

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

AUBURN UNIVERSITY SYLLABUS

- 1. Course Number:** EDLD 8300
Course Title: Curriculum Theory and Practice
Credit Hours: 3 Semester hrs.
Prerequisites: EDLD 7330 or other General Curriculum course

2. Date Syllabus Prepared: August, 2009

| | | | |
|-----------------------------|---------------------|----------------------|--|
| Instructor: | Dr. Ellen H. Reames | Office Hours: | T & Wed 2-4 |
| Class Meeting Times: | Weekend course | e mail: | reamseh@auburn.edu |
| Classroom: | Haley Room 2435 | Office: | 334 844-3067 |
| | | Home: | 706 327-1102 |
| | | Cell: | 706 573-7563 |

3. Texts:

Dewey, J. & Jackson, P.W. (1991). *School & Society/Child & Curriculum*. Chicago, IL: University of Chicago Press. ISBN 9780226143965

Schubert, W.H. (1986). *Curriculum: Perspective, paradigm, and possibility*. Upper Saddle River, NJ: Pearson Education Company. ISBN 0-02-407760-7.

4. Course Description:

This course is an advanced application of curriculum theories with an emphasis on the impact of philosophical and theoretical beliefs on practice. This course provides a foundation for those who will be providing administrative leadership in the area of curriculum. School and university curriculum leaders must have an understanding of how theory can and should be reflected in practice. This course is designed to enable graduate students to become reflective about their own theories and practices and those within their organizations.

5. Course Objectives:

Upon completion of this course, students will be able to:

1. Identify the impact of the major historical, sociological, political, and philosophical beliefs that have impacted curriculum theory development
2. Describe the major curricular theories.
3. Compare and contrast curricular theories
4. Identify the major issues related to the interrelationships between theory and practice
5. Describe the relationship of each curriculum paradigm to the teaching and learning context
6. Describe their theory of curriculum and their rationale for it.
7. Compare and contrast espoused and implemented theory as practiced in the field

6. Course Content and Schedule:

Weekend One

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|--|------------------------------|
| Overview of course syllabi and requirements The 3 orientations: technical, practical, emancipatory | Friday August 20 |
| Curriculum as a field: Images of Curriculum-content, planned activities, learning outcomes, cultural reproduction, experience, tasks and concepts, agenda for social reconstruction, “Currere” | Friday, August 20 |
| Related Subdivisions of Education- administration, supervision, educational foundations, educational policy studies, evaluation, research methodology, subject areas, levels of schooling, education for equity, educational psychology, instruction | Friday August 20 |
| Domains- curriculum theory, curriculum history, curriculum development, curriculum design, curriculum implementation, curriculum evaluation, curriculum change, curriculum inquiry | Friday August 20 |
| Commentaries- intellectual traditionalist, social behaviorist, experientialist | Friday August 20 |
| Historical Antecedents: Curriculum from Enlightenment to 20 th Century Curriculum in 20 th Century to the present | Saturday August 21 |
| Outside Curriculum Contexts- political, value, economic, Inside school contexts- overt curriculum, frame factors, physical plant, hidden curriculum, extracurricular activities, null curriculum Nonschool Curricula-homes and families, peer relationships, mass media, formal organizations, vocations, avocations DVD John Dewey | Saturday August 21 |
| Philosophy: Schools of Philosophical thought or “isms”- Idealism, Realism, neo-Thomism, Naturalism, Pragmatism, Existentialism & Phenomenology Curriculum Theory: descriptive, prescriptive, critical, personal Group Preparation Time | Saturday August 21 |
| Field Trip: Data Rooms | Sunday August 22 1 pm – 6 pm |

Weekend 2

| | |
|--|-----------------------|
| Paradigms in Curriculum: Overview- Chapter 7 DVD Dewey/Guest Speaker Dewey Guiding Questions | Friday September 10 |
| Paradigms in Curriculum: Technical/Perennial Tyler & the 4 questions: purpose, content, organization, evaluation Chapters 8, 9, 10, 11 | Saturday September 11 |
| Group 3 Presentation | Saturday September 11 |
| Paradigms in Curriculum: Practical Chapter 12 | Saturday September 11 |
| Groups 2 and 4 | Saturday September 11 |
| Paradigms in Curriculum: Emancipatory/Critical Praxis Chapter 13 | Sunday September 12 |
| DVD Lev Vygotsky | Sunday September 12 |
| Groups 1, 5, 6 | Sunday September 12 |

7. Course Requirements/Evaluation:

1. Individual Paper. Students are to select a job embedded topic related to curriculum theory and practice and create a research based study which can be concluded within the time frame of our class. The research can be a qualitative or quantitative data collection study. The paper is due: **Monday November 1, 2010. See Rubric. 50 pts.**

