



UNIVERSITY OF
SOUTH CAROLINA

EDTE 522
INTEGRATED CURRICULUM AT THE MIDDLE LEVEL
Monday 9:40 am – 11:55 am
Gambrell 201

Course Format - 50% Synchronous 50% Face to Face

“Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another.”

Marva Collins

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Office hours: By appointment and after virtual meetings.

COURSE CATALOG DESCRIPTION

- **Course Number and Title:** EDTE 522-Integrated Curriculum at the Middle Level
- **Catalog Description:** Constructing, teaching, and assessing an integrated curriculum for students in middle schools.
- **Course Credit:** Three (3) credit hours
- **Audience/Prerequisites:** Upper level undergraduate students exploring middle level education or other students with permission of instructor.

REQUIRED TEXTS

- **Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom.** Christine E. Sleeter. ISBN-13: 978-0807746219
ISBN-10: 0807746215
- **You may also be required to bring readings and resources that you have found to class.**
- **AMLE Standards**

- **South Carolina State Department of Education. (2012). Standards and Curriculum. Retrieved from: <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/> (Required)**

COURSE GOALS AND OBJECTIVES

Participants in this course will

1. develop a professional belief system regarding curriculum development at the middle school level;
2. read and critique current literature relevant to designing and implementing an integrated middle level curriculum;
3. explore both the theoretical and practical aspects of traditional teaching and mastery learning;
4. explore both the theoretical and practical aspects of constructivism, the inquiry approach, and problem solving;
5. develop, implement, and evaluate alternative teaching/learning and assessment strategies;
6. use multiple strategies that effectively measure student mastery of the curriculum;
7. provide young adolescents with multiple opportunities to learn in integrated ways;
8. teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

Conceptual Framework and Overview

The overarching themes and undergirding threads of the course are ***social justice & anti-racism***. Cochran-Smith (2004) notes, “learning to teach for social justice is as much a process of learning to make certain kinds of decisions as it is a process of learning to make sense of and think across those decisions” (p.xx). Antiracist education is a theory of learning and action to help us do the important work of dismantling racism in schools. Given this, the course stands on the beliefs that teacher candidates should be reflective, responsive teacher-leaders who effectively address the inequities of policies, practices, and achievement related to race, gender, class, and linguistic differences. Furthermore, teacher candidates should interweave knowledge of standards, assessment, pedagogy, and their unique population to create dynamic and engaging academic learning environments that ensure high levels of achievement for all students.

Additionally, we will explore concepts of culturally responsive teaching which entail learning, thinking, and understanding how teachers can create learning opportunities in their classroom that honor and build on students’ cultural experiences, language practices, and previous knowledge. Such opportunities, we will see, rely on teachers’ determination as

well as their skill and knowledge. We will examine different ways in which curriculum and instruction often acts as a gatekeeper to future opportunities for children from different ethnic groups and low socioeconomic backgrounds. We will learn how to use the unique and meaningful knowledge **all** children bring to the classroom to support successful learning. We will explore the relationships between curriculum and the community, both how school curriculum can support students' critical learning about the community and world in which they live and how the community context and its people can support quality learning at school. Inquiry-based models of instruction, curriculum and pedagogy will be investigated and modeled to help you begin to develop a vision for teaching and learning in your classroom. Thus, a final key focus in this class will be for future teachers to embrace the roles of **researcher, learner, collaborator, and change agent**.

The College of Education at the University of South Carolina is committed to developing teachers-leaders who promote equity in schools and society, build communities of teachers and learners, construct knowledge, and practice thoughtful inquiry and reflection. As noted in the College of Education's mission statement:

We honor our responsibility to contribute to the high achievement of all learners and the development of an educated populace. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership as well as offering a forum for educational dialogue and advancement. This commitment entails... preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.

Course Format - 50% Synchronous 50% Face to Face

Classes will be held synchronously and in person. You will have assigned deadlines, and work must be submitted on time. Do not complete your assignments in the last weeks or days of the semester. Lastly, one critical part of this class is regular interaction with other students and with me, your instructor, please be respectful as we engage in class discussions.

