EDCI 5362: Theoretical Bases for Curriculum
EDCI 6324: Curriculum Theory
Summer I 2018 * May 29 – June 29
MTWR 4:00p-5:55p * ECDC 238

Dr. Bethanie Pletcher
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Office: ECDC 219-H

Office hours:
Mondays and Wednesdays 2:00-3:00p
Tuesdays and Thursdays 3:00-4:00p
And by appointment

Course Description
In this course, we will critically investigate what is understood by the term curriculum and the implications for schooling and society. Through discussion and readings, we will develop/expand our views of these issues, and articulate our support for these views. Utilizing in-class discussions and written assignments, we will continue our growth as responsible, self-reflective, and aware educators.

The fundamental question which emerges from the curriculum field is one of worth: What is it most worthwhile to know and experience? The answer to such a question presupposes a particular notion of the “subject” and the society of which one wishes to be a part. The question of worth will be the pivotal question in the course. We will explore a series of responses which the question has evoked during the last century. Related questions which will guide our exploration are:
• What are some of the perennial categories?
• What are the theoretical frameworks that focus curriculum inquiry?
• How does curriculum function as a shaping force in society?
• What are the politics of curriculum?
• How do race, class, gender and sexuality relate to curriculum?
• How has curriculum operated in a modern world?
• How might curriculum operate in a post-modern world?
• What are the factors that contribute to curriculum reform?

Throughout this exploration we will become acquainted with the predominant perspectives and paradigms in the field and the scholars who represent them. Each of us will attempt (in turn) to answer the question of worth for ourselves – a sobering but useful exercise! By the end of the semester, my hope is that we will have come to an appreciation of the complexity of educational experiences.

Course Objectives and Outcomes
• To become more familiar with prominent curriculum theorists and their contributions
• To explore historical and current approaches to curriculum development
• To explore implementation, evaluation, and policy making aspects of curriculum
• To describe and critique curriculum theory and instructional practice
• To engage in reflective exploration of our experience of curriculum development
• To articulate an understanding of how curriculum frameworks inform practice

Evaluation and Assignments
Grades will be determined according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflective Journal entries (6)</td>
<td>30</td>
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<tr>
<td>Curriculum Theorist Paper and Presentation</td>
<td>40</td>
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<tr>
<td>Student-led Presentation</td>
<td>20</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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The following course requirements will be explained in detail at the beginning of the course.

Reflective Journals
The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a reflection responding to questions raised, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes develop in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the readings.

Curriculum Theory Paper and Presentation
The purpose of this is to offer you the opportunity to begin to construct your own curriculum theory by integrating your practice with the ideas you have thought about in this class. You will write a paper and address the following:
  • an overview of the main points of two or three traditions that you identify with
  • a critique using any of the frameworks raised in the text and/or discussed in class
  • relevance to current situations in educational curriculum and instruction
  • your personal situation (classroom, subject, school)
  • state and societal situations (public education, private schools, etc)
This is a formal paper of about 10 pages and should follow APA guidelines. See rubric in Blackboard.
More details about the presentation will be provided in class.

Student-led Presentation
The purpose of this assignment is to offer you the opportunity to begin to construct your way of thinking critically about what you teach, why you teach and how you teach. This set of ideas comprises a kind of paradigm out of which your aims and ideals emerge. You are being asked to reflect on your practice in relation to the history of philosophical thought.

Doctoral Component
Doctoral students enrolled in this course will be required to complete additional readings related to course topics and discuss those readings in online doctoral discussion forums.

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

**Class attendance and participation:**
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend synchronous class regularly may place students at a severe disadvantage on all assignments. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

**Required Textbook and Resources:**

**MS and PhD students:**

**PhD students only:**

Various articles and videos as assigned by professor

**Recommended Reading**
There are additional readings for this course. They will be available on Blackboard and/or in class.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) (see due dates for readings below)</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29</td>
<td>-Introductions&lt;br&gt;-Syllabus &amp; Class Schedule Overview&lt;br&gt;-What is curriculum and why does it matter?</td>
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<td>PowerPoint Introduction of yourself to show in class</td>
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<tr>
<td>Tuesday</td>
<td>Face-to-Face</td>
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<tr>
<td>May 30</td>
<td>-What is curriculum and why does it matter</td>
<td>Read for May 30 class session:</td>
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<tr>
<td>Wednesday</td>
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<td>All:</td>
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<tr>
<td>Face-to-Face</td>
<td></td>
<td>• Null Introduction&lt;br&gt;• McCourt, “Teacher” Man&lt;br&gt;• Eisner, What Makes a Good School? (Curriculum</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Studies Reader</td>
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| May 31    | Thursday| Online     | -Liberal Education -Schwab’s Commonplaces | All:  
- Null Chapter 1  
- Noddings, Chapter 1, Philosophy of Education  
- Jackson, Excerpt from Life in Classrooms  
- Kohl, “Why Teach?” |  

PhD:  
- Reid, Chapter 5, “Schwab’s Conception of Liberal Education”, *Curriculum as Institution and Practice* |
| June 4    | Monday  | Face-to-Face| -Liberal Education -Schwab’s Commonplaces | See May 31 |  |
| June 5    | Tuesday | Online     | Systematic Approach to Curriculum | All:  
- Null Chapter 2  
- Schiro, *Curriculum Theory*, pp. 51-64  
- Ravitch, *The Death and Life of the American School System*, Chapter 7 |  

PhD:  
- Bobbit, *The Curriculum Studies Reader*, Chapter 1 |
| June 6    | Wednesday| Face-to-Face| Systematic Approach to Curriculum | See June 5 |  