2. Curriculum Theory Group Presentation. Description: Members of the class will participate in a group project presentation (3 members per group) which focuses on an assigned subject/topic area of curriculum theory. As members of this group, you will become experts on this subject/topic area. Each member is expected to share equally in the research and in the presentation of the topic. While Powerpoints are not always necessary they are helpful but groups are encouraged to use other means of visual presentations. Each presentation should last no more than 30 minutes. Due 2nd weekend of class (**Total of 30 points.**)

3. Description: Select and read one scholarly journal article on curriculum theory (based on approved topics from the list below). Write a critique of the article that is (3-5 pages) that includes the following: summary of the main points, your reactions to the article and why, usefulness of the article and why, and what information you would have added or deleted from the article if you had been the author. Hand in a clean copy of the article, including citation information, when you submit your papers. Follow APA format. **20 pts. See Rubric.** Due any time prior to 2nd weekend class.

8. Class Policy Statements: Grading and Evaluation Procedures:

1. Class Participation. As graduate students, you are expected to attend class **regularly and on time**, be prepared, and meaningfully participate in class discussions and activities. Being prepared means that you will have read and thought about the assigned readings and that you will have thoughtfully prepared any assignments that will be discussed in class.

My policy: Because this is a weekend course, and students have agreed to the times and places we will meet, students who miss class during this semester will receive a reduction in grade

and/or an incomplete **and/or** will be asked to make the time up during the semester by doing additional library and one-to-one assignments with the instructor.

Additional statements concerning attendance and participation:

Students are expected to attend all class meetings. Excessive class absences will result in a grade reduction. Those students seeking certification seriously jeopardize their standing when classes are missed. See the *Tiger Cub* for a complete explanation of the University's attendance policy. The *Tiger Cub* is also available on-line at www.auburn.edu/tigercub/rules/rules_regs_policies. Excerpts from the policy are presented here to help guide the student in their graduate studies. From *Tiger Cub Rules: Faculty Responsibilities in the Instructional Program*:

“Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular class attendance is necessary to receive proper instruction. Specific policies regarding class attendance are the prerogative of individual faculty in writing at the beginning of the course regarding the effect of absences on the determination of grades” (page 3: Class Attendance, Rule 2).

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|---|----------|
| Journal Article Review | 20 pts. |
| Curriculum Theory Research Report | 50 pts. |
| Curriculum Development Project | 30 pts. |
| Total | 100 pts. |

The following grading scale of points will be used:

| | |
|----------|-----|
| 100 – 90 | = A |
| 89 – 80 | = B |
| 79 – 70 | = C |
| 69 – 60 | = D |
| Below 60 | = F |

9. Justification for Graduate Credit:

This course provides a foundation for those who will be providing administrative leadership in the area of curriculum. It is needed so that these leaders will have an understanding of how theory can be applied to practice and will enable them to become reflective about their own theories and practices and those within their organizations. Students will engage in activities in which they conduct comparative analyses of theory and practice and synthesize findings to form a curriculum theory of their own. This course satisfies Class “AA” school administration certification.

EDLD 8300 JOURNAL ARTICLE REVIEW

Description: Select and read one scholarly journal article on curriculum theory (based on the recommended authors/theoreticians from the list below). The article can be written by them or include information about one or more of the names below. Write a critique of the article that is (3-5 pages) that includes the following: summary of the main points, your reactions to the article and why, usefulness of the article and why, and what information you would have added or deleted from the article if you had been the author. Hand in a clean copy of the article, including citation information, when you submit your papers. Follow APA format. **20 pts. See Rubric.** These may be handed in any time prior to Weekend 2.

RECOMMENDED TOPICS FOR JOURNAL ARTICLE REVIEWS

Contributions to curriculum theory and thought, development, from one of the following:

| | | | |
|-------------------------|-------------------------|--------------------------------|--------------------------|
| Mortimer Adler | Michael Apple | Franklin Bobbit | William C. Bagley |
| John Dewey | Paulo Freire | Jurgen Habermas | Henry Giroux |
| Maxine Greene | Charles H. Judd | William Pinar | Carl Rogers |
| William Schubert | Ralph Tyler | Lev Vygotsky | Madeleine Hunter |
| Joseph Schwab | George S. Counts | Robert Maynard Hutchins | |

Name: _____

Article:

| | | | | | |
|-------------------------------|---|---|---|---|---|
| <u>Summarized Main Points</u> | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| <u>Reactions to the Article and Why</u> | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |

| | | | | | |
|--|---|---|---|---|---|
| <u>Usefulness of the Article and Why</u> | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |

| | | | | | |
|---------------------------------|---|---|---|---|---|
| <u>What was Missing and Why</u> | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |

| | | | | | |
|----------------------------------|---|---|---|---|---|
| <u>Overall Quality of Review</u> | 0 | 1 | 2 | 3 | 4 |
| Comments: | | | | | |

