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Professor
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Course Overview

This course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools and community colleges. Students examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. The course prepares students to analyze and design appropriate strategies for implementing and evaluating curricula and to investigate the implications of curricula for educational programming. Students also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

Course Objectives

Students will be able to:

- Demonstrate an understanding of the need for districts, schools and community colleges to have cohesive systems of curriculum, instruction, assessment and professional development.
- Evaluate the alignment of curriculum materials, instructional practices and assessment strategies, and their impact upon student learning.
- Utilize research-based curriculum and instruction models to analyze and evaluate teaching processes for the purpose of improving instructional programs and student achievement.
- Identify curricular approaches and instructional materials most appropriate for specific field situations.
- Demonstrate an understanding of effective models of professional development and the situational context(s) in which each model would be most appropriate.
- Determine the extent to which a professional development program has been implemented, and the impact it has had on student achievement.
• Demonstrate an understanding of policy initiatives and reform efforts that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies and program implementation.

Course Readings

The primary source of readings for this course will be

  **NOTE:** This book is also available for free online and you do NOT have to purchase it unless you wish to have a hard copy.
- Selected Readings by Jerome Bruner
  - These articles will be available via SacCT
- Other as required by the professor

Course Calendar

Readings

**1st WEEKEND: June 3 & June 4 – MODULE I: “Learners and Learning”**

**Note:** I am not expecting you to have read the following for June 3rd or 4th. HOWEVER, I do recommend that you peruse chapters 1 thru 5. I further strongly suggest that you at least read chapters 1 and 2 and “jump start” your readings for the course.

- Learners and Learning Bransford Ch. 1-2;
- Learners and Learning Bransford Ch. 3-5;

**2nd WEEKEND: June 17 & June 18 – MODULE II: “Teachers and Teaching”**

**NOTE:** I am requesting that you read the following in preparation this weekend.

- “Research to Guide English Language Development Instruction,” Saunders and Goldenberg (available via SacCT)
- Teachers and Teaching Bransford Ch. 6-7;
- Zepeda pp. 116-22 “Reflective Practice Tools”; 131-41 “A Case Study from the field”;
- Teachers and Teaching Bransford Ch.8-10;

**3rd WEEKEND: July 1 & July 2 – MODULE III: Professional Development**

**NOTE:** TENTATIVE: Professor Loeza may be holding an online session on
Foundational Aspects of PD Zepeda Ch. 14, 1-2;  
Collaborative Forms of PD Zepeda Ch. 3-13;  

Course Assignments/Requirements

I. **Class Preparation and Participation:**
   A major course requirement is regular attendance and active participation. By this I mean that you arrive on time for and attend each class session, read all required readings and bring notes to class, make useful and appropriate contributions to class discussions, and submit assignments on time. *(20% or 200 points)*

   **NOTE:** (My apologies before hand to each of you for the following section since my experience has been that doctoral level students are exceptional in every sense. However, since this syllabus is our contract, I am required to include this according to university policy.)
   a. 40 points off for an unexcused absence on Fridays;
   b. Per EDD Program policies, missing 1 or more Saturday classes will result in an F;
   c. An unexcused tardy or early departure will be prorated according to the above.

II. **Curriculum Self-Assessment (Final Paper) & Presentation:**
   This assignment requires you to complete a three-part analysis of the *Intended Curriculum*, the *Delivered Curriculum*, and the *Meta-Curriculum* of a setting relevant to you. A detailed explanation of these terms and this assignment will be distributed in class on 6/4.

   **Due Tuesday, 6/21 by 6 a.m. (40% or 400 points)**
   Note: Please plan on discussing/presenting your paper on Saturday, 7/2. Your presentation for this assignment will be combined with “Assignment III.”

III. **Professional Development Paper & Presentation:**
   Choose one of the options below, the details of which will be discussed in class on 6/4.

   **Due Monday, 7/2 (draft) by 12:00 noon. (40% or 400 points)**
   Note: Please plan on providing a brief overview during our last class session, Saturday, 7/2. Parameters and guidelines for said discussion/presentation will be shared with you in class on 6/18.

   a. Option 1 – Professional Development Implementation Plan
   b. Option 2 – Professional Development Evaluation Report
   c. Option 3 – Synthesis Paper
Course Policies

Assignments:
All written assignments must be of graduate-level quality. Papers should be proofread for spelling errors, grammatical usage, sentence structure and clarity. We all make occasional errors in our writing, but too many errors will result in papers being returned. If a paper is returned, you will be expected to rewrite it. Your paper will be reduced by one letter grade (e.g., A to B) for any paper that has to be rewritten. In addition, any assignment submitted late will be reduced by one letter grade if submitted after the day/time when it is due. Assignments submitted one week after their due date will not be accepted and will not receive credit.

Attendance:
Given the concentrated and participatory nature of this course (six class meetings within 22 days), it will be impossible to “make up” work that you would miss when absent. Therefore, attendance at each class session is mandatory. Should you develop an infectious illness, call me PRIOR to class starting to let me know the circumstances. Otherwise, I will expect to see you at each of our meetings.