

Department of Teaching and Learning
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Course Information

Prefix & Number	CIG 697
Title	CULMINATING EXPERIENCE PAPER FOR STUDENTS IN MASTER’S OF EDUCATION (M.ED.) PROGRAM IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS CONCENTRATION IN SECONDARY EDUCATION
Credits	1 – 3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	Culminating experience for M.Ed. students. Includes a selection of faculty approved options such as a comprehensive examination, professional manuscript or presentation, e-portfolio project, or other equitable curricular experiences.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance,	

essential knowledge, and critical dispositions	
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Knowledge Objectives and Related Standards

The culminating experience paper as described below is designed for students in the Masters of Education (M.Ed.) Program in Curriculum and Instruction with an emphasis concentration in Secondary Education. The paper gives students the opportunity to demonstrate the depth and breadth of knowledge acquired in their major emphasis concentration area and to link such knowledge to teaching practice. In particular, students need to be able to:

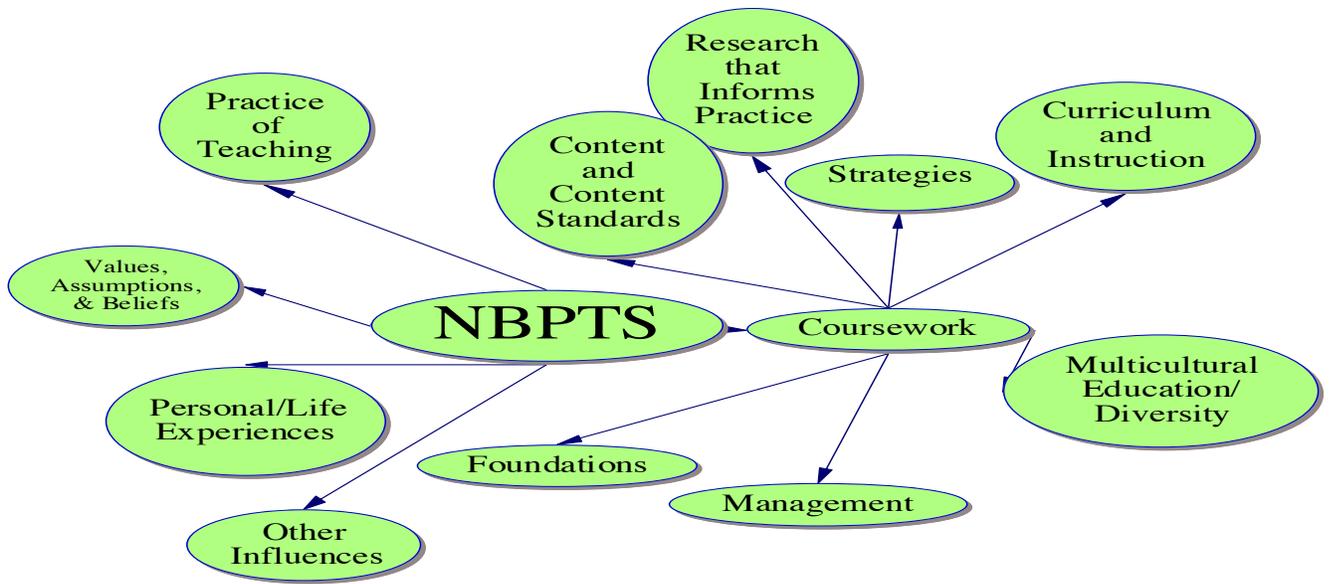
- Synthesize theories, concepts, and information that they learned throughout their program of study
- Situate their synthesis in the professional literature
- Connect their learning to teaching practice
- Communicate what they learned and their connections to practice through professional writing

Expectations for the Paper

The question for the culminating experience paper and the evaluation rubric are consistent with the following propositions of the National Board for Professional Teaching Standards (NBPTS):

