based on a teaching model.
 9. Design and teach a lesson built around a curriculum teaching model.
6. **Course Content:**

- I. Week One: Course Introduction – January 12**
Review the Syllabus and Course Objectives
Introduction to Change Theory
Introduce definitions of theory, learning, teaching, and curriculum
- II. Week Two: Leadership and Change – January 19**
Societal Trends and Student Outcomes Dr. Reames and 1 student
- III. Week Three: Building Capacity for Learning – January 26**
Creating Concept-Based Curricula Dr. Reames and 1 student
- IV. Week Four: Designing Interdisciplinary, Integrated Curricula – February 2** Dr. Reames and 1 student
- V. Week Five: Assessing Student Progress – Implications of Different Techniques - February 9** Dr. Reames and 1 student
- VI. Week Six: Overview of Models of Teaching – February 16** Group 1
- VII. Week Seven: Social Models of Learning – February 23** Group 2
- VIII. Week Eight: Information Processing Models of Learning - March 2** Group 3
- IX. Week Nine: Behavioral Models of Learning – March 9** Group 4
- X. Week Ten: Personal Models of Learning – March 23** Group 5
- XI. Week Eleven: Designing Curriculum Products Based on a Teaching Model – March 30** Dr. Reames and 1 student
- XII. Week Twelve: Evaluating Curriculum Products – April 6** Dr. Reames and 1 student
- XIII. Week Thirteen: Knowing Student Needs: Strategies for Selecting Products and Models – April 13** Dr. Reames and 1 student
- XIV. Week Fourteen: Creating Communities of Learners: Encouraging Life-long Learning – April 20** Dr. Reames and 1 student
- XV. Week Fifteen: Wrapping it Up: What Does it Mean to be a Curriculum Specialist? – April 27** Meet off campus

7. Course Requirements:

A. Class Participation. Attend class regularly, be prepared, and meaningfully participate in class discussions and activities. Participation is important in our class. As most of you

are practicing teachers and administrators you know the importance of participating in meaningful discussions and supporting members of the class. While I have rarely had to remind our students about being engaged in class activities and discussions these are just a few reminders: **10 points**

1. In addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve ‘participation’ status.
2. Provide assistance to classmates for “troubleshooting” purposes
3. Treat classmates and professor with respect and dignity both during in class activities and out of class.
4. Continue discussions in such a manner that encourages others to participate rather than discouraging them.
5. Come to class prepared with materials and any handouts that you might need to complete class activities
6. Give guest speakers your full attention
7. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
8. Cooperating with your team member(s) for team projects in a professional way
9. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.

B. Maintain a reflective journal dealing with your reflections from readings and class discussions for the week i.e. read Chapter 2 of Erickson and complete a reflection for Session 2. Please do not be late with these. Either you have them or you don’t. These reflections will be used as opening conversation each week and should be based on the content for that week. Reflections will be collected during each class section. Weekly reflections will count **15 points**.

C. Individual project. Conduct an interview with an administrator or teacher regarding a curriculum product or activity related to the design and delivery of instruction that has been recently revised or developed. Focus on: a) the theoretical frameworks involved, b) the teaching model, and c) the barriers and facilitating factors in hindering or creating the change. Review any documents related to the change. **Write a 5 page report.** You will report your findings to the class. This will be an **informal presentation** and will occur beginning week 11. The presentation should last no more than about 10 minutes and does not require more than a simple handout(**25 points**).

D. Develop a teaching unit with your group concerning a model of teaching from Joyce and Weil’s four families. (Social, Information Processing, Personal, and Behavioral Systems). **The teaching unit should contain** a) the teaching unit, b) the strategies that you will use to teach, c) the theoretical framework around which the model is built, and d) how this model and framework relate to your theoretical curriculum and design framework. Your presentation should include visuals, teaching points and activities. This presentation will be the main activity for the night and should last approximately 1 ½ hrs. (**30 points**)

E. Teach a lesson from Erickson Stirring the Head, Heart and Soul with Dr.

Reames. Each student will develop an instructional unit with Dr. Reames and will co-teach with the professor. If you are extremely uncomfortable with this idea let me know and I can give you an alternative assignment. You are responsible to meet with Dr. Reames individually and coordinate the instruction for the session you choose. These will occur during Weeks 2-5 and Weeks 11 – 14 **(20 points)**.