Preparing for synchronous online class (Zoom)

Please be prepared with proper web etiquette when we meet online synchronously.

- Be on TIME! Points will be deducted from professionalism if you are late joining.
- Turn cameras on for the beginning of class and mute your mic if you are not speaking.
- Use the chat or symbols to communicate.
- Read the assigned material before class.
- Bring thoughtful questions to class for discussion.
- Take notes during class discussions.
- Read the assigned material before class.
- ENGAGE IN CLASS
- Listen to ideas and opinions of peers.

Preparing for FACE TO FACE class

Readiness to learn means that you will come to class with questions and insights prepared to discuss the relevance and application of course materials. I have found that students who do well in my class also:

- Read the assigned material before class.
- Bring thoughtful questions to class for discussion.
- Take notes during class discussions.
- Contribute to whole and small group discussions (using the chat, Twitter,)
- Listen to ideas and opinions of peers.
- ENGAGE IN CLASS

Attendance Policy

Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course.

You are expected to attend face to face & Zoom sessions as listed in the course schedule. Missed face to face/Zoom classes will result in a grade deduction. According to the USC Bulletin, absence from more than 10% of the scheduled class meetings, excused or unexcused, is excessive; the instructor may choose to impose a grade penalty. You must be on time and prepared for each class to begin. If you have a planned absence, you should inform the instructor before the class meeting by email. If your absence is an emergency, you should email the instructor as soon as possible.

Attending a social function is not considered an excused absence.

Administrative Course Requirements

Learning is a social process, and the course is designed to support collaboration. Therefore, it is critical that you attend class and become a member of the community of learners through active participation. You are responsible for the growth of others as well as yourself.

Getting an "A" in this class requires you to demonstrate an ongoing and consistent commitment to the following:

- a solid work ethic,
- a professional attitude toward teaching and learning,
- exemplary attendance and punctuality,
- active, authentic engagement in all class engagements and assignments,
- no distractions from cell phones and/or other electronic devices while in class,
- remaining open to new ideas and ways of thinking,
- accepting responsibility,
- demonstrating the ability to write in a scholarly and professional manner.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures including referring you to the Office of Academic Integrity. Violations of the University's Honor Code include, but are not limited to improper citation of sources, using another student's work, and any other form of academic misrepresentation. *You will be expected to conduct yourself in a responsible manner that is characteristic of professional educators.*

University of South Carolina Honor Code

It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Plagiarism

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. 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 citation.

Any student who turns in work copied from another source (including the Internet) without due credit to that source and without the consent of that source has plagiarized and will receive a 0 on the assignment. In addition, a letter of Academic Dishonesty will be issued by the instructor and Department Chair to be placed in the student file.

Class Conduct/Netiquette/Email

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Things to remember:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. EDTE 522) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Late Work/Make-up Policy

All assignments, quizzes, and exams are due by the deadline as posted on the course schedule. Students are expected to meet assignment deadlines. Any work submitted after its due date will be considered late. **Late assignments will be reduced by 10 points if they are turned in after the due date and 5 points for each subsequent day late.**

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. **I will reply to emails within 24-48 hours excluding weekends.** If you are having trouble with this course or its material, you should contact me via email to discuss the issues. Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

TWITTER

Please create an Educational Twitter account. This account will be used as part of your class participation grade as you will be asked to answer a question or post a comment each week at the end of class. You should also use this account to follow various (5-10) teacher, education organizations, content area groups, school districts and individual educators (anything that you think will help you grow as an educator).

****My handle is @DrTchr (mention me in your reply)**

OTHER USEFUL INFORMATION

Writing/Editing Assistance

Writing proficiency is a minimum requirement for satisfactory completion of this course. Please feel free to come to me for help. Assistance with writing and editing is also available from The Writing Center on campus in the Byrnes Building, Room 703. Call (803) 777-2078 to schedule an appointment. The Academic Centers for Excellence (ACE). The Academic Centers for Excellence (ACE) offices in the Thomas Cooper Library and in the Bates, Sims, and Columbia residence halls will have a writing tutor on staff Monday-Thursday during early evening hours, 4:00pm-7:00pm. ACE tutoring is open to all undergraduate students. <https://tutortrac.ace.sa.sc.edu/TutorTrac/Default.html> or call 777-5430.