- Proposition #1: teachers are committed to students and their learning
- Proposition #2: teachers know the subjects they teach and how to teach those subjects to students
- Proposition #3: teachers are responsible for managing and monitoring student learning
- Proposition #4: teachers think systematically about their practice and learn from experience
- Proposition #5: teachers are members of learning communities

In addition, the paper addresses coursework in curriculum, instructional strategies, classroom management, multicultural education, and educational foundations as well as students' content area. The paper also asks students to reference relevant research literature, personal experiences, beliefs, and teaching practice in the response. These components of the paper are illustrated in the diagram below:



The question for the culminating experience paper and the evaluation rubric are also consistent with the InTASC Standards (2013). The following table illustrates how the InTASC standards are aligned with the objectives of the course.

InTASC Standards	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Prof. Learning/Ethical Practices	Leadership & Collaboration
CIG 697 Learning Outcomes										
Theory into Practice	x	x	x		x	x	x	x		x
Professional Philosophy	x	x	x						x	
Conduct and/or Evaluation						x			x	
Content and Pedagogical				x	x		x	x		
Professional Standards									x	x
Presentation and Format-APA							x			

Question for Culminating Experience Paper

What does a teacher need to consider when developing, implementing, and analyzing a curriculum unit?

In answering this question, use or develop at one curriculum unit and analysis from your primary teaching subject content area and be certain to:

- briefly describe the unit. (For the paper, a “unit” is defined as a minimum total of five hours of instructional time spread over a period of 5 or more days.)
- analyze the unit. The analysis is the most important part of the paper. As you write your analysis, please remember that it is a synthesis of the important knowledge, skills, and dispositions necessary for a teacher to develop and implement such a unit.
- include research that supports your analysis by including at least 15 references to educational literature using correct American Psychological Association (APA) style for referencing. Of these references, at least 7 should be chosen from the bibliography list attached.

Content for the paper:

Students will write the paper according to the schedule set up by the department in each semester. The paper should answer the take-home question that draws on the following course work in their program as well as on their own learning and teaching practice:

General Pedagogical Courses:

- CIS 603, Secondary Process and Instruction
- CIS 604, Secondary Classroom Management
- CIS 682, Secondary School Instruction
- CIS 684, Secondary Education Curriculum
- CIG 601, Curriculum and Instruction Urban Settings
- CIG 602, Differentiated Curriculum and Instruction
- CIG 603, Urban Education
- CIG 690, Teachers as Action Researchers
- CIG 692, Curriculum Evaluation in Education

Courses in one of the following curricular areas:

- Art Education
- Business Education
- Communication Education
- English Education

- Health Education
- History Education
- Journalism Education
- Language Education
- Mathematics Education
- Multicultural Education
- Music Education
- Psychology Education
- Science Education
- Social Science Education
- Theatre Arts/Drama
- Technology Education
- Teaching English as Second Language

Format for the paper:

The paper should be written using APA style. The paper should be 20-25 pages excluding cover, abstract, diagrams, figures, references, and appendix pages and should include the following sections:

Cover page that includes the following information in this order:

- Question for culminating experience paper
- Title of the paper (given by student based on the specific content of his or her paper)
- Name of the Student
- Student Number
- Email
- Telephone Number
- Emphasis concentration Area
- Date of Submission
- Advisor

Abstract page (less than 150 words) that includes:

- Purpose of the paper
- Major content of the paper
- Brief conclusion

Brief outline of the unit (at least 5 hours of instructional time spread over 5 or more days) that includes:

- Curricular and instructional goals and objectives.
- Activities/experiences for students

- Materials
- Assessment tools

Analysis of the unit that includes:

- A description of the students for whom you are developing the unit (grade level, needs, ethnicity, other demographic characteristics).
- Information about the context (content emphasis concentration area, school information, cultural perspective, curricular and instructional goals and objective)
- An explanation of the meaning of curriculum and instruction.
- Model of curriculum development used, and rationale for identifying the model.
- Your underlying philosophical perspective as it relates to curriculum and instruction.
- How you are meeting the specific needs of students particularly in diverse settings, society, and subject matter.
- Approaches to classroom management and classroom environment that help in the implementation of this unit.
- Teaching strategies used throughout the unit and rationale for the strategies.
- Approaches to formative and summative assessment of student learning.
- A deep and comprehensive analysis about your experience in developing, teaching, and assessing the unit.
- A discussion about what you learned about students, curriculum, instruction, management, and yourself as a teacher.

