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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

1. **DATE SYLLABUS PREPARED**: January 2011
2. **TEXTS OR MAJOR RESOURCES:**

**Todd Gitlin (1995). Twilight of common dreams. H. Holt. (Out of Print – Available from Amazon used books)**

**Joel Spring (2009). *Political agendas for education*. (4 ed) Lawrence Erlbaum Associates.**

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

**Rand Corporation. (2004)*. Getting to outcomes: Promoting Accountability through methods and tools for planning, implementation, and evaluation.* Arlington VA: Rand Corporation (provided free by course instructor)**

**Course delivery:**

*Transactional international field experience: Duration three weeks*

Hybrid delivery *element* – international class segment embedded in Australia

Intense three-week field experience

High levels of student international administrative experience

Will allow students to develop professional networks

Will present differences in the execution of administrative leadership

*Dialectic learning element*

IT - Twitter for immediate discussion of readings and experience

IT – Discussion Board for analyzing international leadership experience

*Reflection learning element*

IT -- Blog journaling

IT -- Diary of the course content / method skills

Blogs will allow ethnographic reflection on course readings, lectures and of their international experience

*Collaborative Learning element*

IT – Student generated WIKI

Collaborative development of a curriculum will allow students to experience project development

*Traditional learning element*

Final paper

Will allow students to synthesize and present their mastery of curriculum theory and instructional design.

**Course passwords:**

WikiPage: Modphilcurr

Password: foun7030

Googleblog

Password: foun7030

**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, blogs, discussion boards, 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** | ***Aricles and lectures are available on your flash drive*** |
| **Readings/ Assignments** |
| **Week 1**  **Introduction**  **May 23**  **Orientation:**  **Discuss the political, social, and economic goals of the curriculum?**  **First Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** differences in Democratic (liberal) and Republican (conservative) concepts of the curriculum as evidenced in California’s Ebonics controversy | **Introduction FOUN 7036**  **Readings:**  Bugliarello, George. 2003. A new trivium and quadrivium. Bulletin of science, technology & society. (23) 2. Pp 106 -113.  Todd Gitlin (1995) *The twilight of common dreams* (Pp. 7 - 103)  Joel Spring: Political Agendas for Education, Ch 1 Democratic educational agenda: Civil rights, no child left behind, multiculturalism, and language. Pp 1 – 63  **First Discussion Board assignment**: Make at least four contributions to the segment of the class Discussion Board addressing the issue of **culture wars** that are challenging the evolution of the curriculum. |

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| **Week 2**  **May 27**  **Second Tweet assignment:**  ***Tweeting*: Five tweets (minimum) on** politics of curriculum theory and instructional design implicit in No Child Left Behind and Race to the Top. | **Lecture: Democratic and Republican educational agenda.**  **Readings**:  Spring, Joel. *Political Agendas for Education* pp 64 – 150  Todd Gitlin (1995) *The twilight of common dreams* (Pp. 126 – 237)  **Second Discussion Board assignment**: Make at least four contributions to the segment of the class Discussion Board addressing the differences and similarities of the Democratic and Republican educational agendas. |
| **Week 3:**  **June 1**  **Third Tweet assignment:**  ***Tweeting*: Three tweets (minimum) on Petrina’s concept of the politics of curriculum theory** | **Lecture: Thinking out of the box: Curriculum theory / instructional design**  **Third Discussion Board assignment:**  Make at least four contributions to the segment of the class Discussion Board addressing Petrina’s view of curriculum theory and instructional design.  **[Curriculum theory** is a way of describing the [educational philosophy](http://en.wikipedia.org/wiki/Educational_philosophy) (First assumptions / purposes) of a curriculum. It suggests various techniques and content for the development and enactment of a [curriculum](http://en.wikipedia.org/wiki/Curriculum) and, ultimately, its assessment.]  Readings: Petrina, S. (2004). "The politics of curriculum and instructional design / theory / form: Critical problems, projects, units, and modules." *Interchange* **35**(1): 81-150 |

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| **Week 4:**  **June 5**  **First Blog assignment**  ***Blog* journaling**  **Three pages ethnographically describing your experience in the schools of NSW** | **Daily Itinerary Sydney NSW Australia**  **Readings: James S. Kaminsky. (Submitted) Abstinence and comprehensive age appropriate healthy sex education: Sexual violence, rape, prostitution, sex trafficking, and sexual slavery** |

