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| **AUBURN UNIVERSITY**  Course Syllabus |

**1. Course Number:** FOUN 7036

**Course Title:** Modernity philosophy and the curriculum

**K – 12 Leadership**

**Credit Hours:** 3 semester hours

**Prerequisites:** Graduate standing

**Syllabus prepared**: August 2012

Student Teams:

Team 1: Britton, Keely, Lavaris, Thomas, Angela Martin, and Claudia Bryan

Team 2: Cox, Chris, Robertson, Joshua, and Lynn Irwin

Team 3: Myers, Kendrick, Jones, Leslie, and Christopher, Mitten

1. **DATE SYLLABUS PREPARED**: August 2012
2. **TEXTS OR MAJOR RESOURCES:**

**Bugliarello, George. 2003. A new trivium and quadrivium. Bulletin of science, technology & society. (23) 2. Pp. 106 -113. (Available on Canvas in Files Folder)**

**Hamel, Gary and C.K. Prahalad. (1989) “Strategic intent.” *Harvard Business Review*. (Available on Academic Search Premier RBD.)**

**Kaminsky, James S. (Submitted) “Abstinence and comprehensive age-appropriate healthy sex education: Sexual violence, rape, prostitution, sex trafficking, and sexual slavery” (Available on Canvas in Files Folder)**

**Kaminsky, James S. (submitted) “Education, curriculum theory, instructional design and the Second Law of Thermodynamics” (Available on Canvas in Files Folder)**

**Pan American Health Organization and World Health Organization. (2000) *Promotion of sexual health: Recommendations for action*. NP. (Available on Canvas in Files Folder)**

**Petrina, Stephen. (2004). “The politics of curriculum and instructional design/theory/form: Critical problems, projects, units, and modules”. *Interchange* (35) 1. (Available on Canvas in Files Folder)**

**Pinker, Steven. (2002). *The blank slate*. Viking Press. (Available used from Amazon $3.95)**

**Rand Corporation. (2004)*. Getting to outcomes: Promoting Accountability through methods and tools for planning, implementation, and evaluation.* Arlington VA: Rand Corporation (Available on Canvas in Files Folder)**

**Spring, Joel. (2009). *Political agendas for education*. (4 ed) Lawrence Erlbaum Associates. (Available in in Kindle from 10.95 rented 22.76 paperback used from Amazon.)**

**Course distance delivery:**

*Dialectic learning element*

IT– Discussion Tweets for immediate discussion of readings and experience

**Assessment**: Please remember Discussion Tweets must be anchored in an explanation, description reconstruction, or interpretation of said week’s readings. They will be judged on the basis of their originality and insight.

I will grade Discussion Tweets each week. Tweet grades will be averaged and at the end of the fifth tweet points will be awarded.

(Discussion Tweets are located in the Discussion section of Canvas. Choose a unique typeface to identify your comment and add your name at the close of your contribution.)

*Reflection learning element*

IT -- Discussion: Development Thread

**Assessment**: Discussions must be anchored in an explanation, description or reconstruction of said week’s readings. They should relate to the discussion of other students. They should also reference and use at least one pertinent article from Academic Search Premier search engine on the RBD webpage.

I will grade Discussions each week. I will average discussion grades and after the last discussion assignment Discussion points will be awarded. (Choose a unique typeface to identify your comment and add your name at the close of your contribution.)

*Collaborative Learning element*

IT – WIKI Collaborative learning

**Assessment:**  Collaborative development of knowledge base will allow students to experience creative project development. The difference between a Wiki and a Discussion is that while a Discussion assignment is a reflective individual effort a Wiki is a collaborative effort to develop a common theme. Wiki contributions will be assessed on the basis of their originality and insight. It is also required that each Wiki contribution (each two weeks) shall cite at least two sources from class readings and one from sources outside of class readings. (Citations must correctly follow a common style guide – APA, Harvard, Chicago and so on.)

Wikis are collaborative learning environments. Therefore, each team member of the Team that on average submits the three best Wiki’s will receive 5 bonus points.

Each team member’s contribution to the Wiki will be separately assessed. Therefore each member of the team should select a unique typeface to identify their work and place their last name at the beginning and end of their contribution. I will assess each Wiki at the end of each two-week period.

(Choose a unique typeface to identify your comment and add your name at the close of your contribution.)

