

EDL 7030
Concepts and Constructs in Curriculum & Instruction
Summer 2016
Syllabus

Professor: Audrey M. Dentith, PhD
Professor, Leadership and Educational Studies
Director of the Doctoral Program in Educational Leadership
Office: 414 Reich College of Education Bldg
E-Mail: dentitham@appstate.edu
Office Hours: M- R 10:00 AM– 3:00 PM

My Teaching Philosophy

Education is the practice of freedom. To be changed by ideas is among the most definitive and exhilarating life experiences. For me, teaching is always a deeply political and personal endeavor. Learning is never passive or neutral. I strive for an engaged pedagogy – one in which students and teacher alike challenge the other, each moving closer to our intellectual destinies. Differences are readily acknowledged and the struggle for meaning from suppressed knowledge and diverse perspectives is at the heart of the curriculum. I teach to foster the development of critical consciousness; a way of knowing that is forged in history and within relations of power and privilege. From here, I call us all, individually and collectively, to take action, to move the world toward a place of deeper humanity and the highest regard one for another.

COURSE DESCRIPTION: See ASU Graduate Bulletin, 2009-2010

COURSE AIMS:

- To gain an understanding of the breadth and diversity of the field of curriculum studies.
- To understand how theory informs practice in the enactment of curriculum in educational sites.
- To apply knowledge of theory in the development and evaluation of courses and programs in educational organizations.

Course Objectives:

At the conclusion of this course, you will be able to:

- Articulate knowledge of historical, political, multicultural, gendered and literary concepts of curriculum.
- Understand the aesthetic, spiritual, cosmopolitan, ecological, cultural studies, post-colonial, poststructural and psychoanalytic concepts of curriculum.
- Lead a ‘complicated conversation’ about a topic from the texts with class members.

- Write a Carrere narrative that expresses knowledge of curriculum theory with autobiography.
- Apply knowledge of curriculum theory into the development of programs and courses of study.

Course Texts and Articles:

Books

Morris, M. (2016). *Curriculum Studies Guidebooks: Concepts and Theoretical Frameworks, Volume 1*. New York: Peter Lang.

Morris, M. (2016). *Curriculum Studies Guidebooks: Concepts and Theoretical Frameworks, Volume 2*. New York: Peter Lang.

Articles (on curriculum & history):

Ladson-Billings, G. (2016). Then there is this thing called the curriculum: Organization, imagination and mind, *Educational Researcher*, 45 (2), 100- 104.

Schoenfeld, A. H. (2016). 100 years of curriculum history, theory and research. *Educational Researcher*, 45 (2), 105- 111.

Articles (practical examples of curriculum theory):

Anand, B. (2015). A multicultural curriculum for educational equity: Montclair High School. In E. Rodriguez (Ed.). *Pedagogies and curriculums to (re)imagine public education*. New York: Springer.

Dentith, A. & Harper, F. (2010). Enhancing self, social and subject through experience in service learning and environmental studies. *Journal of Curriculum & Pedagogy*, 7, (1), 61-80.

Dentith, A., Cohen-Miller, A., Jackson, G. & D. Root. (2011) Developing a globalized teacher education curriculum through interdisciplinarity. *Curriculum Teaching and Dialogue*, 13 (2), 77-92.

Kilbane, J. (2008). When are we going to study curriculum in Curriculum Studies? *Journal of Curriculum & Pedagogy*, 5(2), 59-62.

Leemann, J. (2010). Lion eats sassy girl because he can: Games and second-order learning within an interdisciplinary arts curriculum. *Journal of Curriculum & Pedagogy*, 7 (1), 53-56.

Perlstein, D. (2015). “Starting life again”: School and community at Arthurdale

In E. Rodriguez (Ed.). *Pedagogies and curriculums to (re)imagine public education*. New York: Springer.

Poetter, T. (2005). Making a New Curriculum “Reality”. *Journal of Curriculum & Pedagogy*, 2 (1), 62-66.

Walker Niebur, L. (2009). Serious Play: The Power of Singing Games in Learning and Life. *Journal of Curriculum & Pedagogy*. 6 (2), 114-141.

Recommended Books: (these are older books and can be bought on Amazon or Abe books cheaply. Make sure you look for the right edition to the get the cheapest price)

Henderson, J. G. & Gornik, R. (2007). *Transformative curriculum leadership*, 3rd Ed. Upper Saddle River, New Jersey: Pearson.

Shiro, M. (2007). *Curriculum theory: Conflicting visions and enduring concerns*, 1st Ed. Thousand Oakes, CA: Sage. (this book has a new edition that is expensive. The older edition does suffice).