Student-led presentation |
| June 7    | Thursday | Face-to-Face| Systematic Approach to Curriculum | See June 5 |  

Student-led presentation |
| June 11   | Monday   | Online     | Existentialist Approach to Curriculum | Read for June 12 and 13 class sessions:  
All:  
- Null Chapter 3  
- Noddings, pp. 61-69, *Philosophy of Education*  
- Kohn, “Grading: the issue is not how but why?”  
- Noddings, “Caring in education” or Noddings, “The use of stories in education”  
- Washor, “When learning matters” |  

PhD:  
- Montessori, Chapter 2, *The Curriculum Studies Reader*  
- Greene, Chapter 11, “Towards wide awareness: An argument for the arts and humanities in education”, from *Landscapes of Learning* or Greene, Chapter 13, *Curriculum Studies Reader* |  

Reflective Journal Entry 3 due by end of day June 11 – bring to class June 12 and 13 |
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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>June 12</td>
<td>Tuesday</td>
<td>Existentialist Approach to Curriculum</td>
<td>See June 11</td>
<td>Student-led presentation</td>
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<tr>
<td>June 13</td>
<td>Wednesday</td>
<td>Existentialist Approach to Curriculum</td>
<td>See June 11</td>
<td>Student-led presentation</td>
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<td>June 14</td>
<td>Thursday</td>
<td>Radical Approach to Curriculum</td>
<td>Read for June 18 and 19 class sessions:</td>
<td>Reflective Journal Entry 5 due by end of day June 20 – bring to class June 21 and 25</td>
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<td>June 18</td>
<td>Monday</td>
<td>Radical Approach to Curriculum</td>
<td>See June 14</td>
<td>Student-led presentation</td>
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<tr>
<td>June 19</td>
<td>Tuesday</td>
<td>Radical Approach to Curriculum</td>
<td>See June 14</td>
<td>Student-led presentation</td>
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<td>June 20</td>
<td>Thursday</td>
<td>Pragmatic Approach to Curriculum</td>
<td>Read for June 21 and 25 class sessions:</td>
<td>Reflective Journal Entry 4 due by end of day June 14 – bring to class June 18 and 19</td>
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**All:**
- Null Chapter 4
- Apple, Chapter 30, *Curriculum Studies Reader*
- Freire, “The Banking Concept of Education”
- Delpit, “What Should Teachers Do?: Ebonics and Culturally Responsive Instruction” or Kohn, “Poor teaching for poor children…in the name of reform”

**PhD:**
- McLaren, Chapter 5, “The Emergence of Critical Pedagogy”, *Life in Schools*
- Apple, Chapter 1 and pp. 118-126, *Official Knowledge* or Apple, Chapter 1, “On Analyzing Hegemony”, *Ideology and Curriculum*
- Counts, Chapter 6, *Curriculum Studies Reader*
- Eisner, Chapter 5, *The Educational Imagination*
- Gay, Chapter 2, “Power Pedagogy through Cultural Responsiveness”, *Culturally Responsive Teaching*
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<tr>
<td>June 21</td>
<td>Monday</td>
<td>Face-to-Face</td>
<td>Pragmatic Approach to Curriculum</td>
<td>See June 20</td>
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<td>Student-led presentation</td>
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<td>June 25</td>
<td>Tuesday</td>
<td>Face-to-Face</td>
<td>Pragmatic Approach to Curriculum</td>
<td>See June 20</td>
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<td>Student-led presentation</td>
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<td>June 26</td>
<td>Tuesday</td>
<td>Online</td>
<td>Deliberative Curriculum</td>
<td>Read for today!</td>
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<td>• Null Chapter 6</td>
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<td>• Ravitch, “How, and how not, to improve the schools”</td>
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<td>PhD:</td>
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<td>• Reid, Chapters 1-3, <em>Curriculum as Institution and Practice</em></td>
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<td>June 27</td>
<td>Wednesday</td>
<td>Online</td>
<td>Standards Teacher Education</td>
<td>Read for today!</td>
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<td>• Null Chapters 7 and 9</td>
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<td>• Ayers, “The Standards Fraud”</td>
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<td>• Tanner &amp; Tanner, Chapter 12, “Curriculum Improvement – Role of the Teacher”, <em>Curriculum Development</em></td>
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<td>• Giroux, “Teachers as Transformational Intellectuals” or Canestrati &amp; Marlowe, “From Silence to Dissent: Fostering Critical Voice in Teachers”</td>
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<td>• Darling-Hammond, Chapter 7, “Doing What Matters Most: Developing Competent Teaching”, <em>The Flat World and Education</em></td>
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<td>• Darling-Hammond, Chapter 3, “New Standards and Old Inequalities: How Testing Narrows and Expands the Opportunity Gap”, <em>The Flat World and Education</em></td>
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<td>• Greene, Chapter 16, “The Impacts of Irrelevance: Women in the History of American Education”, <em>Landscapes of Learning</em></td>
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<td>June 28</td>
<td>Thursday</td>
<td>Face-to-Face</td>
<td>CT paper presentations</td>
<td>Reflective Journal Entry 6 due by end of day June 27</td>
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EDCI 5362/6324 Syllabus * Dr. Bethanie C. Pletcher
CT paper presentation is due in class – being present for this is part of your CT paper grade

Late work
No coursework will be accepted late without instructor approval. For each week an assignment is late, a letter grade will be dropped.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Classroom/Professional behavior
Professional decorum is expected.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with
the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Veterans**

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.