WIKI ADDRESS: FOUN7036modernity-philosophy-and-the-curriculum.wikispaces.com/

USER NAME: LeadershipAustralia

PASSWORD: 123usaau

*Traditional discursive learning element*

Final paper

Will allow students to individually synthesize and present their mastery of the process of curriculum theory and instructional design. Papers will be 5 to 8 pages in length. Final papers should use Tweets, Discussion comments, Wiki elements, outside research and original narratives.

As a guide Final Papers shall cite at least two sources from class readings and one from sources outside of class readings per page. (Citations must correctly follow a common style guide – APA, Harvard, Chicago and so on.)

**Course passwords:**

**4. COURSE DESCRIPTION:** This course addresses the philosophical assumptions of curriculum development within the context of modernity. The course will examine the curriculum’s political “final vocabulary”, as presented in the Federal legislation of No Child Left Behind and Race to the Top. That is, the course will examine the meta-grammar of curriculum theory and instructional design. Using the documents from the World Health Organization the class will reconsider the final vocabulary curriculum theory and instructional design. It will also address such issues as the democratic malaise and public education, the revolt of the educated elites, pseudo-radicalism in the academy, and the school curriculum in the post-modern world. Finally, using collaborative techniques the class will specify the curriculum theory, instructional design, and methods of assessment necessary to successfully engage in age-appropriate education.

1. **COURSE OBJECTIVES:**

**Student learning outcomes:**

1. Will identify the historical, philosophical, legal, ethical, social and political issues associated with public education in the United States

2. Will compare and contrast the administrative styles of public education in two democracies.

3. Will explain how develop an international perspective on curriculum supervision and the administration of public education.

4. They will develop and international network of professional colleagues.

5. Will explain the interaction of the politics of curriculum theory and instructional design.

6. Will describe and show the cultural, personal, psychological, and social predicament of developing a new (outside of the box) curriculum.

7. Will define, describe, and present a comprehensive curriculum theory and instructional design for knowledge and skill base discipline not present in the public schools of the United States

8. Will master the use of web agencies (tweets, Discussions, and Wikis) for instructional design.

9. Will build a curriculum consistent with Petrina's version of systems theory

**6. COURSE CONTENT AND SCHEDULE:**

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| **WEEKS**  **&**  **Assignments** | ***Articles and lectures are available on your flash drive*** |
| **Readings/ Assignments** |
| **Week 1**  **August 16**  **First Tweet assignment**  **Tweeting: Five tweets (minimum) on the Challenges to education highlighted by Ken Robinson** | **Introduction FOUN 7036**  ***Review the 7036 Syllabus and obtain texts***  **Lecture 1:** Thinking outside of the box (Found in the “Files” menu in Canvas.)  **View the Coffee Break/Introduction link (Found in the “Files” menu in Canvas.)**  **Readings:**  Bugliarello, George. 2003. A new trivium and quadrivium. Bulletin of science, technology & society. (23) 2. Pp 106 -113.  **(Found in the “Files” menu in Canvas.)** |
| **Week 2**  **Introduction**  **August 23**  **Orientation:**  **Second Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** Democratic (liberal) concepts of the curriculum as evidenced in Spring | **Introduction FOUN 7036**  **Lecture 2** Liberal Educational Agendas  **Readings:**  Pinker, Steven. *Blank Slate* Ch. 16 Politics  Joel Spring: Political Agendas for Education, Ch. 1 Democratic educational agenda: Civil rights, no child left behind, multiculturalism, and language. Pp. 1 – 63  **Canvas discussion assignment 1**: Make at least four (4) contributions to the segment of the class Discussion Board addressing the issue of **liberal politics** that are challenging the evolution of the curriculum as outlined in Pinker and Spring. (1/2 page each minimum) Use a unique typeface for your contribution and place you name at the end of your contribution. |

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| **Week 3**  **August 30**  **Second Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** Republican (conservative) concepts of the curriculum as evidenced in Spring | **Democratic and Republican educational agenda.**  **Lecture 3** Conservative Educational Agendas  **Readings**:  Spring, Joel. *Political Agendas for Education* Pp. 64 – 150  **Second Canvas discussion assignment**: Make at least four (4) contributions to the segment of the class Discussion Board addressing the issue of **conservative politics** that are challenging the evolution of the curriculum as outlined in Pinker and Spring. (1/2 page each minimum) |
| **Week 4:**  **September 6**  **Third Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** Pinker’s rationale for curriculum development | **Thinking out of the box: Curriculum theory / instructional design**  **Lecture 4 Modernity and Moving the Curriculum on**  **Third Canvas discussion assignment:**  Make at least four (4) contributions to the segment of the class Discussion Board addressing Pinker’s view of curriculum theory and instructional design. (1/2 page each minimum) Use a unique typeface for your contribution and place you name at the end of your contribution.  **Readings:**  Pinker, Steven. *Blank Slate* Ch. 13 Politics |