Accommodating Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

Diversity

In order to learn we must be open to the views of people different than ourselves. The time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. My hope is that we create a safe learning space to grow and learn together.

Expectations of the Instructor

I am expected to facilitate learning, to answer questions appropriately, to challenge your thinking as students and future middle level educators, to be fair and objective in grading, to provide timely and useful feedback on assignments, to maintain adequate office hours, and to treat students as I would like to be treated in their place.

Copyright/Fair Use Statement

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible in order to accommodate the learning needs of the class.

Grading Scale and Assignment Weighting

Grading for this course is based on the university's grade legend. All assignments will receive the following scores:

Grading Scale and Assignments	
Assignment	Percentage
Participation/Professionalism (50 pts.)	20%
Critical Synthesis (2@ 50 pts. Each = 100	20%
Visual for Integrated Unit Plan (100 pts.)	10%
Twitter Top 5 (50 pts.)	5%
Collaborative Integrated Unit Plan (100 pts.)	25%
Individual Reflective FINAL EXAM (100 pts.)	20%
TOTAL	100%

Assignment points

Participation/Professionalism	50 pts.
Critical Reflection Synthesis	2@ pts.
Twitter Top 5	50 pts.
Collaborative Integrated Unit Plan	100 pts.
Individual Reflection=Final Exam	100 pts.
TOTAL	450 pts.

Grading for this course is based on the university's grade legend. All assignments will receive the following scores:

- A (93-100)** Outstanding work that meets and/or exceeds all course expectations
- B+ (89-92)** High quality work that meets all course expectations
- B (85-88)** Work that meets nearly all course expectations
- C+ (80-84)** Work that meets some course requirements, but perhaps in a less developed way than work receiving higher scores
- C (77-79)** Work that meets minimal course requirements

- D+ (74-76)** Low quality work that does not meet minimal course requirements (on major assignments, work receiving this score will need to be revised and resubmitted within an appropriate timeframe as designated by the professor)
- D (70-73)** Low quality work that does not address course requirements (on major assignments, work receiving this score will need to be revised and resubmitted within an appropriate timeframe as designated by the professor)
- F (69-0)** Work that fails to meet minimum expectations for course requirements

DESCRIPTION OF ASSIGNMENTS

(In addition to the general information below, detailed descriptions and grading rubrics will be given throughout the class gatherings and on BB.)

Participation/Professionalism (50 pts.)

Actively participating in synchronous and asynchronous discussions, completing work, end of class Tweets, arriving on time for synchronous meetings, Community Facilitator.

Critical Synthesis Assignment (2 @ 50 pts. Each=100 pts.)

Throughout the semester you will be asked to respond to the readings and major topics discussed. Reflect on readings or selected quotes (three or more) from readings. While doing so, tell what the quotes means to you, connect quotes to previous readings, educational and personal experiences, and/or class discussions, contextualizes quotes based on contemporary “happenings” in education according to media sources, identify how the quotes provide implications for the educational field, and/or problematize quotes by addressing issues of bias, discrimination, and educational inequities.

TWITTER (50pts)

What have you learned from the 5 Twitter organizations, educational leaders, etc. about curriculum and teaching that you follow? Create a chart to share a “Top 5 Twitter lessons learned” and share who you follow.

Collaborative Integrated Unit Plan (100 pts.)

Working in teams of three to four, you will create an integrative unit of instruction that teaches a *big idea* or *essential question* for *deep understanding* for all students.

Individual Reflection from collaborative work (100 pts.)

2-4 page (500 – 1000 words) reaction paper in which you reflect upon the process and the product of your integrated curriculum project. (details in the Collaborative unit plan guide).

Visual for Integrated Unit plan (50 pts.)

Create a visual for your unit. This visual should demonstrate the connections you will make between subject areas and the theme/big idea that you chose. (Use Canva, a similar program, or create your own)