Reference pages

- List all your references using APA style
- A minimum of 15 references must be used throughout the paper
- A minimum of 7 references must be from the bibliography attached

Appendices

- Appendix A: Include your actual unit
- Appendix B: Include the Standards addressed in the unit
- Appendix C: Include any other supplementary materials such as assessment samples, etc.

Process for writing the paper:

Students who plan to take the culminating experience need to enroll in the appropriate CIG 697 for 1 credit semester hour during the semester in which they plan to graduate. As students start their one credit hour seminar, CIG 697, they should meet with their advisor to discuss the issues relevant to their question and ultimately determine curricular area(s) for their question as well as the contexts of school, grade level, students in which their papers are situated.

The paper from each student should be submitted to the advisor no later than the T & L Department's posted deadlines: November 1, April 1 or July 1. One copy of the paper must be submitted electronically to the advisor by the deadline.

Evaluation of the paper:

Once the paper is submitted, a minimum of one faculty member in the Department of Curriculum and Instruction will review the student's paper. For papers with questionable or marginal merit, at least two additional faculty will review the papers. Academic faculty will read and rate the paper according to the following rubric (see Table attached at the end for descriptors).

STANDARDS LEVELS  	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation and Format
Distinguished (3)						
Proficient (2)						
Marginal (1)						
Unacceptable (0)						

Faculty reviewers will complete the cells of the Culminating Experience Scoring Rubric with language specific to the project required of students in that area independently. Please see table defining the descriptors which is intended to help each group consistently distinguish among the performance levels so that as a department we have comparable rigor.

Total Score:

- PASS: Total score > 12 with no score = 0.
 - NO PASS TO PASS: Total score > 8 and < 12 for NO PASS.
 - Revise and resubmit on or before the Friday of the last week in instruction.
 - Total score > 12 with no score = 0 for PASS; total score < 12 for FAIL.
 - FAIL: Total score < 8 FAIL.

Students must receive an *S (Satisfactory)* or *Pass* on the culminating experience. Those who pass the culminating experience will receive a mailed copy of the final culminating experience form for advanced degree from the C&I graduate studies office.

If a student receives a *No Pass to Pass* for the culminating experience paper, he or she will have an oral defense or revise and resubmit the whole paper on or before the Friday of the last week in instruction. Total score must be score > 12 with no score = 0 for PASS after oral defense or revision of his or her paper.

When a student receive a *No Pass* grade for the culminating experience paper, he or she must retake the entire culminating experience in the following semester by following all the process described above. The advisor will decide on the content of the question.

If requested, the Graduate Coordinator and/or the Department Chairperson will be available to meet with the student and advisor. Subject Content Area faculty may also be asked to meet with the student and advisor. If the student fails a second time, requests for a third opportunity to retake the culminating experience paper will not be permitted by the Graduate College.