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| **Week 5:**  **September 13**  **Fourth Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** Petrina’s  concept of the politics of curriculum theory | **Rationale for a developing the k – 12 curriculum**  Readings: Petrina, S. (2004). "The politics of curriculum and instructional design / theory / form: Critical problems, projects, units, and modules." *Interchange* **35**(1): 81-150  **Fourth Canvas discussion assignment:**  Make at least two (2) contributions to the segment of the class Discussion Board addressing Petrina’s rationale for the revision of curriculum theory and instructional design. (1/2 page each minimum) Use a unique typeface for your contribution and place you name at the end of your contribution. |

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| **Week 6**  **September 20**  **Fifth Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** Kaminsky’s rationale for curriculum development | **Suggestions for developing the curriculum using the Second Law of Thermodynamics.**  **Lecture 5 Curriculum and the Second Law of Thermodynamics**  Conference: via Canvas  **Fifth Canvas discussion assignment:**  Make at least four (4) contributions to the segment of the class Discussion Board addressing Kaminsky’s rationale for curriculum development (1/2 page each minimum) Use a unique typeface for your contribution and place you name at the end of your contribution.  **Readings**:  Kaminsky, James S. (submitted) Education, curriculum theory, instructional design and the Second Law of Thermodynamics  Pinker, Steven. *Blank Slate* Ch. 19 Children |
| **Week 7 & 8**  **September 27 & October 4** | **Lecture 6** Modernity and Educational Agendas  **Readings:**  James S. Kaminsky. (Submitted) Abstinence and comprehensive age-appropriate healthy sex education: Sexual violence, rape, prostitution, sex trafficking, and sexual slavery  Pan American and World Health Organization. 2000. Promotion of Sexual Health Recommendations for action  Taverner, Bill. 2007. Reclaiming ‘Abstinence’ in comprehensive sex education.  Kaiser Family Foundation. 2011. U.S. Teen Sexual Activity |
| **Week 9**  **October 11** | **Lecture 6** Curriculum Leadership Simon Sinek Explains it All  Team Organization Week / Collaborative Planning session |
| **Week 10 & 11**  **October 18 & 25** | **Conference**: via Canvas  **Readings:**  Hamel, Gary and C.K. Prahalad. (1989) “Strategic intent.” *Harvard Business Review*. (Available on Academic Search Premier RBD.)  Pan American Health Organization (PAHO) World Health Organization. 2000. Promotion of sexual health.  **First Wiki Assignment (Part 1):** The Obama budget has cut funding for abstinence education. By implication, his administration is supporting Abstinence plus comprehensive age-appropriate sex education. Your superintendent has instructed you to design a curriculum to obtain the Federal funding available in the Obama budget.  Using Petrina’s descriptions of curriculum design on pages 82 – 89 make a contribution to the class WikiPage on the **values** and **objectives** of an abstinence plus comprehensive age-appropriate healthy sex education.  As in the Wikipedia: I will expect your discussion to be supported by appropriate citations to the literature.  Assignment specification: Approximately four to five paragraphs / 2 pages in length per student team member.) |
| **Week 12 & 13**  **October**  **Nov 1 and Nov 8** | **Second Wiki Assignment (Part 2)** Using Petrina’s descriptions of curriculum design on pages 82 – 89, make a contribution to the class WikiPage about the instructional design and instructional materials of abstinence plus comprehensive age-appropriate healthy sex education. **[You do not need to discuss the issues of human learning and development]**. : Approximately four to five paragraphs / 2 to 3 pages in length per student  As in the Wikipedia: I will expect your comments to be supported by appropriate citations to the literature. |
| **Week 14 and 15**  **November 15 & 29** | **Third Wiki Assignment (Part 3):**  Using Petrina’s descriptions of curriculum design on pages 82 – 89, discuss at least four elements on the class WikiPage of the method of assessment of abstinence plus comprehensive age-appropriate healthy sex education.  **Readings**: Rand Corporation. (2004) Getting to outcomes: Promoting Accountability through methods and tools for planning, implementation, and evaluation. Arlington VA: Rand Corporation  Center for Disease Control. 2008. Little (PSSBA) by permission of the Rand Corp  As in the Wikipedia I will expect your comments to be supported by appropriate citations to the literature.  (Assignment specification: Approximately / 3 to 5 pages in length per student.) |
| **Thanksgiving Break** |  |
| **Week 16**  **November 29** | **Final Paper Collaboration** |