Course Requirements:

1. Reading and Engagement:

Engagement in the course is marked by the quality of your questions and comments in class and your contributions to our collective sense-making about complex phenomena. Please come to class ready to engage thoughtfully with the texts. Assignments should be handed in on time, however, adult life can be complicated at times. As a result, if you find yourself unable to make a due date, please give me some advance notice and I’ll be happy to work with you to find an agreed upon date for assignment submission. All assignments, however, must be handed in by the end of summer term. Please no cell phone calls, texts or internet surfing in class.

Attendance and sensitive dialogue are requisite components of the course and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of preparation (reading assigned texts), *listening*, as well as speaking – listening to the texts, to one another, to the life experiences of youth and adults in organizations, schools, and communities, to the issues of work and society. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the group in relation to the topic(s) under study. Conversations may become contested or uncertain at times, and so commitment to *scholarly and respectful discourse and argumentation is important*. Students are expected to provide input and to listen and reflect extensively in class. Absences may lower the final letter grade and more than three (3) absences across the semester may warrant a failing grade for the course. A student who will be absent from class for unforeseen reasons should notify the professors via email (this should be before the class session when possible).

2. Class Facilitation Exercise:

Due: Different nights during the Semester as per Sign-up Sheet

Having teaching experiences will enhance your career in academia and in the workplace as a practitioner or trainer. You will be responsible for researching, facilitating, and extending the assigned chapter discussions once during the semester. The facilitation should be designed for no longer than 1 hour (45 minutes is sufficient). Dates for the discussion facilitations will be assigned at the beginning of the semester.

Scoring Guide for the Chapter Discussion Facilitations

Criteria	Unsatisfactory	Satisfactory	Exceptional
Lesson Plan	Did not plan for enough steps/use the template or turn in a lesson plan. 0-5 points	The lesson plan was satisfactorily designed and led to a good learning experience for others. 6-11 points	The lesson plan was extremely well-designed and thoroughly replicable. It led to highly effective learning facilitation. 12-15 points
Discussion Facilitation	The facilitation basically summarized the chapters but did not lead to enhanced understanding. 0-5 points.	The facilitation went beyond summarizing the chapters by providing learners with activities that enhanced their understanding of the concepts/ideas/methods/strategies. Modeling was appropriate and the learners were highly engaged 6-11 points.	The facilitation provided creative ways for learners to engage with the chapters concepts/ideas/methods/strategies that Deeply enhanced understanding. Modeling was appropriate and the learners were highly engaged. 12-15 points.

3. Currere Reflective Journal:

Currere is the Latin root of the word, *curriculum*, and it's the investigation of the individual experience of the public. It is through these memories that one comes to better understand oneself. Through experiences, one gains multiple perspectives around notions of self, subject, and society. Currere might be a story of marginality in that one can write about experiences that have resulted in marginality. Or, currere might also be one's interpretation of an educative experience in which significant change on a deeply personal level occurred.

The purpose of this assignment is to give you an opportunity to reflect on the meaning of the education, identity and curriculum in your own life.

I firmly believe (and research supports) that we learn better and more meaningfully when we are forced to reflect upon and then articulate information. We learn even better when we have to synthesize academic information with our life experiences. That is the goal of this currere assignment.

Currere reflections should be double-spaced, typewritten pages at 12-point font. Think of this as an autobiographical exercise that deeply integrates theory with experience. The length will depend on how much you put into it, but a minimum of a 1-2 pages a week is expected or about 10 or so pages in all. Use this experience to learn how to integrate theory and to practice strengthening your writing skills as pertains to both clarity and expression. Points will be assessed based on the presence of theory and the extent of thoughtful content and critical self-reflection included. Please make clear connections to the texts, videos, and other course content. It is also my hope that this learning journal will help you avoid last minute reading (skimming) the day before or the day of class. I hope you will have reflected on and synthesized assigned readings before you come to class. This will make for remarkably better discussions!

Examples of published Curreres:

Phelan, P. (2010). Pre-school for the elder mom – for Laura Grace Phelan. *Journal of Curriculum & Pedagogy*, 7 (1), 50 -53.

4. Final Curriculum Project:

You will bring your theoretical knowledge full circle with a practice application and design of a curriculum project, or a program. Applying theoretical principles gleaned from the texts in this class, describe your approach to this project. Include information on the context for your work. This is an independent, self-directed project that allows you to personalize the learning in this course to your individual interests and needs in the facilitation of the learning of adults. The context for the project will either be a an extensive course (at community college, adult basic education center, continuing education course, etc.), a professional development workshop for teachers in PreK-12 settings, a program for undergraduate students or a part of a curriculum for a community educational site, designed and implemented using the ideas introduced in this class. Be as creative and courageous as you want! No more than 8-10 pages. Include all or some of the following as these pertain to your project:

1. Description of site and pertinent need, relevant social, economic or cultural information, your assessment of the current situation and learner needs
2. The philosophical, theoretical underpinnings of the project and rationale for its development and implementations including personal relevance and reflection of beliefs, including your own teaching philosophy.
4. Pertinent lesson plans, program plans or outlines for engagement with your audience.

