

**EDD 610 - Curriculum and Instruction Issues for Educational Leaders**  
College of Education & SSIS, California State University, Sacramento  
Summer 2018/Porfirio M. Loeza

**SYLLABUS**

**Office:** Eureka Hall 413B

**Office Hours:** By Appointment

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which will automatically redirect your e-mail to [loeza@csus.edu](mailto:loeza@csus.edu)

**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**

*Primary Source of Readings (2):*

- 1) **How People Learn: Brain, Mind, Experience and School** by Bransford et al (ISBN-13: 978-0309070362)

**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.**

- 2) **Professional Development: What Works** by Sally J. Zepeda (ISBN-13: 978-1596671935)

*Selected Readings:*

- 3) **Jerome Bruner** - These articles will be available via SacCT
- 4) **Other**, as required by the professor

## Course Reading Schedule

### **1<sup>st</sup> WEEKEND: June 1 & June 2 – MODULE I: “Learners and Learning”**

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

**NOTE:** I am not expecting you to have read the following for June 3<sup>rd</sup> or 4<sup>th</sup>. 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.

### **2<sup>nd</sup> WEEKEND: June 15 & June 16 – 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;
- Bruner, Chapter 1, Acts of Meaning, “The Proper Study of Man,” pp. 1-32.

### **3<sup>rd</sup> WEEKEND: June 29 & July 30 – MODULE III: Professional Development**

**NOTE:** TENTATIVE: Professor Loeza may be holding an online session on July 1. You will be notified on June 18 about this option.

- Foundational Aspects of PD Zepeda Ch. 14, 1-2;
- Collaborative Forms of PD Zepeda Ch. 3-13;
- Bruner, Chapter 3, Acts of Meaning, “Entry Into Meaning,” pp. 67-97.

## Course Assignments/Requirements

**Class Preparation and Participation: (20% or 200 points)**

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.

**Curriculum Self-Assessment (Final Paper) & Presentation: (40% or 400 pts)**

**Due Tuesday, 6/26 by 6 a.m.**

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 6/1.

**NOTE:** Please plan on discussing/presenting your paper on Saturday, 6/30. Your presentation for this assignment will be combined with “Assignment III.”

**Professional Development Paper & Presentation (40% or 400 points):**

**Due Monday, 7/2 by 12:00 noon.**

Choose one of the options below, the details of which will be discussed in class on 6/3.

**NOTE:** Please plan on providing a brief overview during our last class session, Saturday, 6/27. Parameters and guidelines for said discussion/presentation will be shared with you in class on 6/20.

- **Option 1** – Professional Development Implementation Plan
- **Option 2** – Professional Development Evaluation Report
- **Option 3** – Synthesis Paper
- **Option 4** – Make Me An Offer

**Course Polices**

**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:**

**NOTE:** My apologies beforehand 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. Per EDD Program policies:

- a. unexcused absence on Fridays = 40 points off
- b. missing 1 or more Saturday classes will result in an F;

c. An unexcused tardy/early departure will be prorated according to the above. 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.