Suggested References: (Later versions of sources are also acceptable)

- Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11, 3-42.
- Apple, M. (1990). *Ideology and curriculum*. New York: Routledge, Chapman and Hall.
- Arends, R. I. (2011). *Learning to teach* (9th ed.). Boston, MA.: McGraw Hill.
- Armstrong, D.G. (2003). *Curriculum today*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Banks, J. (2009). *Teaching strategies for ethnic studies* (8th edition). New York, NY: Allyn &
- Bacon.
- Bigelow, B. (2006). *The line between us: Teaching about the border and Mexican immigration*. Milwaukee, WI: Rethinking Schools.
- Brophy, J. (1989). Research on teacher effects: Uses and abuses. *Secondary School Journal*, 89(1), 3-21.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Education Researcher*, 18(1), 32-34.
- Bruner, J. S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Cruickshank, D. R., Jenkins, D. B., Metcalf, K. (2006). *The act of teaching* (4th ed). Boston, MA: McGraw Hill.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (second edition). New York, NY: New York Press.
- Dewey, J. (1916). *Democracy and education*. New York: The Free Press, Macmillan Company.
- Dewey, J. (1933). *How we think*. Boston: D.C. Heath and Company.

- Dewey, J. (1938). *Experience and education*. New York: Macmillan Publishing Company.
- Dewey, J. (1964). *The child and the curriculum*. In R. D. Archambault (Ed.), *John Dewey on education* (pp. 339-358). Chicago: The University of Chicago Press.
- Dewey, J. (1990). *The child and the curriculum*. In J. Dewey (Ed.), *The School and Society & The Child and Curriculum* (pp. 339-358). Chicago: The University of Chicago Press.
- Grant, C.A. & Sleeter, C. (2009). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability* (5th edition). Hoboken, NJ: Wiley.
- Eisner, E. (1982). *Cognition and curriculum*. New York: Longman.
- Elmore, R.F., & Fuhrman, S.H. (1994). *The governance of curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Translated by Patrick Clarke. Lanham: Rowman & Littlefield Publishers.
- Henson, K. (2003). *Curriculum planning* (2nd ed.). Long Grove, IL: Waveland Press, Inc.
- Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2nd ed.). New York, NY: Teachers College Press.
- Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Kellough, R. D. & Carjuzaa, J. (2006). *Teaching in the middle and secondary schools* (8th ed.). Upper Saddle River, New Jersey: Merrill.
- Ladson-Billings, G. (2009). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.
- Ladson-Billings, G., and Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68.
- Lawrence, C. (2005). Forbidden conversations: On race, privacy, and community (A continuing conversation with John Ely on racism and democracy). *The Yale Law Journal*, 114(6), 1353-1403.
- Lui, M., Robles, B. Leondar-Wright, B., Brewer, R., Adamson, R., with United for a Fair Economy. (2006). *The color of wealth: The story behind the U.S. racial wealth divide*. New York, NY: The New Press.
- Marsh, C.J., Willis, G. (2003). *Curriculum: Alternative approaches, ongoing issues*. (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Mager, R.F. (1984). *Developing attitude toward learning* (2nd ed.). Glenview, IL: Scott Foresman.
- Manning, M. L. & Bucher, K. T. (2003). *Classroom management: Models, applications, and cases*. Upper Saddle River, New Jersey: Merrill.
- Maslow, A. H. (1971). *Education*. In *The farther reaches of human nature* (pp. 155-195). New York, NY: The Viking Press.