5. The curriculum model and its description as it fits your project.
6. The preparation plans for your staff including the planning, support and supervision of project implementation.
6. Your reflection (currere) of your own learning process with careful attention to your understanding of curriculum theory.

Final Program or Curriculum Design Project Scoring Guide: Total Points = 40

Criteria	Unsatisfactory	Satisfactory	Exceptional
Organization and writing	The project does not follow the structure and did not demonstrate doctoral level graduate work. <i>1-5 points</i>	The project's structure, writing style, and coherence is appropriate to graduate study work. <i>6-11 points</i>	The project's structure, writing style, and coherence is exceptional. <i>12- 15 points</i>
Content <ul style="list-style-type: none"> • <u>Context and Rationale</u> • <u>Philosophical and theoretical underpinnings</u> • <u>Lesson plans, program outline, syllabus, etc.</u> • <u>Curriculum Model</u> • <u>Currere or Overall Reflection</u> • <u>Relevant Citations (Use APA 6thformat)—Annotated Bibliography</u> 	The project does not include all of the elements listed and/or did not provide logical activities that would help learners to meet the learning objectives. <i>1- 5 points</i>	The project includes all of the elements listed with logical activities that would help learners to meet the learning objectives. <i>6 – 21 points</i>	This highly creative project includes all of the elements listed and it threads the well-thought out activities with compelling and relevant theory. <i>22 - 25 points</i>

What to Expect:

This class is based on my expertise and experience as a Curriculum scholar schooled with a background and years of study in the field of Curriculum Studies. I have selected two brand new, rigorous texts designed for advance study in the field of curriculum. Success in this course will be marked by your willingness to think deeply and be open-minded about what might be considered “tough” material. Many of you are coming into this course with varying experiences and knowledge of the curriculum field and curriculum development, in general. I’ll do my best to make the course accessible yet challenging for each of you.

Class Policies:

1. **Assignment Formatting:** Assignments must be word-processed, proofread, and prepared in proper form and style. The APA 6th Edition Style Guide is required for all of your assignments.
2. **Drafts and Revisions:** Drafts of assignments may be assessed or reviewed by the instructor if you’d like to do so. This is contingent on my time and the assignment due

date, of course. Your best attempt should be submitted for each assignment. I try to provide comprehensive feedback on each assignment. I'm also available to help you tease out ideas and organize your thoughts for the required assignments.

Assessment and Evaluation:

Working under the assumption that we are motivated to engage in ideas and complex constructs, I anticipate that everyone will do her/his best work—in reading carefully, in writing thoughtfully, and in participating actively in class (and online) discussions.

To successfully complete the course, all assignments must be prepared using the APA 6th edition format for citations.

There are several components to the successful completion of the course. A breakdown of those components is given below.

Points Value and Grading Scale:

1. Class Facilitation Exercise	30 points
2. Currere Reflective Journal	30 points
3. Final Curriculum Project	40 points

Total	100 points

Grading scale:

- A = 90-100 pts.
- B = 80 - 89 pts.
- C = 79 -70 pts
- D= 69 – below pts.

Weekly Schedule

Week	Date	Topic	Readings	Assignments Due
1	5/25	What is Curriculum? Models and Theories	Ladson-Billings, G. (2016). Then there is this thing called the curriculum: Organization, imagination and mind, <i>Educational Researcher</i> , 45 (2), 100- 104. Kilbane, J. (2008). When are we going to study curriculum in Curriculum Studies? <i>Journal of Curriculum & Pedagogy</i> , 5(2), 59-62.	

2	6/1	Curriculum Ideologies & Historical Curriculum Concepts	<p>Schoenfeld, A. H. (2016). 100 years of curriculum history, theory and research. <i>Educational Researcher</i>, 45 (2), 105- 111.</p> <p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 1</i>, Chapter 2</p> <p><u>Optional:</u> Shiro, M. (2007). <i>Curriculum theory: Conflicting visions and enduring concerns, 1st Ed.</i> Thousand Oakes, CA: Sage. Chapter 1 (Chapters 3 – 5 offer more detailed description of the major curriculum ideologies).</p>	
3	6/8	Historical Curriculum Concepts & Models of Curriculum Planning	<p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 1</i>, Chapter 3-4</p> <p>Dentith, A. & Harper. F. (2010). Enhancing self, social and subject through experience in service learning and environmental studies. <i>Journal of Curriculum & Pedagogy</i>, 7, (1), 61-80.</p> <p>Handouts (See ASU Learn)</p>	
4	6/15	Political and Multicultural Curriculum Concepts	<p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 1</i>, Chapter 5-6.</p> <p>Anand, B. (2015). A multicultural curriculum for educational equity: Montclair High School. In E. Rodriguez (Ed.). <i>Pedagogies and curriculums to (re)imagine public education</i>. New York: Springer.</p>	
5	6/22	Gender, Social Class and Literary Curriculum Concepts	<p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 1</i>, Chapters 7-8</p> <p>Perlstein, D. (2015). “Starting life again”: School and community at Arthurdale In E. Rodriguez (Ed.). <i>Pedagogies and curriculums to (re)imagine public education</i>. New York: Springer.</p>	

