I. Descriptive Information
   A. EDEL 506- Integrated Curriculum in Elementary Schools
   B. Examining and practicing a variety of approaches that connect the content of different elementary school subjects.
   C. 3 credits
   D. Prerequisites: None
   E. Intended audience: Undergraduate Elementary Education majors
   F. Instructor: Dr. Tambra Jackson, 203 Wardlaw, Office: (803)777-3077, Email: tambra.jackson@sc.edu

II. Statement of Learning Outcomes
This course focuses on integrative curriculum planning and teaching strategies for the elementary classroom. The course will familiarize students with current, relevant research as well as provide students with opportunities to investigate theoretical perspectives, issues, controversies, and classroom implications of curriculum planning and instructional methods.

The goals of this course are to help pre-service teachers:
   a) develop understanding and skill in planning curriculum that integrates the study of different subjects in the classroom.
   b) develop ability to use instructional approaches that connects elementary school studies to life outside the classroom.

Over the scope of the course, students will:
   1) develop instructional plans, including lessons which meet the school-to-work transition regulations.
   2) find or develop instructional materials that provide opportunities for students to see the relationships among school subjects.
   3) design assessment tools that support the evaluation of student learning in different school subjects.
   4) use technology to design instructional materials that support children’s understanding of the relationships across school subjects.
   5) analyze interdisciplinary curriculum materials in light of principles of developmentally appropriate practice.
   6) demonstrate a knowledge and understanding of major concepts, principles, theories, and research related to curriculum planning and instructional methods;
   7) evaluate instructional methods for accommodating student differences;
   8) demonstrate an awareness of and ability to reflect on teaching practices in light of research on teaching and professional learning materials.
III. Required Texts and Key Readings


Additional required readings will be made available through the course’s Blackboard site and/or paper copies provided by the instructor. (refer to bibliography)

In addition, we will use the South Carolina Department of Education Standards which are available on the web at: http://ed.sc.gov/agency/offices/cso/standards/

IV. Academic Course Requirements and Assessments

A. Attendance, Preparation and Participation:
I expect that you will come to class on time and prepared each course session and that you will participate fully in class discussions and activities. Preparation suggests that you will have read assigned material, attempted to make sense of the main ideas contained in readings, and written down questions related to ideas that remain unclear or that you would like to talk more about in class. I understand that participation takes many different forms; however, if you don’t participate you won’t get much out of the course. Participation suggests that you will ask and respond to questions raised in class, analyze and reflect on your own experiences and how they shape your understanding of course material, and push yourself and others in the class to broaden their perspectives.

Twice during the semester you will be asked to self-assess your attendance, preparation and participation in the course. Each class session is worth 2 points (1 point for attendance and 1 point for preparation & participation). Each self-assessment is worth 2 points. Completing the course evaluation is worth 8 points.

Additionally, our class will participate in giving back to South Kilbourne by assisting them in collecting Box Tops. Each student is asked to contribute at least 5 coupons.

B. Critical Reflections & Responses:
In the interest of extending serious discussion of the readings and the sense we make of them, we will be using Blackboard as a medium for exchanging ideas about the readings and our reactions to and thoughts about them. This forum is intended to encourage thoughtful reading and writing, and provide you with an opportunity to try out ideas, sharpen your critical writing skills, and engage in focused conversation about texts and issues. The class will be divided into four groups, with one-fourth of the class posting
reflections on Blackboard and one-fourth of the class responding to an individual posting each week.

During the term, each of you will be responsible for writing two (2) critical reflections (300-400 words) during the course. In each critical reflection, you should make reflective and analytical responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. Critical reflections SHOULD NOT summarize the readings. The following questions may help guide your thinking when preparing critical reflections:

1. What concepts and/or events in the readings and class discussion(s) resonated with your own experiences as a student, professional, and/or learner?
2. What counts as evidence for the author’s argument? What doesn’t count? What perspectives did the readings fail to account for?
3. In what ways, if at all, have the readings for this week challenged your beliefs about and attitudes toward schooling, teaching, curriculum, communities, and students?
4. In what ways, if at all, have the readings for this week enhanced or advanced your thinking and understanding about what is necessary and sufficient for effective teaching?

