CI498A: Introduction to Curriculum, Instruction & Assessment
Department of Curriculum and Instruction, Southern Illinois University-Carbondale
Spring 2016

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Office hours: T & R: 10am-noon,
W: 1:30-3:30, and by appt.
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Course Goals and Objectives

This course will provide students opportunities to:
1. identify, evaluate, and corroborate cultural, social, and historical influences in contemporary education;
2. design and build 3D projects that align to course readings;
3. evaluate curricula through the lens of contemporary issues impacting societal and cultural norms;
4. corroborate experiential endeavors (e.g. design challenges) with course readings;
5. and frame contemporary issues and how they influence educational research projects and education in the 21\textsuperscript{st} Century.

Course Requirements (*submitted to Livetext)

1) Class Participation (100 points). Class participation will include the following factors:
   \textbf{Attendance}, including being on time and staying for the duration of the class meeting time. Unexcused absences/tardiness will result in points deducted. Email or call me in advance to notify me of an absence and to determine whether that absence will be excused.
   \textbf{Active participation} in small- and full-group activities and preparation outside of class for those activities.
   \textbf{Written assignment responses} of high quality and completed before class begins when they are due.

2) * Reading Critiques (150 points): Twice during the semester, you will be given additional sources (e.g., newspaper articles, videos) that address many of the issues that are presented in the readings for this course. Your task will be to analyze, critique, and corroborate these new sources with concepts, arguments, and conceptual frameworks found in the course readings. Readings for these critiques will be given a week before they are due. (CISLO 1a, 1b, 1c) Due February 24 and April 13

3) Maker Project (100 points): You will present a project you created to address a design challenge we create as a class. You can select projects from Make Magazine (\url{http://makezine.com/projects/}) or design and 3D print your own with Tinkercad (\url{https://www.tinkercad.com/}). Accompanying your project will be an overview of your connections to this course's materials to frame what project you selected, the design/tinkering process, and what you learned (i.e. “reflective failures”). Due May 11

4) 3D Project Print (50 points): Using the design guidelines we establish in class, you will present a 3D printed object from one of the free repositories listed on the Morris Library site: \url{http://libguides.lib.siu.edu/content.php?pid=551069&sid=4540922}. Due February 17

5) * Curriculum Critique (100 points). For this assignment, you will identify a curriculum I have approved (e.g., unit plan, assessment, curriculum guide, description of practice) and use the readings from this course to for your evaluation of the teaching, learning, and assessment embedded in this source. (CISLO 1c, 3b, 5a, 6b) Due April 27

Grading Scale

500 pts. possible: A (450-500); B (400-449); C (350-399); D (300-349); F (299 or below)
## IMPORTANT DATES *

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Semester Class Begins</td>
<td>01/19/2016</td>
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<tr>
<td>Last day to add a class (without instructor permission)</td>
<td>01/24/2016</td>
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<tr>
<td>Last day to withdraw completely and receive a 100% refund</td>
<td>01/31/2016</td>
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<td>Last day to drop a course using SalukiNet</td>
<td>04/03/2016</td>
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<tr>
<td>Last day to file diploma application (for name to appear in Commencement program)</td>
<td>02/12/2016</td>
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<tr>
<td>Final examinations</td>
<td>05/09-05/13/2016</td>
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*Note: For outreach, internet and short course drop/add dates, visit Registrar’s Academic webpage: [http://registrar.siu.edu/](http://registrar.siu.edu/)*

## SPRING SEMESTER HOLIDAYS

- Martin Luther King, Jr.’s Birthday Holiday: 01/18/2016
- Spring Break: 03/12-03/20/2016

## WITHDRAWAL POLICY - Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit [http://registrar.siu.edu/catalog/undergraduate/catalog.html](http://registrar.siu.edu/catalog/undergraduate/catalog.html).

## INCOMPLETE POLICY - Undergraduate only

An INC is assigned when, for reasons beyond the student’s control, students engaged in passing work are unable to complete all course assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken or, graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the students grade point average. For more information please visit: [http://registrar.siu.edu/grades/incomplete.html](http://registrar.siu.edu/grades/incomplete.html).

## REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B, C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and counted toward hours earned. See [full policy at](http://registrar.siu.edu/catalog/undergraduate/catalog.html).

## GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: [http://gradschool.siu.edu/about-us/grad-catalog/index.html](http://gradschool.siu.edu/about-us/grad-catalog/index.html)

## DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services to utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)

## PLAGIARISM

Student Conduct Code: [http://sr.siu.edu/student_conduct_code/](http://sr.siu.edu/student_conduct_code/)


## MORRIS LIBRARY HOURS

[http://www.lib.siu.edu/about](http://www.lib.siu.edu/about)

## SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://safe.siu.edu](http://safe.siu.edu)

## SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or salukicares@siu.edu, [http://salukicares.siu.edu/about/index.html](http://salukicares.siu.edu/about/index.html)

## EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [http://www.bert.siu.edu](http://www.bert.siu.edu). Department of Safety’s website at [http://www.dgs.siu.edu](http://www.dgs.siu.edu) (disaster drop-down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

## INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: [http://www.indiversityexcellence.siu.edu/](http://www.indiversityexcellence.siu.edu/)

## LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: [http://tutoring.siu.edu/](http://tutoring.siu.edu/)


## WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: [http://write.siu.edu/](http://write.siu.edu/)

## AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: [http://diversity.siu.edu/](http://diversity.siu.edu/)

## Additional Resources Available:

**SALUKINET:** [http://salukinet.siu.edu/cp/home/displaylogin](http://salukinet.siu.edu/cp/home/displaylogin)

**ADVICE:** [http://advisement.siu.edu/](http://advisement.siu.edu/)

**PROVOST & VICE CHANCELLOR:** [http://provost.siu.edu/](http://provost.siu.edu/)

**SIU ONLINE:** [http://online.siu.edu/](http://online.siu.edu/)
Course Readings

Purchased Texts:

Available on D2L:
Course Overview and Readings

1) Wednesday, January 20: Introduction to Course – Design Challenge
   Preparation for Class Discussion: Connecting Your Failures
   Last week, you were given limited materials and worked with a partner to create a car that can travel a given distance. Tackling this design challenge required a lot of learning (and failing). Be prepared to discuss what you learned and how this process connects to the course readings assigned for today.

2) Wednesday, January 27: You Failed; Now You Can Learn
   Readings: 1) Welcome to the Failure Age and 2) Understanding These Four Mistakes
   Preparation for Class Discussion: Shop Class 2.0
   First, identify the three As Pink references and be able to explain how these connect to his argument about how the world has changed. Also, identify the competencies he promotes for the 21st Century learner. Then, compare these problem statements (i.e. 3 As) and proposed solutions (i.e. competencies) to what is proposed in the Shop Class reading and an additional article you find that argues for the return of "shop" class in public education.

3) Wednesday, February 2: A Whole New Mind, Indeed
   Readings: 1) Daniel Pink Interview – A Whole New Mind (Parts 1 & 2), 2) Let’s Bring Back Shop Class, and 3) Reading You Find
   Preparation for Class Discussion: Shop Class 2.0
   First, compare the world Anderson presents in Chapters 1-5 to the one Pink presents (Session 3). How is the world changing? What is changing it? What impact does this have on education? Finally, how does the 3D project you printed represent, reveal, or refute the revolution Anderson and Pink present?
   Due: 3D Print Project Presentation

4) Wednesday, February 10: The Future That Never Happened for the Arts Industry
   Readings: 1) Creative Apocalypse That Never Happened

5) Wednesday, February 17: Makers
   Readings: 1) Makers Book – Chapters 1-5 (Part 1)
   Preparation for Class Discussion: The Revolution (According to Chris Anderson)
   First, compare the world Anderson presents in Chapters 1-5 to the one Pink presents (Session 3). How is the world changing? What is changing it? What impact does this have on education? Finally, how does the 3D project you printed represent, reveal, or refute the revolution Anderson and Pink present?
   Due: Reading Critique 1 Due

6) Wednesday, February 24: Play Date – Experiential Education
   Readings: Readings for this class will be posted on February 17 and will be part of your Reading Critique assignment due today.
   Due: Reading Critique 1 Due

7) Wednesday, March 2: SAMR Framework and Avoiding “Technology-Enhanced Traditionalism”
   Preparation for Class: Experiential Learning and SAMR Framework
   First, be prepared to connect your experience during last week’s “Play Date” to the sources we have used in this course to date. Define what your experiences were last week and clarify how they connect to “quotable quotes” and/or “notable ideas” from the readings. Then, be prepared to discuss how the SAMR Model can be used to evaluate the type of learning described in the Klein and Calcott articles.

8) Wednesday, March 9: Learning, Educating
   Readings: 1) Donavan & Bransford – Introduction, 2) Rodriguez – Teaching Brain, and 3) Urban Myths about Learning and Education
   Preparation for In-Class Activity:
   How does the conceptual framework for learning Donovan and Bransford present compare and contrast with the “urban myths” about education De Bruyckere et al. summarize and the history of theorists Rodriguez contends have “led us astray.” What are examples of these concepts, myths, generalizations about learning from your own experiences as a learner and/or educator?
   Wednesday, March 16 – Spring Break (No Class)

9) Wednesday, March 23: Literacies for the 21st Century
   Readings: 1) Smarter Than You Think [entire book]
10) Wednesday, March 30: Hegemony: Language, History, Culture

11) Wednesday, April 6: Diverse Learners, Diverse Learning Needs
   Readings: 1) TBA

12) Wednesday, April 13: Play Date
   Readings: Readings for this class will be posted on February 17 and will be part of your Reading Critique assignment due today.
   Due: Reading Critique 2

13) Wednesday, April 20: Folksonomy & Collaboration in the 21st Century
   Readings: 1) Eureka Moments are Very Rare and 2) Foldit Gamers Solve Riddle of HIV

14) Wednesday, April 27: Assessment for, of, as Learning
   Readings: 1) Hickey – Commentary, 2) Lenz – New Era for Student Assessment, and 3) Strauss – No Longer Comfortable in the Field of Educational Measurement

15) Wednesday, May 4: Big Data
   Readings: 1) Kitchin – Big Data, 2) Francisco – Realizing the Opportunity, 3) Lindsey – NFL is Finally Tapping into the Power of Data, 4) Hannay – Science’s Big Data Problem, and 5) Wu - Netflix

       Wednesday, May 11: Finals Week
       Due: 3D Project Presentations, 5-7pm

Please Note: To better meet the needs of students and this course, this syllabus is subject to minor changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.