Total Points: _____/20

EDLD 8300 Curriculum Theory and Practice

Individual Curriculum Theory Research Report

Each member of the class is to pick an area to research which is related to a curriculum theory topic and conduct a research project. I encourage you to pick an area to investigate which is job embedded or related to your present position. The topics and areas of interest are endless. All papers should be double spaced and strictly adhere to APA guidelines:

American Psychological Association (APA) (2010). *The Publication Manual of the American*

Psychological Association (6th ed.). Washington, DC: Author

The papers should include the following components:

- I. Introduction 2-3 pages double spaced 0 pts.
- II. Review of Related Literature 10 pages double spaced 20 pts.
- III. Methods-regardless of the type of study i.e. qualitative or quantitative you should include most of the following: 6-8 pages double spaced 20 pts.
 - a. Description of Participants
 - b. Intervention or treatment
 - c. Instrument-should reflect research questions regardless of the type of instrumentation you choose. Survey, focus group questions and answers, interview questions and answers etc.
- IV. Procedures and Results 10-12 pages double spaced 20 pts.
 - a. survey results or results from focus groups or interviews
 - b. observations
 - c. interviews
- V. Conclusions and Implications 4-6 pages double spaced 20 pts.
 - a. restate purpose of study
 - b. briefly describe outcomes of the study
 - c. what did the results tell you about what should happen in the future
- VI. References 20 pts.

*****Instructor Example provided with the syllabus.**

EDLD 8300 Curriculum Theory and Practice

GROUP PRESENTATION/ DISCUSSION RUBRIC

Description: Members of the class will participate in a group project presentation (4 members per group) which focuses on an assigned subject/topic area of curriculum theory. As members of this group, you will become experts on this subject/topic area. Each member is expected to share equally in the research and in the presentation of the topic. While Powerpoints are not always necessary they are helpful but groups are encouraged to use other means of visual presentations. Each presentation should last no more than 30 minutes. **(Total of 30 points.) To receive all 30 pts individual members will need consensus from their group that they have performed at or above group standards ***see Group Project Cooperation Rubric.**

Topics:

- Group 1 A.S. Neill's Summerhill School
- Group 2 Foxfire Approach
- Group 3 Padeia Schools
- Group 4 John Dewey Laboratory School
- Group 5 Progressive Education Association
- Group 6 Debra Meier's Central Park East Schools

Group presentations will be graded according to the following criteria:

Did the presentation clearly describe major theories associated with the topic? (including overview of the theme, philosophy/assumptions which drive the theme and stakeholders/parties who would be involved; paradigms used) (5 pt)

Did the presentation explain or give examples of design, delivery and assessment that would commonly be used with this topic?(5 pt)

Did the presentation clearly present an analysis and critique of how studying this could benefit educational leaders? This should include perspective of each member of the group. (5 pt)

Did the presentation identify strengths and weaknesses of studying this topic? What research strengths and weaknesses did the group uncover? (5 pt)

Did the presentation offer sample activities that illustrate areas of interest and/or concern for those interested in studying this topic? (5 pt)

Students: _____

Curriculum Theory and Practice Topic: _____

| | | | | | | |
|--|---|---|---|---|---|---|
| Description of major curriculum theories i.e. Paradigms: technical, practical, emancipatory | 0 | 1 | 2 | 3 | 4 | 5 |
| Examples of design, delivery and assessment | 0 | 1 | 2 | 3 | 4 | 5 |
| Analysis of how this could benefit leaders? Members viewpoints | 0 | 1 | 2 | 3 | 4 | 5 |
| Strengths and weaknesses of topic discovered during research and investigation | 0 | 1 | 2 | 3 | 4 | 5 |
| Sample activity which demonstrates interesting facets of topic | 0 | 1 | 2 | 3 | 4 | 5 |
| Total Points _____/30 | | | | | | |

EDLD 8300 Curriculum Leadership Theory. We have already met one weekend. In the event the faculty member becomes ill or Auburn University closes we will use Blackboard to complete group projects and individual assignments. All course work is presently posted on Blackboard. This includes weekly assignments, Session folders, written assignments and projects. In the event we are not able to meet students will be instructed to follow weekly postings and on-line submission of class projects. I have added the following class policy statement to my syllabus and have posted that on the College of Education website:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

H1N1 Contingency Plan

“1. Students will be expected to complete all assignments via Blackboard” and University policies concerning excused illness will apply. 2. All group work will be posted as video or PowerPoint presentations. 3. Instructor will use Auburn University email for all correspondence with students. 4. In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class.”