



# EDCI 7334: Historical and Contemporary Languages of Curricular-Pedagogical Praxis

**SYLLABUS  
FALL 2024**

*Subject to any new Texas legislative mandate changes.*

## Course Information

**Meeting Days, Time, Location:** Asynchronous, fully online

**Course Modality:** Online Asynchronous Courses (OASYNC)

## Instructor Information:

Instructor Name: Dr. Andre Credit

UTRGV E-mail: [andre.credit@utrgv.edu](mailto:andre.credit@utrgv.edu)

Office Phone: 832-557-7741

Office Hours: Email to schedule an appointment

\*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a virtual meeting.

## Course Description, Prerequisites & Course Modality

EDCI 7334 provides a master's level study of historical and contemporary curricular-pedagogical languages. Historical languages of curricular pedagogical praxis include humanist-traditionalist, positivist-technical, interpretivist, and critical languages. Contemporary languages of curricular-pedagogical praxes include understanding by design (UbD), project-based instruction (PBI), cultural and linguistic sustainability (C&LS), flipped classrooms (FCs), and place-based education (PBE) languages.

The course description from the course catalogue follows. EDCI 7334: Historical and Contemporary Languages of Curricular-Pedagogical Praxis provide an overview of historical and contemporary curricular-pedagogical praxes for public school curriculum leaders and administrators. This course grounds curriculum leaders and administrators in an understanding of past languages while making connections to contemporary models of curricular-pedagogical praxis. Contemporary languages (UbD, PBI, C&LS, FCs, and PBE) focus on innovative curricular-pedagogical praxis in public school settings that a master's student might introduce into their own instruction, subject area department, or campus. This course is offered as an online asynchronous course. Per instructor discretion, weekly meetings might be held and recorded to explain weekly module content, assignments, and miscellanea.

## Course Assignments & Learning Objectives

In a learner-centered syllabus, all graded course requirements should include a brief description of what is expected and how it contributes to student learning, which creates transparency of expectations between instructor and student and highlights the relevance of the curriculum. Course requirements may include assignments, projects, presentations, quizzes, examinations among others. Each course requirement should align to one or more course student learning outcomes, program student learning outcomes, and/or standards, including a list of current accrediting affiliations. Please consult your department/college for this information.

## Learning Objectives for Core Curriculum Requirements and Program and Professional Crosswalk

Students will be able to:

1. Characterize, synthesize, reflect on, and connect with historical languages and contemporary models of curricular-pedagogical praxis.
2. Identify and articulate central tensions associated with languages of curricular-pedagogical praxis in professional settings.
3. Evaluate, select, and propose a specific model of curricular-pedagogical praxis for use in classroom, department, or school settings.
4. Demonstrate, through close reading/listening and subsequent writing/speaking syntheses, professional and academic writing conventions including core aspects of APA, including referencing and summarizing arguments, internal documentation of short and long quotes, and documentation of intellectual work in the reference page.

Course SLOS	Program SLOs	CAEP Standards
Characterize, synthesize, and reflect on historical languages and contemporary models of curricular-pedagogical praxis.	Students will demonstrate curricular knowledge  Students will demonstrate foundational knowledge of the field in a philosophical, historical, and social cultural context	A1.1
Connect with and reflect on historical and contemporary languages of curricular-pedagogical praxis.	Students will demonstrate curricular knowledge  Students will demonstrate foundational knowledge of the field in a philosophical, historical, and social cultural context	A1.1
Identify and articulate central tensions associated with languages of curricular-	Students will demonstrate curricular knowledge	A1.1

pedagogical praxis in professional settings.		
Evaluate, select, and propose a specific model of curricular-pedagogical praxis for use in classroom, department, or school settings.	Students will demonstrate curricular knowledge	A1.1
	Students will demonstrate curricular knowledge	A1.1
Demonstrate, through close reading/listening and subsequent writing/speaking syntheses, professional and academic writing conventions including core aspects of APA, including referencing and summarizing arguments, internal documentation of short and long quotes, and documentation of intellectual work in the reference page.	Students will demonstrate a high level of professional communication through the preparation and multi-modal delivery of ideas to peers and communities.	A1.1

## Assessment of Learning

### Grading

Letter grades of "A" through "F" (course final grade) will be awarded based on the following scale:

A	90% and above
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

Incomplete Grades: A grade of Incomplete (I) may be given at the discretion of the instructor to a student who has been unable to complete the course requirements due to a serious interruption not caused by the student's own negligence and was passing the course prior to the disruption. See UTRGV "I" grade requirements: [Incomplete or "I" grading policy, UTRGV](#)

### Assessment

Weekly reading reflections	30%
Weekly diablog	15%
Design Challenge 1	20%
Design Challenge 2	40%

## Required Readings, Technology Needs, and Resource Materials

All materials will be integrated under fair use or UTRGV Open Educational Resources. No textbook is required.