Be sure to note the title of the text(s) and the author(s) you cited and drew upon at the beginning of your reflection.

During the term, each of you will be responsible for writing two (2) responses (300-400 words) to your peers’ reflections. In crafting your responses to a colleague’s commentary, you will be expected to write about your reaction to their writing, your reflection on their ideas, and in so doing move the conversation further in terms of our class’s opportunity to think about particular texts and specific educational issues. You may respond to any commentary posted the week for which you are a respondent, although I encourage you to respond to different writers different weeks. Of course, if you find on a week that you would like to respond to more than one commentary, that is fine.

In order for the commentaries and responses to be able to inform class discussion each week, we need to work within a rather strict schedule. Critical commentaries need to be posted on Blackboard by 11:59pm the Sunday before the relevant class session. Respondents need to post their responses by 7:00am Tuesday on the day of our class session. These postings should be placed within the “Discussion Board” link on our course Blackboard site.

C. Education Autobiography:
I believe good teaching is built on self-awareness. You must know yourself and understand how your educational experiences shape your beliefs, values, and the many decisions you will make as a teacher. The purpose of this assignment is to initiate reflection about your K-12 schooling experiences regarding themes we discuss in this
course. The autobiography will provide you a means to examine critical incidents in your own educational history and to begin to consider how these experiences are shaping your own philosophy of education, your images of teaching, and your decision to become a teacher. Specifically, students will reflect on how curriculum and instruction affected their schooling experience, analyze their educational experiences in terms of the concepts and ideas discussed in this course, and consider the action they will take as teachers. This document should be saved as: **Last Name EA**

**D. *Document/Text Analysis:***
This assignment will challenge you to look closely at curriculum guides, textbooks, assessments, websites and other resources you might be required to use or would select on your own to use with your students in classrooms. **Students will work in groups of 3 to 4**, you and will be given guidelines to assist you in reading these texts analytically, normatively, and interpretively. The purpose of this investigation is to describe and explain the nature of the document and/or text and how you would use such analysis to inform your curriculum planning and instructional methods. This document should be saved as: **Last Names DTA**

**E. *Integrated Curriculum Project:***
Students will work in pairs or in groups of 3 to select a “big idea” of interest to them and then, using the South Carolina Standards as a tool, develop a unit plan that integrates mathematics, language and literacy, science, social studies, the arts, physical education, music and technology. This document should be saved as: **Last Names ICP**

**F. Teaching Rounds**
Teaching Rounds are a type of extended classroom observations where pre-service teachers have the opportunity to observe master teachers at work. Teachers host students for a one-time visit and discussion. Participating in rounds encourages reflection and self-evaluation from both pres-service teachers and experienced teachers. Students in this course will conduct a 2 hour observation of teaching practice, engage in a debriefing conversation with the observed teacher, and submit a written report on the experience. Observations will take place the week of Nov. 9-13 and debriefings the week of Nov. 16-20. This document should be saved as: **Last Name TR**

**V. Administrative course requirements**

**A. Attendance**
Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. Your presence is important and missing class sessions will be reflected in your final grade. In the event of illness or other unexpected absence, I still expect you—as a matter of professional courtesy—to notify the course instructor before class begins. It should be understood that absences from class cannot be "made up," and that you may be expected by the course instructor to complete a meaningful alternative assignment. You should make arrangements with a classmate to gather handouts and take notes for you. You are responsible for catching up on any missed material.
Tardiness and Early Departure- If you are more than 5 minutes late to class then you will be considered tardy. Being tardy will result in being docked one point from your attendance and participation grade for the day. Likewise, if you leave class before the professor has ended the session it will result in a deduction of one point from your attendance and participation grade for the day.

