

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: Adolescent, Career and Special Education

COURSE PREFIX: MID COURSE NUMBER: 640

CREDIT HOURS: 3

I. TITLE: Middle School Curriculum

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A study of the educational program designed for the middle school. Emphasis will be placed on the basic assumptions underlying modern trends.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Through active participation in this course and its related projects and activities, the student will be able to

- A. explain and critique curriculum issues related to the questions (KTS #10, 1, 2, 7; InTASC #4, 5),
 1. What should be taught?
 2. How should schools be organized and operated?
 3. What interests should schools serve?
- B. articulate (orally and/or written) foundational roots of curriculum development including (KTS #1; InTASC #5),
 1. Ideology roots of traditional and contemporary views of education.
 2. Major school reform movements in American Education.
 3. Evaluation of reform movements on middle school education.
- C. design an integrated/interdisciplinary unit of study at the middle school level—to include a multicultural component (KTS #1-10; InTASC #5, 7),
- D. review current assessment and evaluation trends necessary for effective curriculum planning (KTS #5; InTASC #6),
- E. develop skill in integrating the knowledge and using the processes that are required for effective curriculum planning (KTS #10, 1, 2; InTASC # 4, 5), and
- F. write professionally for the field of education (InTASC #9, 10).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging teachers to consider how learning and motivation theory impacts the teacher's classroom behavior. Teachers create a curriculum to reflect upon the practical application of theory to the classroom.

The EPSB Theme of Diversity and Assessment are explored in the course through the examination of the individual instructional needs of students. Teachers consider the

learning and achievement of students, regardless of gender, ethnicity, learning styles, or exceptionalities.

Consistent with the course textbook, a significant portion of the course will be dedicated to current issues and trends in the curriculum field. As we consider the “Standards-based” era of educational reform in Kentucky and the nation, significant attention will be placed on Senate Bill I initiatives (e.g., Common Core State Standards).

IV. COURSE OUTLINE:

Issues related to each of the three basic questions listed below will provide an organizer for the content in this course. There will be issues studied and assignments related to three questions:

- A. What should be taught and why?
- B. How should schools be organized and operated?
- C. What interests should schools serve?

Students are encouraged to use these essential questions as a starting point for reflecting on required readings and for engaging in research.

V. INSTRUCTIONAL ACTIVITIES:

- A. Group Instruction
- B. Small Group Curriculum Construction
- C. Group Presentation (related to curriculum construction)
- D. Individual Research Report
- E. Individual Report (on research)
- F. Individual and/or Small Group Consultation
- G. Individual Study

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXTS AND RESOURCES:

Ornstein, A., Pajak, E., & Ornstein, S. (Eds.) (2011). *Contemporary issues in curriculum*. 5th ed. New Jersey: Pearson Education.

Individual Journal, Library, District/State Curriculums, the *How to Develop A Standards-Based Unit of Study*—on-line resource and course textbook.

VIII. EVALUATION AND GRADING PROCEDURES:

By Contract—developed by the instructor

“C” Level

1. Successfully completes class assignments—including readings and any required class presentations.
2. Successfully participates and completes the “unit of study”—to be completed in small groups (presentation to the class)—students may complete an individual project with instructor permission. The unit of study must relate to middle school curriculum and to the student’s “specialization.” A presentation of the unit will be a requirement (no longer than 15 minutes).

3. Have two absences or less (please provide an email message—or in person giving a reason for each absence). Attendance at class sessions is an expectation.
4. Successfully complete a mini-research project related to a question developed by the student. Students will be required to develop a paper and make a presentation (approximately five pages with a separate reference page; presentation will be approximately ten minutes). The project must relate to middle school curriculum and to the student's "specialization."

B" Level (assumes completion of "C" level requirements)

1. Successfully complete a journal related to assigned readings (details of the journal to be supplied by the instructor).

"A" Level (assumes completion of "C" and "B" level requirements)

1. Successfully complete four of the five questions on the course exam.

It is expected that the minimum grade for this course will be a "C". Students not completing that minimum standard will be asked to meet with the instructor. If remediation is not achieved a grade of "D" or "E" will be assigned (based on deficiencies).

Any change in the contract stated in this syllabus must be approved by the instructor.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*. See grading contract above for additional information.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071 (voice) 270-809-5880 (TDD).