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| **Week 5**  **June 12**  ***Second Blog assignment***  ***Blog* journaling**  **Three pages ethnographically describing your experience in the schools of NSW** | **Daily Itinerary Sydney NSW Australia**  **Readings**: **Pan American and World Health Organization. 2000. Promotion of Sexual Health Recommendations for action** |
| **Week 6**  **June 19**  ***Third Blog assignment***  ***Blog* journaling**  **Three pages ethnographically describing your experience in the schools of NSW** | **Daily Itinerary Sydney NSW Australia**  **Readings: Taverner, Bill. 2007. Reclaiming ‘Abstinence’ in comprehensive sex education.**  **Kaiser Family Foundation. 2011. U.S. Teen Sexual Activity.** |
| **Week 7**  **June 26**  ***Fourth Tweet assignment***  ***Tweeting*: Three tweets (minimum) on** instructional design (Petrina p. 89 – 95) | **Jet-lag week (Circadian De-synchronization)**  **Begin Final Paper:** |
| **Week 8**  **:**  **July 6**  ***Fifth Tweet Assignment***  ***Tweeting*: Three tweets (minimum) on critical curriculum and instructional design. (Petrina p. 95 – 100)** | **Readings: 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 education. That is, Abstinence education 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 at least four contributions (comments) to the class WikiPage on the **values** and **objectives** of an abstinence plus comprehensive age appropriate healthy sex education.  However as in Wikipedia: I will expect your comments to be supported by appropriate citations to the literature.  Assignment specification: Approximately four to five paragraphs / 2 to 3 pages in length.) |
| **Week 9:**  **July 18**  ***Sixth Tweet assignment***  ***Tweeting*: Three tweets (minimum) on Critical problems with special reference to Dewey and Kilpatrick. (Petrina p. 100 - 111)** | **Second Wiki Assignment (Part 2)** Using Petrina’s descriptions of curriculum design on pages 82 – 89, make at least four contributions (comments) 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]**.  However as in Wikipedia: I will expect your comments to be supported by appropriate citations to the literature.  (Assignment specification: Approximately four to five paragraphs / 2 to 3 pages in length on social need / organization of knowledge and or justification commentary.) |
| **Week 10:**  **July 25** | **Third Wiki Assignment (Part 3):**  Using Petrina’s descriptions of curriculum design on pages 82 – 89, identify 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  However as in Wikipedia I will expect your comments to be supported by appropriate citations to the literature.  (Assignment specification: Approximately four to five paragraphs / 2 to 3 pages in length.)  ***Final Paper Due July 25***  **A file copy of your FINAL PAPER must also be submitted to Turnitin.com** |

1. **COURSE REQUIREMENTS/EVALUATION:**

**Seminar points: DUE DATES FOR ALL ASSIGNMENTS AND EVALUATION ARE DUE EACH WEEK BY MIDNIGHT OF THE FRIDAY OF THE WEEK LISTED AS**

**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 10 points**

**Discussion Board 15 points**

**Blogs 15 points**

**Wiki 20 points**

**Final Paper 40 points**

***Peer assessment:***

Each member of the class will assess all members of the class including themselves for their contribution to Tweets, Discussion Boards, Blogs, and Wikis. All members of the class will email their assessment of the class directly to Dr. Kaminsky on the Friday of each week. Each week you will submit a separate assessment for Tweets, Discussion Boards, Blogs, and Wikis.

***Peer assessment procedures:***

Assuming the class has ten members you will have three A (100 – 90%) grades to distribute, four B (89 – 80%) grades to distribute, and three C grades (79 – 70%) to distribute. When the class returns from their international experience I will average the grades for Tweets, Discussion Boards and Blogs and email progress grades in those areas. The same procedure will apply to Wiki’s. [Everyone must grade everyone else anonymously.]

***Final paper assessment:***

Each member of the course will compile each of their Wiki contributions and present them as a final paper through Turnitin.com. You may make additions, amendments or corrections to any of your contributions. You may add new elements from your readings or any of the Tweets, Discussion Board comments, Blogs, or Wiki’s. If the additions are not your own the original author must be properly credited.

**Remember as all of the assignments for FOUN 7030 have been uploaded to Turnitin.com, Turnitin.com will recognize and report the authorship of all Tweets, Discussion Board comments, Blogs, or Wiki’s submitted for this class.**

I will assess each compilation using the qualitative rubric in the appendix to this syllabus.

**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. For, example, a paper that is turned in one day late and results in a grade of “100%” will be lowered to a “90%”. Similarly, a response paper that is turned in two days late and results in a grade of “100%” will be lowered to an “80%”. Neglecting to submit a peer assessment will result in a similar deduction for that weeks grade.

**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.

Disruptive behavior includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving class early or coming to class late, eating in class, disrupting instructional discourse, doing assignments for other classes, reading the paper, sleeping, and engaging in other activities that detract from the classroom learning experience.

**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**

**All Tweets, Discussion Board entries, Blogs, and Wiki contributions are due the Sunday of the week in which they are assigned.**

* **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

**Discussion Boards**

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

**Blogs**

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 differences and similarities between Australian and American educational leadership

* **Qualitative Grading Criteria for Wiki papers**

**A** “A” Wiki 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 videos. 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 and readings

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.