8. Grading and Evaluation Procedures:

The grade for the course will be based on the following:

A. Class participation.....	10 points
B. Reflective journal	15 points
C. Individual project-interview	25 points
D. Developing teaching unit w/group	30 points
E. Teach a lesson.....	<u>20 points</u>
.....Total	100 points

The following grading scale will be used:

90 –100 pts.	= A
80 – 89.9 pts.	= B
70 – 79.9 pts.	= C
60 – 69.9 pts.	= D
Below 60 pts.	= F

9. CLASS POLICY STATEMENTS:

1. Class Attendance.

Although attendance is not required, students are expected to attend all classes, and will be held responsible According to University and COE Policy:

- “A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
1. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.
 - B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.

Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

- C. **Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.” From:
<http://education.auburn.edu/files/file1610.pdf>
- D. “Specific policies regarding class attendance are the **prerogative of individual faculty**; policies regarding the effect of absences on the determination of grades should be stated in writing at the beginning of the course.” Page 31 of the Tiger Cub:
<http://www.auburn.edu/tigercub/handbook.html>
- E. **Specific instructor rules in regards to attendance:**
- As graduate students, you are expected to attend class **regularly and on time**. If you are absent from class there is absolutely no way to make up this time with fellow class mates and therefore an alternative assignment will be in order if the absence is excused and you have followed the university guidelines concerning the absence.
 - **Make-up work** If a project or examination is missed, a make-up will only be given for University approved excuses as outlined in the Tiger Cub. Arrangements to make-up the work must be made in advance. You have one week from the date of the absence to make arrangements with me. The alternate assignment will take place within the following two weeks.
 - If deadlines for projects/and or assignments are missed because of illness, a doctor’s statement for verification of sickness is required. Students should clear the absence with the instructor by e-mail as soon as possible. Other unavoidable absences from class must be documented and cleared with the instructor **in advance**.
 - Only those absences recognized by university policy will be considered.
 - An alternative assignment, possibly a written examination will be administered to the student in order to assess comprehension of the material which was missed during the absence(s). The alternate assignment will count the same points as the project which was not completed.

2. Disability Accommodations. Students who need special accommodations provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

3. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Specific contingency plans for this course:

In the event the faculty member becomes ill or Auburn University closes we will use Blackboard to complete group projects and individual assignments. All course work is presently posted on Blackboard. This includes session folders, weekend assignments, written assignments and individual and group projects. In the event we are not able to meet students will be instructed to complete assignments via on-line submission.

Students will be expected to:

- 1) Follow university policy concerning excused illness.
- 2) Complete all assignments via "Blackboard".
- 3) All group work will be posted as video or PowerPoint
- 4) Instructor will use Auburn University email for all correspondence with students.
- 5) In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class.

4. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- o Engage in responsible and ethical professional practices
 - o Contribute to collaborative learning communities
 - o Demonstrate a commitment to diversity
 - o Model and nurture intellectual vitality

5. **Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. Please see the following which have been copied directly from the Provost's website concerning Student Academic Honesty Code: <http://www.auburn.edu/academic/provost/story.html?1149111436000133>

Additional notes from instructor:

1. Please pay particular attention to rules 6 and 8 and be perfectly clear that I consider turning in assignments more than once to the same professor OR turning in the same or closely resembled assignment to two or more professors to be **cheating**. For example, a paper that is submitted to my class for my grade should not resemble another assignment in my class NOR should it resemble a paper which is submitted to another professor. You should never turn in assignments which have been completed for other classes. If you think that this could be a problem because of the nature of the assignment given by the professor(s) you should bring this to my attention ahead of submission. But please understand I will pursue actions outlined by Tiger Cub and the Honesty Code Policies if I feel the Honesty Code has been violated.