1. **COURSE REQUIREMENTS/EVALUATION:**

**Seminar points: DUE DATES FOR ALL ASSIGNMENTS AND EVALUATION ARE DUE EACH WEEK BY MIDNIGHT OF THE SATURDAY OF THE WEEK LISTED EXCEPT FOR THE FINAL WHICH IS DUE AUGUST 1, 2011**

**GRADING SCALE:**

100 - 90 points A

89.9 - 80 points B

79.9 – 70 points C

59.9 – 60 points D

Below 59.9 points F

**ASSESSMENT:**

**Tweets: (On dates specified in Reading guide) 10 points**

**Discussion Board: (On dates specified in Reading guide) 15 points**

**Wiki: (On dates specified in Reading guide) 35 points**

**Wiki Bonus points 05 points**

**Final Paper: Due Dec 6 40 points**

**8. CLASS POLICY STATEMENTS:**

**Late Assignment Guidelines:**

**Due: All assignments are due at the start of class.**

Late submissions of content or assessment will result in an assignment grade that is lowered 10% per day.

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also **Tiger Cub** for rules on academic honesty.

**Academic Honesty Code**

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Kozol, 1988, p. 22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is “zero points” for the assignment. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else as yours or work that you have submitted for another class to satisfy a requirement of FOUN 7036.**

**Civility Statement**

Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Students with Disabilities:** If you are a student with a disability, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844-2096 to identify with the Program of Students with Disabilities and the courses’ instructor to determine what accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Appendix A

**Qualitative evaluation rubrics**

* **Qualitative Grading Criteria for Tweets**

Consistency and insight as related to class readings and academic and professional literature

Originality of tweet

Contribution to the understanding of the class readings

**Qualitative Grading for Discussions and Wikis**

Consistency and insight as related to class readings and academic and professional literature

Originality and insight of discussion comment

Contribution to the understanding of the class readings

Use of cited readings in support of Discussion claims and Wiki entries

* **Qualitative Grading Criteria for Final papers**

**A** “A” Final papers will be close to or of maximum length not including the paper’s bibliography. A page contains approximately 300 words.

The paper will have at least (3) three citations per page. Citations will reference all or almost all appropriate chapters in the course textbooks and readings.

Papers at this level demonstrate substantial understanding of the topic defined by the essay. It will integrate textual reading material, lectures, and online Tweets, Discusions and Wikis. It will demonstrate high levels of insight and or originality regarding the issues defined by your answer. They also will show relations to other educational issues.

The papers presented at this level are exemplary and the conclusions presented are without factual or interpretive errors.

Papers at this level are also, largely, without errors of presentation - i.e. conforming to a common style, and are without spelling errors.

**B** “B” papers will be shorter than maximum length. The paper will have less than an average of three citations per page or will rely heavily upon one source. Citations will reference many but not all appropriate chapters in the course textbook, readings, and online material.

Papers at this level demonstrate a better than average understanding of the topic defined by the essay but do not show the levels of integration and insight evident in the best papers.

Papers at this level demonstrate research above the norm but do not show the level of insight or originality evident in the best papers. Papers presented at this level are much better than average and the conclusions presented are without substantial factual or interpretive errors.

Papers at this level are also without substantial errors of presentation - i.e. generally conform to a common style guide without numerous errors and are without numerous spelling errors etc.

**C** “C” papers maybe of any length. The paper will have a few citations. If an examination answer references only one source the answer or paper will be deemed to receive a grade of no more than “C”. Citations will reference some appropriate chapters in the course textbook and readings

Papers at this level are an adequate rehearsal of the material presented in set textbooks and lecturers. They shadow the arguments presented in class and texts but do not extend beyond them in interpretation or originality.

**D** “D” papers can be of any length.

Papers at this level meet the only the most nominal academic requirements. They nominally address the topic but do so without detail or supporting research material.

While not without some merit, papers at this level will contain substantial errors of fact and/or interpretation. At this level papers will demonstrate superficial understanding of material presented in class and set texts.

The number of citations in a paper that presents substantial mistakes shall be irrelevant for the purposes of grading.

**F** “F” papers can be of any length. Papers at this level do not address the question or demonstrate a seriously flawed understanding of material presented in class and required texts. Papers marked at this level may also contain errors that violate fundamental standards of academic conduct - i.e. the submission of the work of another as one's own, etc.