6	6/29	Aesthetics and Spiritual Curriculum Concepts	<p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 2</i>, Chapters 2 – 3</p> <p><u>Optional:</u></p> <p>Walker Niebur, L. (2009). Serious Play: The Power of Singing Games in Learning and Life. <i>Journal of Curriculum & Pedagogy</i>. 6 (2), 114-141.</p> <p>Leemann, J. (2010). Lion eats sassy girl because he can: Games and second-order learning within an interdisciplinary arts curriculum. <i>Journal of Curriculum & Pedagogy</i>, 7 (1), 53-56.</p> <p>Poetter, T. (2005). Making a New Curriculum “Reality”. <i>Journal of Curriculum & Pedagogy</i>, 2 (1), 62-66.</p>	
7	7/6	Cosmopolitan and Ecological Curriculum Constructs	<p>Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 2</i>, Chapters 4, 5</p> <p>Dentith, A., Cohen-Miller, A., Jackson, G. & D. Root. (2011) Developing a globalized teacher education curriculum through interdisciplinarity. <i>Curriculum Teaching and Dialogue</i>, 13 (2), 77-92.</p>	
8	7/13	Cultural Studies & Postcolonial Curriculum Constructs	Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 2</i> , Chapters 6, 7	
9	7/20		No Class	
10	7/27	Poststructural & Psychoanalytical Curriculum Constructs	Morris, M. (2016). <i>Curriculum Studies Guidebooks, Volume 2</i> , Chapters 8, 9	Currere Reflection DUE
11	8/3		Gallery Walk	Curriculum Project DUE

Appalachian State University Policies:

Academic integrity

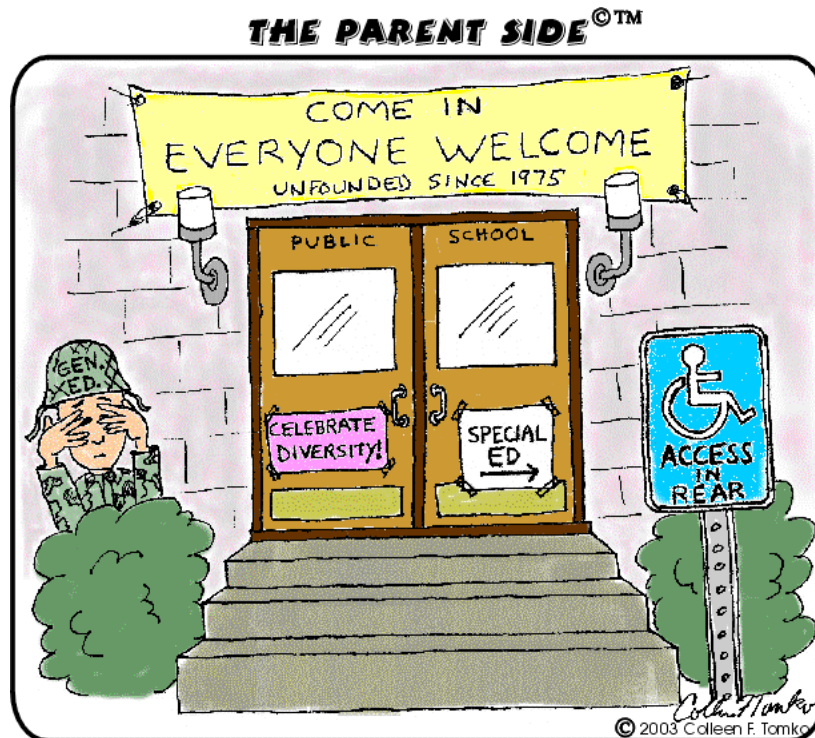
As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Religious Observance

According to state law S.L. 2010-112, the university has adopted a student religious observance policy. Under this policy, students are allowed a minimum of two excused absences each academic year for religious observances required by the faith of a student, and students will have the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students may be required to provide written notice of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance.

Accommodations

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.



Mixed Messages