2. Acts of suspected dishonesty in any work will result in an assigned grade of “PE” for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
3. If, during the course of the semester, you have questions about the permissibility of an action relating to class related assignments or work, be sure to contact your instructor to verify whether what you would like to do is permitted. Failure to contact the instructor assumes that you will bear responsibility for the consequences of your actions

Directly from the Honesty Code:

TITLE XII

CHAPTER 1200 Definition

1200.1 This act shall be known as the Student Academic Honesty Code. The Student Academic Honesty Code applies to all students taking classes at Auburn University. Students in either the College of Veterinary Medicine or the School of Pharmacy, while taking classes in these schools, shall be subject to honesty codes published and distributed within each school. The following regulations are designed to support the interests of Auburn University, its students and faculty, in maintaining the honesty and integrity essential to and inherent in an academic institution.

CHAPTER 1201 Violations

1201.1 Violations of the Student Academic Honesty Code are:

1. the possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code;
2. knowingly giving assistance to another person in such preparation;
3. selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor;
4. the submission of themes, essays, term papers, design projects, theses and dissertations, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes;
5. altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee;
6. an instructor may delineate in advance and in writing other actions he or she considers

a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code.

7. altering or misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee.

8. knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor.

9. serving as or enlisting the assistance of another as a substitute in the taking of examinations.

6. Incomplete grades- A grade of incomplete will not be given except under extreme circumstances as determined by the instructor and will follow university policies outlined in the AU Bulletin.

7. Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or if appropriate, Blackboard. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor and you are expected to check your Auburn University account several times a day. Get in the habit.

8. Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.

9. Due to the potential incompatibility of word processing and other software programs and formats, absolutely no work for the course will be accepted as an e-mail and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Evacuation Policy:

1. In case of fire or other building evacuation alarms being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**.
2. In the event of a severe weather alert (e.g. tornado), students and instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **This is to ensure the safety of all class members.**
3. In case an alarm is sounded during the class meeting period students are dismissed and will return the following session.
4. Students who may require special assistance in the event of a needed evacuation

are asked to speak with the instructor after the first class meeting. Arrangements will be made to ensure the safe evacuation of ALL students in the class.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

Reflective Journal Rubric

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Reflective journaling means we are willing to take a “critical” look at ourselves and our reality.” Reflective entries are not mere “babbling.

Your reflective journal should be kept weekly and contain reflections concerning the material which was assigned for class. You should read assignments, prepare your written 1-2 page reflection and bring to that weeks class session. I have found that everyone gets something different from this and that some enjoy it more than others.

Student _____

Each Week	1 entry per week/on time/300+words	no	yes
	Evidence of Deliberative/Reflective Thought and Practice	no	yes
	Dealt with topics discussed in class, readings, group project, interview etc.	no	yes
	Why this reflection is important to you	no	yes

***** Four yes marks for 15 sessions = 15 points towards final grade.**

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CURRICULUM INTERVIEW

Student _____

Written Report 5-7 pages (25 points)

Theoretical frameworks involved	1	2	3	4	5
The teaching model (families)	1	2	3	4	5
Barriers and facilitating factors					
hindering or creating change	1	2	3	4	5
What you have learned/					
how you are influenced	1	2	3	4	5
Sample documents which you used					
to formulate the positions taken	1	2	3	4	5
(sample artifact)					

Total _____ **(25 points possible)**

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GROUP TEACHING UNIT EVALUATION INFORMATION

Students _____

Curriculum/Instruction Family and Specific Model Chosen

Group Presentation (30 points):

Informational/Interesting/Interactive	1	2	3	4	5	6
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Presentation clearly described the curriculum family and a particular model	1	2	3	4	5	6
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Demonstration of Process	1	2	3	4	5	6
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As an administrator how would you analyze and critique the model	1	2	3	4	5	6
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Sample activity/evaluative techniques	1	2	3	4	5	6
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Total Presentation Points 30 pts. _____