### Required text

McTighe, J. (2020). *The fundamentals of understanding by design*. Association for Supervision and Curriculum Development.

### Readings delivered in Blackboard

Altemueller, L. & Lindquist, C. (2017). Flipped classroom instruction for inclusive learning. *The British Journal of Special Education*, 44, 341-358

Bergman, J. (2023). What is flipped learning (video). Common Sense Education. [Flipped classrooms](#). (Retrieved July 23)

Bobbitt, F. (2021). Scientific method in curriculum-making. In D. J. Flinders and S. J. Thornton (Eds.), *The curriculum studies reader* (6<sup>th</sup> ed.) (pp. 9-16). Routledge.

Dewey, J. (1902). *The child and the curriculum*. University of Chicago.

Freire, P. (2006). Ch 2. In P. Freire (Author), *Pedagogy of the oppressed* (pp. 71-86). Continuum. (Original work published 1970)

Guajardo, F. (1997). Studying ourselves in our schools: An idea/project guide for Edcouch-Elsa and La Villa teachers. *El Llano Grande Journal*, 1(1), 1-15.

Jupp, J. C. (2014). Revisiting Tyler's *Principles of Curriculum and Instruction*. *Teachers College Record*. [BPoCI Review](#). (Retrieved on line 02-13-2014)

Ladson-Billings, G. (1995). That's just good teaching. *Theory to Practice*, 34(3), 159-165.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a The remix. *Harvard Educational Review*, 84, 74-84.

McLain, L. R.; Chiu, Y-C; & Zimmerman, H. T. (2020). Place-based learning processes in a family science workshop. *Science Education*, 106, 645-673

Oliva, P. & Gordon, W. R. (2019). Ch 6 Philosophy and aims of education. *Developing the curriculum* (8<sup>th</sup> ed.) (pp. 118-148). Pearson.

Oliva, P. & Gordon, W. R. (2019). Ch 8 Curriculum goals, objectives, and products. *Developing the curriculum* (p. 172-196). Pearson.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Project-based learning: How it works and why it is so effective? [PBL: How and why?](#)

Schubert, W. H. (1986). 13 Paradigm of critical praxis. In W. H. Schubert (Author), *Curriculum: Paradigm, perspective, and possibility* (pp. 313-337). MacMillan.

Schubert, W. H. (1996). Perspectives on four curriculum traditions. *Educational Horizons*, 74(4), 169-176

Sniegoski, S. J. (1990). William Torrey Harris and the academic school. Educational Resources Information Center.

Tubach, T. (2023). A PBL unit on life as a young teen. Edutopia. [A PBL Unit](#)

Vidergor, H. E. (2022). Effects of innovative project-based learning model on students' knowledge acquisition, cognitive abilities, and personal competence. *The Interdisciplinary Journal of Problem-Based Learning*, 22, 1-17

UTRGV Teacher education programs. Conceptual-empirical framework: [UTRGV Teacher Ed Conceptual-Empirical Frameworks](#) (Retrieved July 2023)

Wiggins, G. & McTighe, J. (2005). Ch 1 What is backwards design? In G. Wiggins & J. McTighe (Authors), *Understanding by design* (pp. 13-24). ASCD.

## Tentative Calendar of Activities

Instructional modules begin on Wednesdays. All materials are due Tuesday at 11:59 pm, each week. The syllabus represents week and learning objective; topics, readings, or materials engaged; and assignments due. Please note the essential questions. These are the essential question, and they may stay the same some week but will vary on weeks of key assessments.

Week	Topics Covered, Readings, Materials	Assignments Due
<b>Essential question (EQ): What are historical curricular-pedagogical languages (CPP), and from these languages, what should we retain?</b>		
Wk 1	<p><b>Historical languages of CPP: Intellectual traditionalist and positivist-technical languages</b></p> <p><b>Mini lecture</b></p> <p>History of the present, subject areas and positivist-scientific curriculum making</p> <p><b>Readings</b></p> <p>F. Bobbitt, Scientific method in curriculum-making</p> <p>P. Oliva and W. R. Gordon, Ch 6 Philosophy and aims of education.</p> <p>S. J. Sniegoski, William Torrey Harris and the academic school.</p> <p><b>Homework</b></p> <p>Identifying aims of education from P. Oliva and W. R. Gordon reading</p> <p><b>Key assessment</b></p> <p>Overview of the curricular pitch: The infographic and the final paper</p> <p>Survey contemporary models for interest</p>	<p>HmWk: Identifying aims of education</p> <p>EQ reflection</p> <p>EQ dialog</p>
Wk 2	<p><b>Historical languages of CPP: Interpretivist-experiential and critical languages</b></p>	<p>HmWk: Review of writing goals and determining objectives</p>

	<p><b>Mini-lecture</b></p> <p>John Dewey, the Interpretivist-Experiential Languages, and the Appearance of Critical Theory</p> <p><b>Readings</b></p> <p>J. Dewey, <i>The child and the curriculum</i></p> <p>P. Oliva &amp; W. R. Ch 8, Curriculum goals, objectives, and products</p> <p>P. Freire, Ch 2 <i>Pedagogy of the oppressed</i></p> <p>W. H. Schubert, Perspectives on four curriculum traditions</p> <p><b>Homework</b></p> <p>Review: Writing goals, determining objectives, defining products</p> <p><b>Key assessment</b></p> <p>Form groups, meet, consider curricular pedagogical language/model</p> <p>Begin project work on info graphic in groups</p>	<p>EQ reflection</p> <p>EQ diablog</p>
EQ: What are contemporary curricular-pedagogical languages, and what from these languages need to be retained?		
Wk 3	<p><b>Contemporary <i>positivist-technical</i> languages of curricular pedagogical praxis: Understanding by Design (UBD) and Flipped Classrooms (FCs)</b></p> <p><b>Mini lecture</b></p> <p>Contemporary languages of curricular-pedagogical praxis: Positivist-technical languages</p> <p><b>Readings</b></p> <p>G. Wiggins &amp; J. McTighe, Ch 1 What is backwards design?</p> <p>J. Bergman, What is flipped learning?</p> <p>J. McTighe, <i>The fundamentals of understanding by design.</i></p> <p>L. Altemueller &amp; C. Lindquist, Flipped classroom instruction for inclusive learning</p>	<p>HmWk: Characterization of positivist praxis</p> <p>EQ reflection</p> <p>EQ diablog</p> <p><b>Key Assessment: Design Challenge 1 – Infographic due.</b></p>

	<p><b>Homework</b></p> <p>Characterization of positivist curricular-pedagogical praxis</p> <p><b>Key assessments</b></p> <p>Finish and submit infographic on curricular pitch</p>	
Wk 4	<p><b>Contemporary <i>interpretivist-experiential</i> languages of curricular pedagogical praxis: Project-Based Learning (PBL) and Place-Based-Education (PBE)</b></p> <p><b>Mini lecture</b></p> <p>Contemporary languages of curricular-pedagogical praxis: PBL and PBE</p> <p><b>Readings</b></p> <p>L. R. McLain et al., Place-based learning processes in a family science workshop</p> <p>F. Guajardo, Studying ourselves in our schools</p> <p>H. E. Vidergor, Effects of innovative project-based learning</p> <p>Project-based learning: How it works and why it is so effective?</p> <p>T. Tubach, A PBE unit on life as a young teen</p> <p><b>Key assessments</b></p> <p>Meet, plan, and jigsaw required section of report: Curriculum pitch</p>	<p>EQ reflection</p> <p>EQ diablog</p>
Wk 5	<p><b>Contemporary <i>cultural studies</i> languages of curricular pedagogical praxis: Culturally Relevant Pedagogies (CRPs) and Culturally and Linguistically Sustainable Pedagogies (C&amp;LSPs)</b></p> <p><b>Mini lecture</b></p> <p>Contemporary <i>cultural studies</i> languages of curricular pedagogical praxis: CRPs and C&amp;LSPs</p> <p><b>Readings</b></p> <p>D. Paris, Culturally sustaining pedagogy</p> <p>G. Ladson-Billings, That's just good teaching</p>	<p>EQ reflection</p> <p>EQ diablog</p>

	<p>Ladson-Billings, G. Culturally relevant pedagogy 2.0</p> <p>UTRGV Teacher education programs: Conceptual-empirical framework</p> <p><b>Key assessments</b></p> <p>Write and submit draft 1 of curricular pitch</p>	
Wk 6	<p><b>Contemporary languages, reviewed, compared, contrasted: <i>What do I really think and want to do in classrooms and schools?</i></b></p> <p><b>Summary table contemporary languages of curricular-pedagogical praxis and brief reflection: <i>What do I really think and want to do in classrooms and schools?</i></b></p> <p><b>Key assessments</b></p> <p>Revise draft of curricular pedagogical pitch</p>	<p>Summary table</p> <p>Summary table dialog</p>
Wk 7	<p><b>Key assessments</b></p> <p>Submit revision of curricular pedagogical pitch</p> <p>Create presentation of curricular pedagogical pitch and share in dialog</p>	<p>Key Assessment:</p> <p><b>Design Challenge 2 – Curricular pitch dialog</b></p>

## Course Policies and Procedures

*We value a positive and supportive learning environment, and for us to thrive together, we must recognize that our responsibilities, actions, and contributions can impact and transform our learning. The course policies listed below are created to ensure your success by fulfilling course expectations while remaining flexible to account for unexpected events.*

## LEARNING AND TEACHING ENVIRONMENT

Consider including a brief description of what you envision as the learning and teaching environment in your course and the role the instructor and student play in contributing to this vision and to a safe, learning-enriching educational environment for all.

## ATTENDANCE

Students are expected to attend all scheduled classes. [UTRGV's attendance policy](#) excuses students from attending class if they are participating in officially sponsored university activities,



such as athletics, accommodation by Student Accessibility Services (SAS), observance of religious holy days, or military service.

When setting your attendance policy, please consider extenuating circumstances.

Accommodations related to long-term complications from medical conditions should go through SAS. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

## ABSENCES/SICK POLICY

If your students need to miss class due to illness and other personal reasons, please share with students your expectations, accommodations, and support resources in place to ensure their continued growth and success in the course. You may consider the following questions: What mechanisms or modalities have been set up to help students achieve the learning objectives? Will they be able to make arrangements to take quizzes/exams online or through office hours? Is there a place where class notes and resources are offered through Blackboard or where students can have a discussion post about what happened during the missed class?

## COURSE DROPS

Please consider the following information when referencing course drops. Instructor-initiated drops can have significant financial consequences for students. According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

## ACADEMIC INTEGRITY

Members of the UTRGV community uphold the [Vaquero Honor Code](#)’s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. The Writing Center is an excellent resource to assist in learning about and avoiding plagiarism in writing. Violations of academic integrity include, but are not limited to: cheating, [plagiarism \(including self-plagiarism\)](#), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

# Student Support Resources

*We are committed to your personal, academic, and professional success; please know you can reach out to me for questions and/or I can help you identify the resources you need. UTRGV offers student support resources designed to contribute to your well-being and academic excellence.*

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. These centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and connections student employment (through [Handshake](#) and [HR Student Employment](#)). In addition, services, such as the Food Pantry are also provided. Locations are listed below.

Center Name	E-mail	Brownsville Campus	Edinburg Campus
<b>Advising Center</b>	<a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
<b>Career Center</b>	<a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
<b>Counseling Center</b>	<a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a> <a href="#">Mental Health Counseling and Related Services List</a>	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
<b>Food Pantry</b>	<a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a>	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
<b>Learning Center</b>	<a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>University Library</b>	<a href="mailto:circulation@utrgv.edu">circulation@utrgv.edu</a> <a href="http://www.utrgv.edu/library">www.utrgv.edu/library</a>	BLIBR (956) 882-8221	ELIBR (956) 665-2005
<b>Writing Center</b>	<a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

## Financial Need

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email ([ucentral@utrgv.edu](mailto:ucentral@utrgv.edu)) or telephone: (956) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

## Blackboard Support

If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
Location	Casa Bella (BCASA) 613	Marialice Shary Shivers (EMASS) 3.142
Phone	(956)-882-6792	(956)-665-5327
Toll Free	1-(866)-654-4555	
Support Tickets	Submit a Support Case via our <a href="#">Ask COLTT Portal</a>	
Online Support	<a href="#">Chat with a Support Specialist online.</a>	
24/7 Support	Need Blackboard assistance after hours? You can call our main office numbers, (956)-882-6792 or (956)-665-5327, to speak with a support representative.	

## University Policy Statements

*We care about creating a safe and supportive learning environment for all students. The University policy statements below are intended to create transparency for your rights and responsibilities as students. We each contribute to ensuring a safe and positive environment through our actions and conduct, and students are encouraged to advocate for their needs.*

## STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services staff can be contacted at either campus to learn about and explore accessibility services.

<b>Campus:</b>	<b>Brownsville</b>	<b>Edinburg</b>
<b>Location:</b>	Music and Learning Center (BMSLC, 1.107)	University Center (EUCTR, 108)
<b>Phone:</b>	phone (956) 882-7374	phone (956) 665-7005
<b>e-mail</b>	<a href="mailto:ability@utrgv.edu">ability@utrgv.edu</a>	

## STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

## PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMODATIONS

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting should submit the request using the form found at [Pregnancy and Parenting | UTRGV](#).

## SEXUAL MISCONDUCT AND MANDATORY REPORTING

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student's time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found through the [Office of Institutional Equity and Diversity](#), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

## DEAN OF STUDENTS

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation, such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff, and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies. The Dean of Students can be reached by email ([dos@utrgv.edu](mailto:dos@utrgv.edu)), phone (956-665-2260), or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323).

## MANDATORY COURSE EVALUATION PERIOD

Students have the opportunity to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>). Course evaluations are used by the instructor to better understand the student experience in the course, which can inform revisions of the course to ensure student success. Additionally, course evaluations are also used by the instructor for annual performance review and promotion applications, teaching award applications, among others. For these reasons, your feedback, reflections, and insights on your experience in the course are invaluable to ensure student success and a quality education for all. You will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.