B. Professional Conduct
Becoming a teacher means entering a profession with expectations and social norms for appropriate conduct. While in class you are expected to exhibit and engage in a high level of professional conduct just as you would in schools. This class will engage in some open discussion – all students are to address one another, the panelists, and the instructors with respect and courtesy, this includes speaking when recognized by the person with the floor or the instructors. Any disrespectful or disruptive behavior may result in your being asked to leave the class, and may result in your dismissal with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Judicial Programs. All cell phones, pagers, etc. are to be OFF or SILENCED (not on “vibrate”) during class. All cell phones are to be put away – in a purse, backpack, book bag, etc. during class. If a cell phone rings during class time, you may be asked to leave the class and/or counted absent. There is NO text messaging, web-browsing, etc. during class. Failure to adhere to this rule may result in your being dismissed from class and/or an academic penalty

C. Utilizing Blackboard
Utilizing Blackboard is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance (http://blackboard.sc.edu/). ALL assignments unless otherwise noted by the professor will be submitted and returned via Blackboard within the “Assignments” link on our course site.

D. Late Assignments
Students are expected to meet assignment deadlines. Any work submitted after its due date will be considered late. Late assignments will be reduced by one-half letter grade for the first day of lateness and any time later, except in extreme cases. With the exception of the critical reflections and responses, all other assignments are due by midnight on the date noted in the course schedule unless otherwise noted by the professor.

E. Academic Honesty
University policy regarding academic responsibility (Student Affairs Policy STAF 6.25) states “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 rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the
course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at: http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility

F. Policies relating to students with disabilities
Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

G. Written work
Writing proficiency is a minimum requirement for satisfactory completion of this course. If you know you have writing difficulties, see me as soon as possible, so we can discuss them, your goals for improvement, and how I can be helpful directly or how you can find assistance through The Writing Center (Room 014, Humanities Classroom Building, 777-2078, http://www.cas.sc.edu/write/ ). Please do no feel embarrassed about coming to me for help – assisting you is my job as your professor.

All written work must follow APA guidelines (particularly focusing on page numbers, double-spacing, citations, and references). Please edit your work carefully and check for spelling/typographical and grammar errors before turning it in.

VI. Evaluation and Grading
All assignments will receive the following scores:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (93-100)</td>
<td>Outstanding work that meets and/or exceeds all course expectations</td>
</tr>
<tr>
<td>B+ (89-92)</td>
<td>High quality work that meets all course expectations</td>
</tr>
<tr>
<td>B (85-88)</td>
<td>Work that meets nearly all course expectations</td>
</tr>
<tr>
<td>C+ (80-84)</td>
<td>Work that meets some course requirements, but perhaps in a less developed way than work receiving higher scores</td>
</tr>
<tr>
<td>C (77-79)</td>
<td>Work that meets minimal course requirements</td>
</tr>
<tr>
<td>D+ (74-76)</td>
<td>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)</td>
</tr>
<tr>
<td>D (70-73)</td>
<td>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)</td>
</tr>
</tbody>
</table>

**EDEL 506 Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points and Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Preparation and Participation</td>
<td>40 (15% of final grade)</td>
</tr>
<tr>
<td>Critical Reflections</td>
<td>20 (8% of final grade)</td>
</tr>
</tbody>
</table>
VII. Major topics of the course
1) Dispositions and practices of a reflective practitioner
2) Planning for instruction
3) Interdisciplinary methods of instruction
4) Assessing student learning behavior
5) Assessing teacher effectiveness
6) Assessment of student learning
7) Diversity of student populations
8) Connecting students and curriculum
9) Individual student needs
10) Developmentally appropriate practices & grade level appropriate curriculum

VIII. Modes of Instruction
The following instructional strategies are implemented throughout this course: direct instruction and lecture, individual in class work, individual assignments, small group work in class, partner and group assignments, role play, debate, and student presentations.

IX. Bibliography


Drake, S.M., & Burns, R.C. (2004). Meetings standards through integrated curriculum. Alexandria, VA: Association for the Supervision and Curriculum Development. (Ch. 1- What is Integrated Curriculum?, pp. 6-17; Ch. 2- Why Integrate the Curriculum in an Era of Accountability?, pp. 18-30; Ch. 3- Creating the KNOW?DO?BE Bridge, pp. 31-50.)