- McNeil, J. D. (2005). *Contemporary Curriculum: In thought and action* (6th ed.). New York, NY: John Wiley & Sons.
- McNeil, J. D. (2002). *Curriculum: The teacher's initiative* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.
- McNeil, J. D. (1995). *Curriculum: A comprehensive introduction* (5th ed.). New York, NY: John Wiley & Sons.
- National Board for Professional Teaching Standards. (1987). *What teachers should know and be able to do*. Arlington, VA: National Board for Professional Teaching Standards.
- National Council for Accreditation of Teacher Education. (1998). *Program standards for secondary teacher preparation, Review and comment edition*. Washington, DC: National Council for Accreditation of Teacher Education.
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, DC: National Council for the Social Studies.
- National Council of Teachers of English and the International Reading Association. (1996). *Standards for the English language arts*. Urbana, IL: National Council of Teachers of English and the International Reading Association.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics.
- National Research Council. (1996). *National science education standards*. Washington, D.C: National Academy Press.
- Nieto, S. & Bode, P. (2011). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Upper Saddle River, NJ: Pearson Education.
- Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities* (10th ed.). New York, NY: Teachers College Press.
- Oliva, P.F. (2005). *Developing the curriculum* (6th ed.). New York: Longman.
- Ornstein, A.C., & Behar, L.S. (1995). *Contemporary issues in curriculum*. Needham Heights: Allyn and Bacon.
- Ornstein, A. C., & Hunkins, F. P. (2013). *Curriculum: Foundations, principles, and issues* (6th ed.). Boston, MA: Pearson.
- Parkay, F.W. & Hass, G. (2000). *Curriculum planning: A contemporary approach* (7th Edition). Needham Heights, MA: Allyn and Bacon.
- Rosenshine, B. (1985). Direct instruction. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (Vol. 3, pp. 1395-1400). Oxford: Pergamon Press.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Silberman, M. (1996). *Active learning: 101 strategies to teach any subject*. Boston, MA: Allyn and Bacon.
- Skinner, B. F. (1974). Summing up. In *About behaviorism* (pp. 241-277). New York, NY: Vintage Books.

- Sleeter, C. (2005). *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. New York, NY: Teachers College Press.
- Posner, G.J. (1992). *Analyzing the curriculum*. New York: McGraw-Hill.
- Posner, G.J., & Rudnitsky, A.N. (1994). *A guide to curriculum development for teachers*. New York: Longman.
- Pratt, D. (1994). *Curriculum planning: A handbook for professionals*. Fort Worth: Harcourt Brace College Publishers.
- Slevin, J.F., Young, A. (Eds.) (1996). *Critical theory and the teaching of literature: Politics, curriculum, and pedagogy*. Urbana, IL: National Council for Teachers of English.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & World, Inc.
- Taba, H., & Others. (1971). *A teacher's handbook to secondary social studies: An inductive approach*. Reading, MA: Addison-Wesley.
- Takaki, R. (2008). *A different mirror: A history of multicultural America* (revised edition). San Francisco, CA: Back Bay Books.
- Tanner, D., & Tanner, L.N. (1980). *Curriculum development: Theory into practice* (2nd ed.). New York: Macmillan publishing Co., Inc.
- Von Glasersfeld, E. (Ed.). (1989). *Constructivism* (first ed. Vol. 1). Oxford: Pergamon.
- Vygotsky, L. S. (1978). Interaction between learning and development. In *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge: Harvard University Press.
- Vygotsky, L. S. (1994). The problem of the environment. In Rene van der Veer & J. Valsiner (Eds.), *The Vygotsky reader* (pp. pp 338-354). Cambridge, USA: Blackwell.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiles, J., & Bondi, J. (1993). *Curriculum Development: A guide to practice* (4th ed.). New York: Merrill.
- Wolfe, P. (2003). *Brain matters: Translating research into classroom practice*. Alexandria, Virginia: ASCD.
- Yosso, T. (2005). Whose culture has capital? A CRT discussion of community cultural wealth. *Race Ethnicity and Education*,8(1), 69-91.

The following **periodicals** will provide current examples of issues surrounding secondary school curriculum, instruction, and classroom management. Other periodicals appropriate for the student's content area may be also included upon gaining approval from the advisor. In addition, students are encouraged to access articles related to curriculum and critical pedagogy.

Action in Teacher Education, Educational Leadership, Phi Delta Kappan, Reading Teacher, Journal of Reading, Journal of Curriculum Studies, Journal of Urban and Cultural Studies,

Harvard Educational Review, comparative Education, Language Arts, The New Advocate, Social Education, Social Studies and the Young Learner, Arithmetic Teacher, School Science and Mathematics, International Journal of Educational Reform, Educational Foundations, Science Scope, The Science Teacher, History of Education Quarterly; Reading Research Quarterly; Research in Middle Level Education Online, Journal of Teacher Education.

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the

consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

<http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.