

EDMS 7080
Curriculum Planning for the Middle School
Fall 2004

Class Meetings: 5 pm to 7:45 pm, Thursdays (except October 28 and November 25),
August 19 through December 9

Instructor: Dr. Laurie E. Hart Office phone: (706) 542-4244
e-mail: LHART@coe.uga.edu Home phone: (706) 546-1107

Office and Mailing Address:
427 Aderhold Hall
Department of Elementary Education
University of Georgia
Athens, GA 30602

This syllabus is a beginning point for the course. It may change as we work together to meet the needs of the class.

Required Textbook:

Pate, P. E., Homestead, E. R., & McGinnis, K. L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum*. New York: Teachers College Press.

Readings: Readings outside of the textbook will also be assigned. We will collaborate as a class to determine some of the specific topics.

This course focuses on curriculum for middle level schools. We will examine and critique literature about both theory and practice, and we will work to make sense of how the literature is connected to day-to-day life in schools. We will explore the nature of young adolescents and the middle school concept as they relate to curriculum. There are many different perspectives on curriculum and we will compare and contrast certain of these perspectives to understand current curriculum policy in the state and nation. In each segment of the course, you will critique what is read and discussed through the lens of your own school practice and your current perspectives on middle level education. You will write a paper in which you design a plan to revise one aspect of the curriculum for your students. You will also design a plan to assess student performance for that aspect of the curriculum. In addition, you will participate in class decisions to select some of the topics we will explore.

Evaluation

Participation and Attendance	10 points
Midterm Exam	40 points
Paper (due December 13)	50 points
TOTAL	100 points

Course Requirements

Participation and Attendance

We will serve as resources for each other and your contributions are essential. So, it is important for you to attend class. In addition, there will be much to learn from the discussions we have in class. We each have things to learn from each member of our class learning community.

I assume that you will attend each class meeting. Absences can affect your grade. Please talk with me if you are absent to let me know why you could not attend class. It is better to let me know before you are absent, if possible. If you are absent, please contact me to determine how to make up the work you missed.

Before class, please study the readings from the perspective of your own experiences with curriculum as an educator and learner. In class we will discuss the readings and their implications for classroom practice in a variety of contexts. Your participation will involve careful evaluation of all assigned readings, discussion of your understanding and analysis of the readings in small groups and with the whole class, timely completion of written assignments, and clear and thoughtful participation in individual and group presentations. Your careful preparation and enthusiastic participation will contribute a great deal to the course.

Midterm Examination

The midterm will be an essay examination over the material from the readings, class discussions, and presentations. You will receive some study questions before the exam so you will have an idea of the types (format and content) of items which might appear. During class discussions, I will comment on concepts which are particularly important.

Paper

You will write a paper in which you develop a plan to adapt some aspect of your curriculum. You will also develop a plan for assessing the curriculum you will adapt. We will discuss the structure of the paper in detail in class. Before you write the paper, I will consult

with you about the criteria I will use to evaluate the paper.

You will develop a draft of the paper and will receive detailed feedback from me before completing a final paper that should be typed, double-spaced, using American Psychological Association (APA) style (5th edition). You may consult the style manual for information. You may also find answers to your questions on the APA website at <http://www.apastyle.org> . Feel free to ask questions in class about APA.

Timeline for Paper

September 9	Deadline for approval of topic
November 4	Turn in draft of paper
November 18	Receive feedback on draft
December 13	Final version of paper due

Academic Honesty

“Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. Pursuit of knowledge and the creation of an atmosphere conducive to learning are both definite aspects of academic integrity, but its basis lies in the standard of honesty.

“Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook, and these should be read to avoid any misunderstanding.

“Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Academic Affairs.” (University of Georgia Graduate Bulletin, 1998-99, pp. 29-30)

A full statement of the policy may be found at the following website:
http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm