COURSE SYLLABUS
MURRAY STATE UNIVERSITY
DEPARTMENT OF ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE NUMBER: MID 640

I. **Title:** Building the Middle School Curriculum

II. **Catalogue Description (for each course):** A study of the educational program designed for the middle school. Emphasis will be placed on the basic assumptions underlying modern trends.

III. **Purpose:** The purpose of this course is to prepare graduate students with the necessary knowledge base and skills for use in designing middle curriculum.

IV. **Course Objectives:**

1. Explain and critique curriculum issues related to the questions (ETS 1-3, 7):
   a. What should be taught?
   b. How should schools be organized and operated?
   c. What interests should schools serve?

2. Articulate (orally and/or written) foundation roots of curriculum development including (ETS 2):
   a. Ideology roots of conservative and liberal views of education.
   b. Major school reform movements in American Education.
   c. Evaluation of reform movements on Middle Curriculum Development.

3. To design an integrated/interdisciplinary unit of study at the middle school level (to include a multicultural component -ETS 1-10).

4. To review current assessment and evaluation trends necessary for effective curriculum planning (ETS 6).

5. To develop skill in integrating the knowledge and using the processes that are required for effective curriculum planning (ETS 1-3).

V. **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:

1. What should be taught and why?
2. How should schools be organized and operated?
3. 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.

VI. **Instructional Activities:**

1. Group Instruction
2. Small Group Curriculum Construction
3. Group Presentation (related to curriculum construction)
4. Individual Research Report
5. Individual Report (on research)
6. Individual and/or Small Group Consultation
7. Individual Study
VII. Field and Clinical Experiences: None

VIII. Resources: Individual Journal, Library, District/State Curriculums, and the “How to Develop A Standards-Based Unit of Study”—to be purchased in the university bookstore.

IX. Grading Procedures: By Contract
   “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).
   3. Have two absences or less (please provide an email message—or in person a reason for each absence).

   “B” Level (assumes completion of “C” level requirements)
   1. 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).
   2. 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 final exam.

X. Attendance Policy: This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Text and References:

XII. Prerequisites: Teacher Certification/Consistent with Program Requirements.

XIII. Academic Honesty Policy: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person who will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.